

# Advanced Research Projects in Special Education

## EDSE 220

Spring 2026 Section 03 Hybrid 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/19/2026

### Contact Information

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#### Office Hours

- By appointment
- SH 235 or by Zoom

### Course Information

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Advanced application of special education action research projects conducted in diverse educational settings.

#### Hybrid - Lecture with Research

- Thursdays 4:00 pm - 6:45 pm
- Class Room: Santa Cruz COE

### Course Description and Requisites

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Advanced application of special education action research projects conducted in diverse educational settings.

**Prerequisite(s):** Department consent.

Letter Graded

# Classroom Protocols

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This course is hybrid with some class sessions in-person and some sessions designated for independent research and writing. This course has an extensive writing component, the bulk of which must be completed outside of class time. Students should have access to a computer and the Internet in order to submit assignments to the CANVAS learning management system.

Professional demeanor and disposition for a graduate student are expected in this class. Participants are expected to arrive to class on time and to stay until class is ended.

All written work must be turned in using Microsoft Office Word (or Excel, for the Research Matrix). The Microsoft Office Suite is available for free from the university. If you do not have Microsoft Office on your computer, please refer to Information Technology Services (<http://its.sjsu.edu/services/software/microsoft-students/index.html>) for information on how to download the software on your device.

## Program Information

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### **LCOE Department of Special Education Mission**

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### **LCOE Department of Special Education Program Learning Outcomes**

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Goals

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A4 Ethical Professionals – Qualities of ethical professionals

A5 Change Agent – Qualities of change agents

C1 Scientific Inquiry – Engagement in scientific inquiry

C2 Critical Skills - Critical skills as consumers & investigators of research

## Course Learning Outcomes (CLOs)

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1. APA 7th Edition standards when completing research project, including double spacing, Times New Roman font 12, one-inch margins, etc.
2. Review, critically analyze and synthesize research as a part of reflecting on one's teaching practice and commitment to equity and social justice in the classroom.
3. Complete all contents of the research project successfully using MA project outline and scheduled due dates.

## Course Materials

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### Required Texts:

American Psychological Association.

(2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-3217-8 (Spiral with tabs). Order Info: [www.apa.org/pubs/books](http://www.apa.org/pubs/books) @\$45

Sagor, R. D., & Williams, C. (2016). *The action research guidebook: A process for pursuing equity and excellence in education*. Corwin Press.

### Recommended:

Armstrong, F., & Tsokova, D. (2019). *Action research for inclusive education*. ISBN 978-1-138-48570-9

Forester, C., & Eperjesi, R. (2021). *Action research for Student Teachers*.

Mertler, C.A. (2009). *Action research: Teachers as a researcher in the classroom*. Sage. <https://edge.sagepub.com/mertler6e>

<https://www.perkinselearning.org/videos/webcast/action-research-special-education>

## Course Requirements and Assignments

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1. Title Page - Title of MA project, Name, Department Name, Date
2. Abstract - No more than 200 words, summarizes the purpose of the project, inquiry question(s), method, main or important findings, and implication for teacher practice.
3. Table of Contents - List all main sections of the paper on the left side with its correct pagination on the right side of the page.

4. References and Appendices - Include only cited references, entries must be 100% correct using 7th version APA.
5. EDSE 285 - Revised content with appropriate in-text citations APA citations, page number and headings, etc.
6. AR Project Paper - Includes 10 elements in AR Project Outline including finalized method, data analysis, teacher practice implications, and future research with appropriate APA citations, tables, and figures labeled correctly and page numbers.
7. Final Presentation - Final oral presentation will include a culminating presentation of all of the major elements of the action research project: introduction, action inquiry question, key relevant literature, methodology, sample of main results, implications for teacher practice, and key references.

## ✓ Grading Information

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Assignments	Points	Percentage
Title Page	5	5%
Abstract	10	10%
Table of Contents	10	10%
References and Appendices	10	10%
EDSE 285 - Final Revisions	15	15%
AR Project Paper	40	40%
Final Presentation	10	10%
Total Points	100	100%

In order to keep up with the pace of the class, turning in late assignments is strongly discouraged. Late assignments will accrue a ½ point per day 24/7. If you have a medical or significant emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible, and if it's a medical issue I will need a doctor's note. If need be, we will figure out a doable timeline to get all your work successfully completed this semester.

