INSTRUCTORS
Thomas Scott Duke, Ph.D.
Office: Hendrickson Annex, Room 106
Email: thomas.duke@uas.alaska.edu
Phone: (907) 796-6029 (work); (907) 523-1010 (home)

Office: Egan Library 203
Email: jennifer.ward@uas.alaska.edu
Phone: (907) 796-6285 (work); (907) 790-7266 (home)

COURSE INFORMATION
Days: Mondays
Time: 5:30 P.M.-8:00 P.M.
Place: Via Elluminate Live! (aka E-Live or Web Meeting)
Credits: 3

OTHER IMPORTANT CONTACT INFORMATION
UAS Help Desk: 1-877-465-6400 or 796-6400 (for technical support)
Egan Library Reference Librarian: 1-877-796-6502 or 796-6502
Egan Library Website: www.uas.alaska.edu/library/index.html
Elluminate Live! (eLive!) Support Instructions for Students: http://www.uas.alaska.edu/its/support/helpdesk/coursework/webmeeting/students/index.html
REQUIRED TEXTBOOKS (to be purchased by the student)


Students enrolled in distance-delivered courses should order their textbooks from MBS Direct. MBS is an online bookstore. Orders can be placed by telephone or online. Students will want to place their orders early to allow time for shipping. Generally allow 7 to 10 business days for shipping.

Contact information for MBS Direct:

**Phone:** 1-800-325-3252  
**Online:** [http://direct.mbsbooks.com/ualaska.htm](http://direct.mbsbooks.com/ualaska.htm)

OTHER REQUIRED READINGS (to be provided by the instructors)


- Harvard Graduate School of Education. (n.d.). *APA exposed: Everything you always wanted to know about APA format but were afraid to ask.* Online tutorial presented by Wendy K. Mages. Retrieved November 20, 2009 from the Harvard Graduate School of Education at [http://isites.harvard.edu/apa_exposed](http://isites.harvard.edu/apa_exposed)


CONCEPTUAL FRAMEWORK

All special education courses at the University of Alaska Southeast (UAS) are guided and informed by the: (a) UAS School of Education Mission; (b) UAS School of Education Vision, (c) M.Ed. in Special Education Program Mission; (d) M.Ed. in Special Education Program Vision; (e) UAS School of Education Teacher Goals; and (f) Council for Exceptional Children (CEC) Special Education Standards.

UAS School of Education Mission: To identify, prepare, and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally.

UAS School of Education Vision: Our graduates will be informed, reflective, and responsive teachers within diverse classroom, school, and community contexts.

M.Ed. in Special Education Program Mission: To prepare teachers to develop and implement culturally responsive instructional services for students with exceptional learning needs in Alaska’s remote, rural, and Native communities.

The M.Ed. in Special Education Program Vision: Our graduates will develop a philosophy and practice of special education that accommodates the multiple world views, values, and belief systems of Alaska’s diverse Native and non-Native communities.

STANDARDS & GOALS

There are nine UAS School of Education Teacher Goals and ten CEC Special Education Standards. The nine Teacher Goals have been aligned to the ten CEC Standards. In each special education course at UAS, you will be expected to demonstrate the knowledge and skills associated with one or more of the nine Teacher Goals and ten CEC Standards.

