EDUC 3009 – Supervised Practitioner Inquiry

Instructor: Douglas E. Kostewicz, PhD, BCBA-D
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5148 Posvar Hall
Office Hours: By appointment

Class Meeting: 4 Saturdays in Fall 2016 5151 Posvar Hall

Course Description:

The purpose of this course is to build upon the knowledge acquired in previous special education classes and to prepare you to write your literature review for your problem of practice.

Course Objectives:
1. To increase your ability to understand, critique, and synthesize special education research.
2. To enhance your writing abilities.
3. To prepare you to write the literature review for your problem of practice.
4. To expand your thinking on critical issues in education.

Required Textbooks:


Expectations

Academic Integrity: http://www.pitt.edu/~provost/ai1.html in this course will be expected to comply with the University of Pittsburgh’s Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Students with Disabilities: Disability Statement - If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

DIL Grievance Procedure: http://www.bc.pitt.edu/policies/policy/02/02-03-02.html
The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (p. 16) by (1) first trying to resolve the matter with the faculty member.
directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the
department; (2) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement
of charges with the school-level Academic Integrity Officer.

The more specific procedure for student grievances within DIL is as follows:
1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator (if
the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr.
Crawford).
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Grunzenhauser).
If the matter still remains unresolved, the student should file a written statement of charges with the dean’s
designated Academic Integrity Administrative Officer (currently Dr. Dr. Grunzenhauser).

Clearances:
This course includes assignments that require you to spend time in schools. All students working with or observing
children in public and private schools, IUs and vocational-technical schools are required to provide the Coordinator of
Clinical Practice in the Department of Instruction and Learning with the following clearances:

- Federal Criminal History Record
- Pennsylvania State Criminal Record Check
- Pennsylvania Child Abuse History Clearance

If these clearances are not turned in by the end of the drop/add period, the student must drop any class requiring school
visits. Furthermore, if there is a criminal infraction on any of these clearances, it is likely that the Coordinator of
Clinical Practice will be unable to find a school placement for the student, and the student will be required to withdraw
from the class. Students who have criminal infractions on their clearances should consult the Coordinator of Clinical
Practice as early as possible for advice on whether a placement will be likely. Decisions about permitting students to
observe or do other tasks in a school are made by the school district and the principal. The University cannot guarantee
that a person with criminal infractions on their clearances will be permitted to do assignments in a school. While state
law bars certain offenders from schools, districts often impose more extreme requirements.

Confidentiality:
You are responsible to maintain the confidentiality of all the students you work with in field placements related to your
coursework at the University of Pittsburgh. When writing or doing assignments for courses or speaking about your
field experience and the students you work with use pseudonyms (not initials) for students’, teachers’ and schools’
names. In public, it is your responsibility to keep written assignments and any other materials bearing the names of
students, teachers or staff secure from the view of others.

Grading Criteria
- A paper copy of all assignments must be submitted at the start of class on the due date. Late
assignments are worth 20% less than their assigned point value if turned in no later than 48 hours
after the original due date unless arranged in advance.
- Final course grades will be based on the University’s grading system identified below.
- I work hard to ensure that my grading system is fair and accurate. If you would like to challenge
any grade you receive, please submit your request in writing to me within 2 weeks of receiving the
graded item. This request should accompany the graded item and explain why you feel the grade
received is inaccurate or unfair and what grade you feel you should have received. I will consider
these requests and make changes in situations where I either made a mathematical error or where I
feel I unfairly penalized one or more students. In some situations, I may ask for you to resubmit a
graded item if I believe that many students may have been affected by an error—so, please KEEP
all graded items until the end of the semester.

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5. **Assignments:**

- **Literature Review (Final Draft and Revision Letter).** Prepare a literature review of a researchable topic in special education, leading to a proposal of research questions/hypotheses (i.e., Problem of Practice). You will need to have one peer provide a ‘revise-and-resubmit’ review and you’ll need to address the critique in a letter to accompany your paper. [45%]

- **Literature Review Components:** We are breaking the literature review into sections due throughout the semester.
  - *Systematic Literature Search (Methods):* You will report your literature search in the form of a Methods section that identifies (a) your research question(s), (b) search terms, (c) databases and other sources used to conduct search, and (d) criteria for inclusion and exclusion of articles/studies. [15%]
  - *Working Table.* Place all articles meeting criteria into a working table. The table should address the points of your paper stemming from your research question. **Results Section:** A synthesis on your literature answering your research question and following your outline. [15%]
  - *Introduction and Discussion (Part of the Final Paper See schedule)*

- **Presentation of Literature Review.** For this 15-20 min presentation, you should include the importance of and rationale for the topic, specific research questions/hypotheses, findings of your review, and implications for research (and practice, if applicable). **You are strongly encouraged** to invite a significant member of your learning community (e.g., advisor, mentor, etc.) to attend your presentation. [25%]

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Schedule:

- **Class 1 (9/10/16)**
  - Galvan 1-3
  - Lemons: Review of PA Interventions for Children with DS
  - Kostewicz: Review of 5 Big Ideas of Reading for E/BD Students
  - Other Lit Reviews I provide
  - Discussion of assignments and where to start
  - Bring in 2 Literature reviews
  - Bring your computer
  - Question Formation
  - Methods formation

- **Individual Meeting 1 YOUR ADVISOR – Question for your review (ASAP Following class 1)**

- **Individual Meeting 2 ME - Search Terms and Methods Section and question (ASAP following the meeting with your advisor)**

- **Class 2 (10/8/16)**
  - Bring in Results of searches, identified articles, questions
  - Bring all previous lit reviews
  - Working Tables
  - Results Structure
  - Writing Time/Searches

- **Individual Meeting with me – Submit the results section and working tables for discussion**

- **Class 3 (11/5/16)**
  - Bring in everything to date. Status update.
  - Bring in all previous literature reviews
  - Discussion and Introductions
    - Structure and specific questions
  - Writing time

- Submit paper to a peer, Peer Provides a review, Address the revisions, Prepare Presentation (no meeting with me unless you require a meeting)

- **Class 4 (12/3/16)**
  - Individual Presentations
  - Invite your advisor
  - Individual working/writing time

- **Paper and revision letter due 12/9/16**