

**Student Course Syllabus  
Introduction to Graduate Studies in Special Education  
SPED 708**

Instructor: Rosemary Battalio, Ph.D.; Joe Morin, Ed.D.; J. Todd Stephens, Ph.D.;  
Stephen Dempsey, Ph.D.

Office Hours: Any time by **appointment**.

**Course Description:**

This course provides students with information about current issues and trends in special education. It provides a forum for students to develop critical thinking and writing skills and will prepare them to be more effective graduate students, while introducing them to discipline specific research methodologies. Students will reflect on and determine an area of professional interest that will guide their professional studies.

**Optional Text:**

Publication Manual of the American Psychological Association (6<sup>th</sup> edition)

**Required Reading:**

Other required readings are accessible through D2L web learning site.

**Course Objectives:**

	<b>Wisconsin Teaching Standards</b>	<b>Artifacts</b>
1. Articulate multiple viewpoints regarding current issues in special education.	WTS #1, 9 CL	In-class essay; D2L Discussion
2. Describe research methodologies commonly employed in special education.	WTS #1	In-class activities
3. Read and evaluate primary sources of research from professional journals. Answer questions such as the following: (a) Is the article a primary source or a secondary source, (b) Does the research design match the question(s) posed?, or (c) Are the author(s)' conclusions valid?	WTS #1,9	Article critiques quantitative and/or qualitative research

4. Critically evaluate secondary sources of research. Be able to identify sources of bias, faulty logic, and discriminate between opinion and fact.	WTS #1,9	In class discussion D2L Discussion
5. Develop scholarly-writing skills.	N/A	Homework, APA test, timed essays, research paper
6. Synthesize and integrate information from a variety of sources.	WTS #1, 6	Scholarly paper in APA style; In-class essay; presentation; D2L Discussion
7. Become familiar with the work and research interests of faculty members in the Department of Special Education.	N/A	Faculty will be assigned
8. Determine ways to implement research-based practices in the classroom.	WTS #4	D2L Discussion

CL = Promotes *collaborative leadership* goals

### Course Outcomes/Assignments

1. Attend scheduled classes and **participate** by asking questions and making comments.
2. Participate in D2L discussion on a regular basis by initiating and responding to posts. Each student needs to post at least one comment/thought/ AHA moment and a question from each article. In addition, you will need to respond to the other students responses. These responses should go beyond a simple agreement or disagreement. Discussions should be anchored in the articles. Discussion topics will open up for a limited number of days as indicated on the Weekly Outline (30 points).
3. Select one person from the list of influential persons in special education identified by Polloway (2000). Find out about that person and describe the person's accomplishments and how he or she has influenced the field of special education. Reflect on how they have influenced you specifically. Post your reflection as an attachment in Discussions by week of **October 3-7** (10 points)
4. An assignment will be given to you during the two course sessions on research design. Points will be assigned according to assignments.
5. Look at the national Center for Special Education Research for some ideas for topics to investigate in more depth. You have been assigned a faculty advisor who will work with you to develop a project (paper, article manuscript, ...) based on your topic that will be your final task for the class. (60 points).
  - a. Create a plan about what you will accomplish
  - b. This activity should focus on a topic that you identified (National Center for Special Education Research)

- c. On October 26 and November 30, you will be responsible to come to class with a draft of your activity to share with a peer. (editing activity)
- d. The faculty advisors are:  
 J. Todd Stephens- Natassia Bangert  
 Steve Dempsey- Becca Dietsche  
 Joe Morin- Amanda Pettis, Sarah Hanson  
 Rose Battalio- Laura Pedersen

6. Give a 10-minute presentation to the class on your faculty directed activity (20 points).

**Grading Policy**

Students in the revised M.S.E. (admission since January 2001), must received an A or B in the course in order to continue in the graduate program. Students in the “old” program must receive a C or better. According to University policy, “courses in which grades below C are earned are not applicable to degree requirements. Courses in which grades of C are earned may be applied toward degree requirements, providing the student has sufficient grades of A to achieve the required overall grade point average of 3.0, or B” (Graduate Catalogue, p. 22).

Grades will be awarded on a percentage basis.

94% and above of the total points	= A	75 - 79% of the total points	= C
92 - 93% of the total points	= A-	73 - 74% of the total points	= C-
89 – 91% of the total points	= B+	70 - 72% of the total points	= D+
85 - 88% of the total points	= B	66 - 69% of the total points	= D
83 - 84% of the total points	= B-	64 - 65% of the total points	= D-
80 - 82% of the total points	= C+	Less than 64% of the total points	= F

**Academic Misconduct**

Academic misconduct will be dealt with according to University regulations and will be treated very seriously. Webster’s dictionary defines *plagiarism* as the act of taking ideas or writings of someone else and passing them off as one’s own. Plagiarism is a form of academic misconduct.