The Master’s Thesis Project involves two separate – but closely related – research projects, including: (a) meta-synthesis of empirical and theoretical literature; and (b) phenomenological self-study. Candidates conduct a meta-synthesis of the empirical and theoretical literature on a topic related to their work with individuals with exceptional learning needs (ELN). Candidates conduct systematic and reproducible Boolean searches of numerous databases that index articles related to the disciplines of special education and disability studies – e.g., ERIC (EBSCOhost), Education Journals (ProQuest), Education Abstracts (OCLC Firstsearch), the Professional Development Collection (EBSCOhost), Academic Search Premier (EBSCOhost), and PsycINFO (EBSCOhost) – to collect articles for their meta-synthesis. Candidates also conduct a phenomenological self-study in
which they systematically explore their work with individuals with ELN, and explicitly connect the empirical and theoretical literature to their special education practices. Candidates collect the articles for their meta-synthesis in EDSE 692 (Seminar in Special Education: Secondary Research Methods) and analyze the articles in EDSE 698 (Master’s Thesis Project). Candidates conduct the phenomenological self-study in ED 626 (Classroom Research). Initial assessments are administered in all three courses. The final assessment is administered by members of the candidate’s Master’s Thesis Committee and the Dean of Education, who must approve the Master’s Thesis Project. Candidates are required to address CEC Standards 1 (Foundations) and 9 (Professional & Ethical Practice), which are aligned to UAS-SOE Goals 1 (Practice and Philosophy), 4 (Content Knowledge), 8 (Professionalism), and 9 (Technology). Candidates are encouraged to address additional CEC Standards and UAS-SOE Goals with their Master’s Thesis Project. Through their participation in EDSE 698 (Master’s Thesis Project), candidates will demonstrate the knowledge and skills associated with the following alignment of UAS Teacher Goals and CEC Standards:

**CEC Standard 1: Foundations (CC1K1, GC1K3)**
UAS-SOE Goal 1: Philosophy & Practice
UAS-SOE Goal 4: Content Knowledge

**CEC Standard 9: Professional and Ethical Practice (CC9K4, CC9S10, CC9S11)**
UAS-SOE Goal 8: Professionalism
UAS-SOE Goal 9: Technology

**BASIS FOR EVALUATION**
Completed Master’s Thesis Project.........................................................100 %

**Grading Criteria**
90-100 points ............... A
80-89 points ................. B
70-79 points ............... C
60-69 points ............... D
Below 60 points .......... F

**NOTE:** The rubric that will be used to evaluate your Master’s Thesis Project is located on pages 14-15 of this course syllabus.
ACADEMIC REQUIREMENTS

You will conduct a synthesis of the literature (also known as a synthetic review of the literature or a meta-synthesis) on a topic related to the field of special education for your Master’s Thesis project. Your review of the literature will consist of four sections, including: (a) Introduction section; (b) Methods section; (c) Results section; and (d) Discussion section. Last semester, in EDSE 692 (Special Education Seminar: Secondary Research Methods), you wrote the Introduction section and Methods section. You also collected all of the articles that you will include in this Review of the Literature. This semester, in EDSE 698 (Master’s Thesis Project), you will complete your Master’s Thesis project by analyzing the articles, constructing three Word tables, and writing the Results and Discussion sections of your thesis.

RESULTS SECTION

Your Results section must include three Word tables. Table 1 should delineate the publication types of each article. Table 2 should delineate the research design, participants, data sources, and findings of each study. Table 3 should delineate the theme clusters and formulated meanings that emerged from your analysis of all of the articles.

Note: Please refer to the following three examples as you write the Results section of your thesis:


DISCUSSION SECTION

In the Discussion section, you will write a summary of each theme from your third Word table. You will then connect each theme to your own work as teacher.

Note: Please refer to the following two examples as you write the Discussion section of your thesis:


**OUTLINE & LEVELS OF HEADINGS**

Abstract

Introduction

*The Problem*

*Author's Beliefs and Experiences*

*Purpose of this Review of the Literature*

*Methods*

*Selection Criteria*

*Search Procedures*

  *ERIC (Ebscohost).*

  *Professional Development Collection (Ebscohost).*

  *Education Journals (ProQuest).*

  *Education Abstracts (OCLC First Search).*

  *Ancestral Searches.*

*Coding Procedures*

  *Publication type.*

  *Research design.*

  *Participants, data sources, and findings.*
Data Analysis

Results

Publication Type

Insert Table 1

Research Design, Participants, Data Sources, and Findings of the Studies

Insert Table 2

Research design.

Participants and data sources.

Findings of the studies.

