

**MURRAY STATE UNIVERSITY
COMMON SYLLABUS**

Revised August 2006

DEPARTMENT: ACS COURSE NUMBER: SED 646 CREDIT HOURS: 3

I. TITLE: Survey of Research Applied to Special Populations

II. CATALOG DESCRIPTION: A review of studies from a variety of disciplines that have relevance to special education populations. Special emphasis will be given to those skills (understanding, assumption, reading and abstracting articles, interpreting data, and evaluating results) needed to understand the relationship between research strategies and problems in special education.

III. PURPOSE: This course is designed to acquaint the student with the basics of research design statistics as they apply to current research issues in special education.

IV. COURSE OBJECTIVES:

Following each objective, and enclosed in parentheses, are the number of the Experienced Teacher Standard for Preparation and Certification. Upon successful completion of the course, the student will demonstrate:

- A. the major journals/indexes necessary to critically read and conduct research in special education. (1, 7, 10)
- B. the ability to develop an annotated bibliography when given a research topic in special education. (7, 10)
- C. the steps necessary to complete a literature review and other components necessary to develop a research plan. (1)
- D. the procedures for conducting research with small samples including single case studies. (1)
- E. qualitative/quantitative strengths and weaknesses of individual research designs based on the internal/external validity model. (1, 7)
- F. sampling techniques and necessary requirements for sample size in group designs. (7)
- G. common statistical procedures such as t-test, Chi Square, descriptive statistics, ANOVA, and correlation, necessary to interpret and conduct simple research. (7, 10)
- H. the use of several commercially packaged programs for computer assisted analysis statistical data. (10)

The EPSB Themes of assessment and closing the achievement gap are explored in this class. Students will assess an educational problem of their choice and research a way to address the problem.

V. CONTENT OUTLINE:

- A. Importance of Research in Education
- B. Major journals and indexes
- C. Developing the questions for research
- D. Reviewing the literature
- E. Choosing a design
- F. Preparing a successful proposal
- G. Qualitative designs

- H. Quantitative designs
- I. Experimental designs
- J. Computer software
- K. Presentation of work

VI. INSTRUCTIONAL ACTIVITIES:

Lecture, demonstration, and group activities. Library work.

Portfolio: A portfolio entry is not required but would be appropriate

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VIII. RESOURCES:

Internet, Library.

IX. GRADING PROCEDURES:

A. Course Requirements

APA format	50
Written Proposal	300
Drafts	50
Exercises	180
Participation	150

B. Grading Scale

A = 90%	D = 60%
B = 80%	E = <60%
C = 70%	

X. ATTENDANCE POLICY:

This course adheres to the attendance policy stated in the current MSU *Graduate Bulletin*

XI. ACADEMIC HONESTY:

This course adheres to the academic policy stated in the current MSU *Graduate Bulletin*

XII. TEXT AND REFERENCES:

Best, J. W. & Kahn, J. V. (2006). *Research in Education*. 10th ed. Boston, MA: Allyn and Bacon.

XIII. PREREQUISITES:

None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities and equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.