### Department Grading Policy:

All MA students must receive a GPA of 3.0 with a grade of B or better in each MA class to be able to pass the final MA course EDSE 220. An "Incomplete" is only given when 80% or more of the work has been completed on time.

Grade	Points
A	95 - 100

A-	89 - 94
B+	83 - 88
B	77 - 82
Not Passing	< 76

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Week	Date	Topics	Assignments & Readings
0 Asynchronous	1/22	Introduction, Syllabus Overview & Course Structure, MA Action Research (AR) Project Outline	<b>Review:</b> 220 Syllabus & Canvas <b>Submit:</b> Final Draft of EDSE 285 Paper
1 In-Person	1/29	Review Methods for Action Research Projects  Lecture - Title Page, Table of Contents, References  APA Review	<b>Read:</b> Sagor & Williams, Ch. 7  <b>Read:</b> APA pages 30-32; 60-67
2 Asynchronous	2/5	Work Title Page, Table of Contents, References	<b>Due:</b> Draft - Title Page  <b>Due:</b> Draft - Table of Contents  <b>Due:</b> Draft - References
3 In-Person	2/12	Lecture - Methodology and Findings, Tables & Figures  APA Review	<b>Read:</b> Sagor & Williams, Ch. 8  <b>Read:</b> APA pages 200-207, 232-243

4 Asynchronous	2/19	Revisions: Introduction, Conceptual Framework, Literature Review  Revisions: Methodology - Part 1 (Context) & 2 (Inquiry Design)  APA Review	<b>Write Revisions</b>
5 In-Person	2/26	Lecture - Conclusions, Implications, Future Research  APA Review	<b>Due:</b> Final - Introduction  <b>Due:</b> Final - Conceptual Framework  <b>Due:</b> Final - Literature Review  <b>Due:</b> Final - Methodology - Part 1 (Context) & 2 (Inquiry Design)
6 Asynchronous	3/5	Work on Methodology and Findings	<b>Read:</b> Sagor & Williams, Ch. 9  <b>Sign-up</b> for individual appts. with instructor next week
7 In-Person	3/12	Individual Meetings all week - Discuss method, data collection and analysis	
8 Asynchronous	3/19	Work on Conclusions and Implications	<b>Due:</b> Draft - Methodology - Part 3 (Data Collection) & Part 4 (Data Analysis)  <b>Due:</b> Draft - Findings - Part 1 (Findings) and Part 2 (Limitations), include Tables or Figures
9 In-Person	3/26	Lecture - Abstract  Preparation/Outline of AR Presentation - Celebration of Learning Event  Practice - Peer Review - Abstract  Abstract write-up	<b>Due:</b> Draft - Conclusions and Implications - Part 1 (Conclusions and Implications) & part 2 (Future Research)  <b>Read:</b> APA pages 73-74
	4/2	Spring Break	

12 In-Person	4/9	<p>Compile all 10 elements for draft of AR Project Paper (meet with instructor to go over draft if needed)</p> <p>Prepare AR Presentation</p>	<p><b>Due:</b> Draft - Abstract</p> <p><b>Due:</b> Final - Table of Contents</p> <p><b>Due:</b> Final - Methodology - Part 3 (Data Collection) &amp; Part 4 (Data Analysis)</p> <p><b>Due:</b> Final - Conclusions and Implications - Part 1 (Conclusions and Implications) &amp; part 2 (Future Research)</p> <p><b>Due:</b> Final - Findings</p> <p><b>Due:</b> Final - Title Page</p> <p><b>Due:</b> Final - References</p>
13 Asynchronous	4/16	Practice AR Presentation	<p><b>Due:</b> Final - Abstract</p> <p><b>Due:</b> AR Presentation submitted for printing</p> <p><b>Due:</b> Draft - AR Project Paper with revisions (complete with all 10 required elements from AR Project Outline)</p>
14 In-Person	4/23	Work on AR Project Paper	<b>Sign-up</b> for individual appts. with instructor next week
15 Asynchronous	4/30	Individual Meetings all week - Discuss AR Project Paper	
	5/8	LCOE Celebration of Learning Event	<b>Due:</b> AR Presentation
Finals Week No Class	5/14		<b>Due:</b> Final - AR Project Paper