

Advanced Research Projects in Special Education

EDSE 220

Spring 2026 Section 04 Hybrid 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/22/2026

Course Information

Expanded Course Description

This semester, you will engage in the implementation of the action research project developed in EDSE 285. After finalizing your methods, you will employ these strategies in the field, collecting and analyzing data to determine whether your changes were effective and/or if you will need to make changes to your project. The semester will cumulate in a formal presentation of your work along with the submission of your action research project write up.

Course Format: Hybrid

This course will adopt a hybrid delivery format, including synchronous in-person meetings and asynchronous online learning opportunities. Students will need access to a computer or tablet device with internet connectivity and video capability.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with @sjsu.edu) to learn of any updates. For Canvas support, please review the [Canvas Student Resources](#).

Technology Requirements

All written work must be turned in using Microsoft Office Word or Google Docs. 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](#) for information on how to download the software on your device. If you use Google Docs, please use your SJSU account (log in using your SJSU single sign in) to draft and submit documents.

If you do not have access to a computer with the necessary features to participate in class, please look into the [free equipment loaning program](#) offered by SJSU.

Library Liaison

Dr. Mantra Roy, Email: mantra.roy@sjsu.edu

As you seek out literature on your topic, you may wish to speak with our library liaison, who can help you narrow your topic and identify keywords that will significantly reduce the amount of time you spend searching through databases.

Course-Embedded Writing Tutor: Dedicated Writing Support

A course-embedded tutor is a student trained by the SJSU Writing Center to work with students and instructors as part of the learning community in the classroom. Our embedded tutor this semester is Jenna Williamson. They will be familiar with the work you are engaged in and will grow to know your needs as a writer. This type of writing support offers you the opportunity to work with an advanced writer who knows the assignments and materials you are working on; you will want to take advantage of the great opportunity that the program affords you as you develop your writing skills.

Jenna Williamson will be available to meet with you for tutoring outside of class. Look for announcements about days/times, and be sure to sign up when these appointments open.

Course Description and Requisites

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

Prerequisite(s): Department consent.

Letter Graded

* Classroom Protocols

Special education is a field with complex philosophical understandings and paradigmatic leanings. As such, there may be times of disagreement about what is best for students with dis/abilities in this class. While it is appropriate to disagree, it is expected that students do so in a respectful way during course discussions and activities.

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, engaging in class activities and discussions and supporting their classmates as we all grapple with questions of effectiveness. **Please note: Students in the class receive a final disposition score in addition to a letter grade.**

Use of Artificial Intelligence Tools

The proliferation of Artificial Intelligence (AI) tools present both interesting new opportunities for educators and raise concerns regarding developing a teaching practice. Students should be aware of the following:

- AI platforms rely on language patterns to predict what an answer to a prompt should look like. They aren't "thinking" about the right response in a way a student would.
- AI platforms excel at predictive text and pattern recognition but struggle with accuracy. ChatGPT will even make up things (it "hallucinates" information) that sound convincing but aren't true. Internet-connected platforms have not solved this problem. If the user is looking for factual information, assume every output includes stuff that is made-up.
- AI platforms have bias. They have been trained on datasets that contain worldviews and assumptions and will replicate those ways of thinking about the world. Critical thinking strategies are especially important when engaging with AI-generated text.
- Apps such as ChatGPT depersonalize your writing. Overreliance may lead to a lack of voice and distinctive style—rhetorical strategies that are crucial for effective writing.

With this being said, Students are encouraged to use AI tools to support their learning, such as brainstorming ideas, conducting research, or drafting assignments. Final submissions must reflect the student's own understanding and adhere to the academic integrity standards of this course.. Students are invited to use AI platforms to help *prepare* for assignments and projects, e.g., to help with brainstorming or to get ideas for how to start a project. You are also welcomed to use AI tools to help *revise and edit* your work, e.g., to help identify flaws in reasoning or spot confusing or underdeveloped paragraphs. However, because the AI does not and cannot know your students, you must use your professional knowledge to refine the output to reflect the needs of the very real children in your classroom.