Emergent Themes

Insert Table 3

Discussion

Summary of Theme 1

Summary of Theme 2

Summary of Theme 3

Summary of Theme 4

Summary of Theme 5

Summary of Theme 6

Summary of Theme 7

Conclusion

References
SCHEDULE

01/25 - WEEK ONE

READ:
- EDSE 698 Course Syllabus

REVIEW:

CLASS DISCUSSION:
- Syllabus
- Results section, Publication Type sub-section
- Table 1 (Publication Types)

02/01 - WEEK TWO

REVIEW:
CLASS DISCUSSION:

- **Results** section, *Research Design, Participants, Data Sources, and Findings* sub-section
- **Table 2** (Research Design)
- **Results** section, *Research Design* sub-section

**NOTE:** First draft of Table 1 (with Publication Types) is **DUE TODAY.** Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

02/08 - WEEK THREE

REVIEW:


CLASS DISCUSSION:

- **Table 2** (Participants)

**NOTE:** First draft of Table 2 (with Research Design) is **DUE TODAY.** Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

02/15 - WEEK FOUR

REVIEW:

CLASS DISCUSSION:

- **Table 2** (Data Sources)
- **Results** section, *Participants and Data Sources* sub-section

**NOTE:** Second draft of Table 2 (with Participants) is **DUE TODAY.**
Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

**02/22 - WEEK FIVE**

REVIEW:


CLASS DISCUSSION:

- **Table 2** (Findings)
- **Results** section, *Findings of the Studies* sub-section

**NOTE:** Third draft of Table 2 (with Data Sources) is **DUE TODAY.**
Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

**NOTE:** First draft *Participants and Data Sources* sub-section is **DUE TODAY.**

**03/01 - WEEK SIX**

REVIEW:


CLASS DISCUSSION:
• Results section, Emergent Themes sub-section
• Table 3 (Theme Clusters and Formulated Meanings)

NOTE: Fourth draft of Table 2 (with Findings) is DUE TODAY. Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

NOTE: First draft Findings of the Studies sub-section is DUE TODAY.

03/08 - WEEK SEVEN

REVIEW:


CLASS DISCUSSION:
• Results section, Emergent Themes sub-section
• Table 3 (Theme Clusters and Formulated Meanings)

03/15- WEEK EIGHT SPRING BREAK ~ NO CLASS MEETING
• Use this time to work on Table 3 (Theme Clusters with Formulated meanings)

03/22 - WEEK NINE NO CLASS MEETING
• Use this time to work on Table 3 (Theme Clusters with Formulated meanings)
03/29 - WEEK TEN

REVIEW:


CLASS DISCUSSION:

- Discussion section of your Master's Thesis project

NOTE: First draft of Table 3 (Theme Clusters and Formulated Meanings) is DUE TODAY. Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

04/05 - WEEK ELEVEN

REVIEW:


CLASS DISCUSSION:

- Signature Page
- Abstract
- Discussion section of your Master's Thesis Project
- References
- Conclusion

NOTE: This is our last regularly scheduled class meeting via Elluminate Live. Please do not hesitate to contact Thomas or Jennifer (via E-mail or telephone) if you have any questions whatsoever as you are finishing up your Master’s Thesis project. Please remember that the absolute due date for the FINAL version of your thesis is April 26.
04/12 - WEEK TWELVE  NO CLASS MEETING

NOTE:  First draft of Discussion section is DUE TODAY. Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

NOTE:  First draft of References is DUE TODAY. Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

04/19 - WEEK THIRTEEN  NO CLASS MEETING

NOTE:  DRAFT of ENTIRE MASTERS THESIS PROJECT is DUE TODAY. Please send this draft to both Thomas and Jennifer via E-mail as a Word document.

