GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION
COURSE SYLLABUS

Course Title: Graduate Seminar on Multicategorical Special Education
Course Number: SPED 865
Credit Hours: Four (4.0)
Instructional Modality: Seminar, lecture, discussion
Instructor: Dr. Maribeth Montgomery Kasik
Trimester: Fall 1995

Catalog Description:
Discusses the current trends and issues in multicategorical special education. Explores contemporary philosophies of educating mildly handicapped students, instructional alternatives, and service delivery programs. Guides student simultaneously through culminating project.

Prerequisite: SPED 835

Required Text:

Rationale:
Discusses the current trends and issues in multicategorical special education. Explores today’s philosophy of educating LD, BD, and MR students and the instructional alternatives and service delivery programs.

Expected Student Outcomes:
1. Student should be able to identify, discuss, and evaluate trends and issues relative to the needs of special students.
2. Students should be able to synthesize, analyze, and evaluate the research literature pertaining to the educational needs of LD, BD, and MR students.
3. Students should be able to complete a research project that is based upon an educational program with LD, BD, and MR students.
Instructional Activities:

Objective 1 met 1. Attend and participate in class sessions.

Objective 2 met 2. Abstract a minimum of five (5) journal articles, both descriptive and experimental.

All objectives met 3. Culminating Experience Project

   Purpose: To produce a research paper dealing with an aspect of multicategorical (must relate to LD, BD, and MR unless special permission is given) special education.

All objectives met 4. In addition to the research paper, which is to be presented in APA style, the student will be required to orally defend their research paper.

All objectives met 5. Read text and take an exam.

Optical Outline:

1. Overview of Issues and Trends
2. Research Methods in Special Education
3. The APA Manual and Rationale for Using It
4. Journals in Special Education
5. Library Visits - Locating Journals and Research
6. Discussion and Evaluation of Current Issues - (Students drawing on articles for discussion.)
7. The Cluminating Project

Evaluation:

   Attendance and participation 10 points
   Culminating project 50 points
   Abstracts 15 points
   Oral defense 15 points
   Written exam 10 points

   Total 100 points

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = 59 and below
Reference and Reading

Culminating Experience Project Outline

handouts, librarian, lecture, peer critique, discussion.

1. Select a topic
2. Discuss topic with class
3. Approval of topic by class and professor

handouts, librarian, lecture, peer critique, discussion.

4. Prepare proposal
5. Provide copies of proposal for professor and classmates
6. Discuss topic with class, respond to critique
7. Approval of proposal by class and professor

handouts, librarian, lecture, peer critique, discussion.

8. Conduct study/research
9. Present study to class and professor for evaluation and critique

handouts, librarian, lecture, peer critique, discussion.

10. Prepare research paper
11. Present research paper-copies to class members and professor
12. Critique other class members papers
13. Acceptance of study by class members and professor

*Note: At any point during, or after the acceptance of a paper by the professor and peer committee, if it is determined a student fabricated, or plagiarized research or writing, the professor may fail the student or bring the student up on charges of academic misconduct as outlined in GSU's student handbook.
Professional Policies:

To minimize confusion and alleviate delayed grades and misunderstanding, the following will be enforced:

1. If the above activities do not meet your professional needs, contact me to arrange more appropriate alternatives.

2. You will be held responsible for knowing the contents of the syllabus, class lectures and announcements. Please read the syllabus or contact me for clarification on assignments before embarking on them, for papers may not be resubmitted.

3. Please type your work. Correct format, grammar, and spelling are essential.

4. Late papers will be downgraded three (3) points unless an "I" is negotiated or other arrangements have been cleared.

5. If you do not take written exams at the scheduled time, the points will be lost unless there is documented evidence to support your absence.

6. Five (5) points will be deducted for each class absence after two (2).

7. Papers will not be returned, so photocopy them before submitting them to me.

8. Fabrication/Plagiarism, claiming the thoughts and writings of another as one's own, are serious matters and will be treated as such.

9. In order to receive an "I", 75% of the requirements must have been completed and the request must be made in writing at least one full week before the final class meeting.

10. Unclaimed papers will be destroyed after one term.

11. Please contact me during my posted office hours or leave a message at (708) 534-4364.
Bibliography:


2. Campbell, & Stanley


STRUCTURE FOR RESEARCH PAPER FOR GRADUATE SEMINAR IN MULTICATEGORICAL SPECIAL EDUCATION

SPED 865
Prepared by: Maribeth Montgomery Kasik, Ph.D.

A) Title and approval page

B) Abstract (a summary of the paper--usually about 100 words)

C) Acknowledgements (optional)

D) Table of contents

E) List of Tables

- Research Paper Format -

F) Chapter I

Introduction, statement of purpose and significance of the problem, hypothesis, scope of the study, delimitations of the study, definition of terms, and assumptions if any made by the student in conducting the study.

Chapter I also serves as the research proposal. The above components can be broken down further as follows:

I) Statement of the Problem:
State the problem in clear and precise terms. Specify why you believe this problem is worth exploring.
II) **Purpose of the study:**
Identify all the variables you wish to study, the population which will be studied, and the relationship among each of the variables. Identify in succinct terms what the outcome of such a study might be.

III) **Delimitations of the study:**
A description of the variables which may be relevant, but which are not dealt with in the study.

IV) **Educational significance of the study:**
State in concise terms, the value to education of obtaining the information sought.

V) **Definition of Terms:**
List any terms you are going to use in your paper and a brief definition of the term. The definition may be one of your own or you may cite a reference. If you list your own definition of the term, it should be consistent with that which is acceptable in the field—or you may be challenged to defend your definition.

G) **Chapter II**
Review of related literature and its relevance to the current study. Include appropriate subheadings. Literature reference should be conducted within the past 5 years. Classical references are acceptable.

Ask yourself:
- what the current and related literature says about the topic of study?
- have any similar studies been done in the past?

H) **Chapter III**
Study design (how the study was done) and findings.

If a study is not conducted then this chapter becomes Chapter V (see below).

If a project is prepared, a description of how it was prepared is placed in Chapter III.

I) **Chapter IV**
Data (information) analysis and findings—results.

If a study is not conducted then this chapter because chapter V (see below).

If a project is prepared, it is placed in Chapter IV.
J) Chapter V
Conclusions, implications and recommendations

K) References

L) Appendix

SCHEDULE FOR GRADUATE SEMINAR IN
MULTICATEGORICAL SPECIAL EDUCATION

SESSION #

Session 1  Overview of course

Session 2  Research paper overview, library visit--indices for research, explanation of activities, topics in multicategorical special education.

Session 3  Topic discussion
Preparation of proposal guidelines
Research methods in special education
Journals in special education
Outline of abstract
APA guidelines

Session 4  First abstract due
Discussion of research articles
PROPOSALS DISCUSSED

Session 5  Research questions due
Approval groups re questions
Discussion of research article

Session 6  Second abstract due
Group critique/scoring of abstract
Discussion of research article
Purpose of study and statement of problem due
Group critique of purpose and problems

Session 7  Third abstract due
Group critique/scoring of abstract
Discussion of research article
Delimitations/Limitations and Educational Significance due
Group critique of delimitations/limitations and significance

Session 8  Fourth abstract due
Group critique/scoring of abstract
Discussion of research article
Introduction and Table of Contents due
Group critique of introduction and Table of Contents
Review for exam

Session 9  Chapter one turned in in final form
          Group critique of Chapter I
          Exam

Session 10  First paper defense
Session 11  TBA
Session 12  Second paper defense
Session 13  TBA
Session 14  Third paper defense
Session 15  Celebration
          Evaluation
          Last day of class