When using AI for these purposes I ask that you include an AI statement that reveals which model you accessed (Poe.com, You.com, Copilot, ChatGPT-o, DALL-E-3, Claude, Bard, Perplexity, etc.) with correct citation (you can ask the AI to cite itself in APA7 to help you). The [AI Writer Toolbox](https://sites.google.com/sjsu.edu/aiwritertoolbox/home?authuser=0) (<https://sites.google.com/sjsu.edu/aiwritertoolbox/home?authuser=0>) provides guidance on using AI tools ethically and effectively in academic work. **Teacher candidates should never input specific details about the students they serve into an AI tool.**

We also understand that some students may have concerns about using AI tools in this course, whether due to privacy, ethics, or personal reasons. Your choices are valid and respected. I am committed to supporting your success, whether you choose to use AI tools or not. You can also access resources like the SJSU Writing Center or Counseling and Psychological Services (CAPS). Please feel free to contact me via email or before or after class if you would like to discuss these issues. I'm here to help.

Program Information

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

Similar to EDSE 285, this course is designed as a supervised study in the field of special education. At the core of the course is a commitment to professional excellence and fostering inclusive, culturally sustaining, democratic principles of education for students with disabilities.

Graduate students in this master's program, as professional educators, must be able to make informed and effective decisions, promote asset-framed practices, and respect and value differences across the intersections of disability, race, culture, language, gender, sexuality, and class. We expect that graduate students will be well prepared in understanding conceptual and theoretical frameworks that underlie special education and disability as well as effective practices that meet the individual needs of all learners. Graduate students will develop leadership skills and act as change agents in schools for students with disabilities, families, and other educational stakeholders.

As the second of two courses in the Master's in Special Education program, students in this course will (a) develop and implement an action research project, (b) collect and critically analyze data, and (c) communicate their findings effectively with others.

Course Learning Outcomes (CLOs)

To support students' development of the skills required to demonstrate mastery in the PLOs above, this course will target the following CLOs which align with pro. By the end of the semester, students will be able to:

1. Apply APA 7th Edition standards when completing the 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 the MA project outline and scheduled due dates.

Course Materials

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7Th Ed.). Washington, D.C.

Other readings as assigned on Canvas

Course Requirements and Assignments

APA 7th Edition formatting must be used for all report components, including Times New Roman Font, 12-point, double-spaced, one-inch margins.

Assignment Name	Description	Point Total
Revised Method Section	Based on feedback from EDSE 285 and discussions in class/one-on-one meetings, update and resubmit method section. Must receive approval from Dr. Andy prior to commencing action research project.	15
Revised introduction, conceptual framework, and literature review	Based on feedback from EDSE 285 and discussions in class/one-on-one meetings, update and resubmit first three sections of paper from EDSE 285.	10
Front and back matter: Title page, abstract, table of contents, references, and appendices.	Includes all non-narrative paper elements required for final submission, following APA requirements as discussed in class and included in MA paper outline.	10

Findings and Conclusions section	Review of findings, including report of data and discussion of implications for practice.	20
Limitations and Future Research section	Discussion of the limitations of your project and future avenues for research that emerge from your findings.	20
Poster presentation	Dissemination of findings to colleagues at the Celebration of Learning event (date TBD)	15
Final paper submission	Combine all components (front matter, introduction, conceptual framework, literature review, methods, findings, conclusions, back matter) and submit your complete action research project write up	5
Disposition self-evaluation	Complete disposition self-evaluation using the Department's Disposition Evaluation Form	5
TOTAL CLASS POINTS		100

✓ Grading Information

Letter Grade	Total Points
A+	95-100 points
A	86-94 points
A-	80-85 points
B+	75-80 points
B*	70-75 points

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.

University Policies

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

Dates subject to change. See Canvas for most up-to-date due dates.