04/26 - WEEK FOURTEEN  NO CLASS MEETING

NOTE:  FINAL VERSION of ENTIRE MASTERS THESIS PROJECT is DUE TODAY. Please send your thesis to both Thomas and Jennifer via E-mail as a Word document.
<table>
<thead>
<tr>
<th>CEC Standards Aligned with UAS-SOE Goals</th>
<th>Target</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CEC Standard 1: Foundations</strong> (CC1K1, GC1K3)</td>
<td>The candidate produces a meta-synthesis of empirical and theoretical literature that demonstrates <strong>in-depth</strong> knowledge of models, theories, and philosophies that form the basis for special education practice. The candidate’s meta-synthesis also demonstrates <strong>in-depth</strong> knowledge of historical foundations, classic studies, major contributors, major legislation, and current issues relevant to the research topic. The candidate’s phenomenological self-study clearly articulates a personal philosophy of special education informed by an <strong>in-depth</strong> knowledge of the empirical and theoretical literature.</td>
<td>The candidate produces a meta-synthesis of empirical and theoretical literature that demonstrates <strong>acceptable</strong> knowledge of models, theories, and philosophies that form the basis for special education practice. The candidate’s meta-synthesis also demonstrates <strong>acceptable</strong> knowledge of historical foundations, classic studies, major contributors, major legislation, and current issues relevant to the research topic. The candidate’s phenomenological self-study articulates a personal philosophy of special education informed by an <strong>acceptable</strong> knowledge of the empirical and theoretical literature.</td>
<td>The candidate produces a meta-synthesis of empirical and theoretical literature that does not demonstrate <strong>acceptable</strong> knowledge of models, theories, and philosophies that form the basis for special education practice. The candidate’s meta-synthesis does not demonstrate <strong>acceptable</strong> knowledge of historical foundations, classic studies, major contributors, major legislation, and current issues relevant to the research topic. The candidate’s phenomenological self-study does not articulate a personal philosophy of special education informed by an acceptable knowledge of the empirical and theoretical literature.</td>
</tr>
<tr>
<td>UAS-SOE Goal 1: Philosophy &amp; Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAS-SOE Goal 4: Content Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC Standards Aligned with UAS-SOE Goals</td>
<td>Target</td>
<td>Met</td>
<td>Not Met</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------</td>
<td>-----</td>
<td>--------</td>
</tr>
<tr>
<td>CEC Standard 9: Professional and Ethical Practice (CC9K4, CC9S10, CC9S11)</td>
<td>The candidate’s phenomenological self-study represents <strong>in-depth</strong> reflection by the candidate on his or her practice for the purpose of improving instruction and guiding professional growth. The meta-synthesis of empirical and theoretical literature indicates that the candidate has conducted systematic and reproducible Boolean searches of numerous databases that index articles related to the disciplines of special education and disability studies with a <strong>high level of competence</strong>. The meta-synthesis demonstrates the candidate’s ability to use technology to remain current regarding research-validated practice with a <strong>high level of competence</strong>. The candidate connects the empirical and theoretical literature to his or her practice with a <strong>high level of competence</strong>.</td>
<td>The candidate’s phenomenological self-study represents an <strong>acceptable</strong> level of reflection by the candidate on his or her practice for the purpose of improving instruction and guiding professional growth. The meta-synthesis of empirical and theoretical literature indicates that the candidate has conducted systematic and reproducible Boolean searches of databases that index articles related to the disciplines of special education and disability studies with an <strong>acceptable level of competence</strong>. The meta-synthesis demonstrates the candidate’s ability to use technology to remain current regarding research-validated practice with an <strong>acceptable level of competence</strong>. The candidate connects the empirical and theoretical literature to his or her practice with an <strong>acceptable level of competence</strong>.</td>
<td>The candidate’s phenomenological self-study represents an <strong>unacceptable</strong> level of self-reflection. The candidate’s searches of the education and multidisciplinary databases were <strong>neither</strong> systematic <strong>nor</strong> reproducible. The meta-synthesis does not demonstrate the candidate’s ability to use technology to remain current regarding research-validated practice. The candidate does not connect the empirical and theoretical literature to his or her practice with an acceptable level of competence.</td>
</tr>
<tr>
<td>UAS-SOE Goal 8: Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAS-SOE Goal 9: Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>