**Students with Disabilities**

The University of Wisconsin- Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor as well as had made contact with the office of Services for Students with Disabilities (836-4542).

**Students who are non-native speakers of English**

may request extended test-taking time (time and a half). To determine eligibility, English proficiency is evaluated by the Academic Skills Center (for U. S. permanent residents/citizens) or by the Department of Foreign Languages (for international students). Students approved for the accommodation are given a verification form to present to their course instructors. Students must provide verification during each semester.

## Weekly Outline

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Sept. 4-10	<b>Introduction to course</b>	D2L DISCUSSION Ravitch, 1998; Odom et al (2005) Investigate and discuss topics for further investigation
Sept. 11-17	<b>D2L</b>	D2L DISCUSSION Gersten et al., 2005; Horner et al. ((2005) Contact faculty mentor
<b>Sept. 21</b>	<b>Research</b>	
<b>Sept. 28</b>	<b>Research</b>	
Oct. 2-8	<b>D2L</b>	D2L DISCUSSION Polloway, 2000; Influential people
Oct. 9-15	<b>D2L</b>	D2L DISCUSSION: Dunn, 1968; Will, 1986
Oct. 16-22	<b>Work week</b>	
<b>Oct. 26</b>	<b>Class: Peer editing</b>	Draft of activity
Oct. 30-Nov. 5	<b>D2L</b>	D2L DISCUSSION: Fuchs & Fuchs, 1994; Zigmond, 2009
Nov. 6-12	<b>D2L</b>	D2L DISCUSSION: Lieberman, 2001; Kauffman, 1999
Nov. 13-19	<b>D2L</b>	D2L DISCUSSION: Cook & Schirmer, 2003; Fuchs & Fuchs, 1995
Nov. 20- 26	<b>Thanksgiving</b>	
<b>Nov. 30</b>	<b>Class: Peer editing</b>	Draft of activity
Dec. 4-10	<b>Work week</b>	
<b>Dec. 14</b>	<b>Presentations on campus</b>	
Dec. 21	<b>Research project due to faculty</b>	

## References

References are available on D2L. There are additional articles that may be of interest to you, but are not required readings.

### **Required readings:**

- Cook, B. G. & Schirmer, B. R. (2003). What is special about special education? *Journal of Special Education, 37*, 200-205.
- Dunn, L. M. (1968). Special education for the mildly retarded--Is much of it justifiable? *Exceptional Children, 35*(1), 5-22.
- Fuchs, D., & Fuchs, L. S. (1990). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children, 60*, 294-309.
- Fuchs, D., & Fuchs, L. S. (1995). What's 'special' about special education? *Phi Delta Kappan, 76*(7), 522-530.
- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-180.
- Kauffman, J. M. (1999). Commentary: Today's special education and its messages for tomorrow. *Journal of Special Education, 32*, 244-254.
- Lieberman, L. M. (2001, January 17). The death of special education. *Education Week*. Retrieved from <http://www.edweek.org>
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137-148.
- Polloway, E. A. (2000). Influential persons in the development of the field of special education. *Remedial and Special Education, 21*, 322-324.
- Ravitch, D. (1998, December 16). What if research really mattered? *Education Week*. Available: <http://www.edweek.org/ew/vol-18/16ravitc.h18>

Will, M. C. (1986). Educating children with learning problems: A shared responsibility. *Exceptional Children*, 52, 411-415.

Zigmond, N. (2003). Where should students with disabilities receive special education services? Is one place better than another? *Journal of Special Education*, 37, 193-199.

**Additional readings:**

Banda, D. R., & Therrien, W. J. (2008). A teacher's guide to meta-analysis. *Teaching Exceptional Children*, 41(2), 66-71.

Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71, 195-207.

Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children*, 75, 365-383.

Johnson, D. W., Johnson, R., Dudley, B., Mitchell, J., & Fredrickson, J. (1997). The impact of conflict resolution training on middle school students. *Journal of Social Psychology*, 137, 11-21.

Stanovich, P. J., & Stanovich, K. E. (2003). Using research and reason in education. Washington, DC: National Institute for Literacy.

Thompson, B., Diamond, K. E., McWilliams, R., Snyder, P., & Snyder, S. W. (2005). Evaluating the quality of evidence from correlational research for evidence-based practice. *Exceptional Children*, 71, 181-194.