When	Topic	Notes
Asynch Jan 22, 2026 Online	Course Review	<ul style="list-style-type: none">• Course Review• Review of methods requirements• Readings:<ul style="list-style-type: none">◦ Cooper et al. (2007), Chapter 4◦ Sagor & Williams (2026), Chapter 7• Due:<ul style="list-style-type: none">◦ Syllabus Quiz
In-Person Jan 29, 2026 SH 230	Methods and Data Analysis	<ul style="list-style-type: none">• Continued review of methods and data analysis• Introduction of course-embedded writing tutor• Readings:<ul style="list-style-type: none">◦ Cooper et al. (2007), Chapter 4◦ Sagor & Williams (2026), Chapter 7
Meeting Week Feb 5, 2026 Online		<ul style="list-style-type: none">• Individual meetings• Targeted final approval of methods<ul style="list-style-type: none">◦ All materials, including data collection sheets, need to be approved• Due:<ul style="list-style-type: none">◦ Updated Method Section

When	Topic	Notes
In-Person Feb 12, 2026 SH 230		<ul style="list-style-type: none"> Approaching feedback on writing assignments Front and back matter: <ul style="list-style-type: none"> Title page, abstract, table of contents, references, and appendices Preparing to submit your final paper Reading: <ul style="list-style-type: none"> APA Guidebook or Purdue OWL (links in module) Targeted beginning of action research project
Work Week Feb 19, 2026 Online	Work Week	<ul style="list-style-type: none"> Continue to implement action research project Required individual check ins: Dr. Andy or Jenna Due: <ul style="list-style-type: none"> Formatted front and back matter (using dummy placeholders as needed)
In Person Feb 26, 2026 SH 230	Writing the Findings Section	<ul style="list-style-type: none"> Overview of findings section Review of data analysis plans Formatting tables and figures In-class work time Readings: <ul style="list-style-type: none"> Sagor & Williams (2016), Ch 8 Blair & Mahoney (2021) Kennedy (2005), Ch 16 & 17 APA Guidebook or Purdue OWL: Tables and Figures (links in Modules) Due: <ul style="list-style-type: none"> Updates to EDSE 285: Introduction, Conceptual Framework, and Literature Review
Work Week Mar 5, 2026 Online	Work Week	<ul style="list-style-type: none"> Optional individual meetings
In-Person Mar 12, 2026 SH 230	Limitations and future directions	<ul style="list-style-type: none"> Review of Limitations and Future Directions section In class work time: identifying implications and future directions Due: <ul style="list-style-type: none"> Draft findings and conclusions section
Work Week Mar 19, 2026 Online	Work Week	<ul style="list-style-type: none"> Writing Week Optional individual meetings, as needed
In-Person Mar 26, 2026 SH 230	Writing the Abstract	<ul style="list-style-type: none"> Review of requirements for an abstract In-class work time: drafting your abstract

When	Topic	Notes
Spring Break Apr 2, 2026	Spring Break	<ul style="list-style-type: none"> • Enjoy your Spring Break • <i>Target week to finalize action research data collection</i>
In-Person Apr 9, 2026 SH 230	Poster Presentation	<ul style="list-style-type: none"> • Overview of poster requirements • Due: <ul style="list-style-type: none"> ◦ Draft limitations and future directions
Writing Week Apr 16, 2026 Online	Writing Week	<ul style="list-style-type: none"> • Optional individual meetings, as needed • Due: <ul style="list-style-type: none"> ◦ Updated front and back matter, with drafted abstract
In-Person Apr 23, 2026 SH 230	Final submissions	<ul style="list-style-type: none"> • Putting it all together: Review of final paper submission requirements • Practice poster presentations • Due: <ul style="list-style-type: none"> ◦ Draft poster (digital) ◦ NOTE: Final poster due date TBD based on print shop requirements
Writing Week Apr 30 Online	Writing Week	<ul style="list-style-type: none"> • Finalize poster and final paper submission • Optional individual meetings, as needed • Due: <ul style="list-style-type: none"> ◦ Dispositions self-evaluation
In-Person FRIDAY, May 8, 2026 Celebration of Learning Poster Presentation		<ul style="list-style-type: none"> • To allow for printing, final poster draft will be completed before Celebration of Learning event (based on print shop requirements)
Final May 14, 2026 Online	Final paper submission	<ul style="list-style-type: none"> • Final paper due by midnight