



Education Specialist Seminar
EDS 239
Selected Wednesdays, 7-9:50pm

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EDS 239
 Education Specialist (Ed.S.) Seminar

Course Description:

Explores leadership roles of school psychologists

Prerequisite:

Approval as a candidate in the Education Specialist program, completion of courses required for the School Psychology Internship credential, approval of advisor, and department petition.

Course Objectives:

The purpose of the Ed.S. Seminar is to provide students with the opportunity to explore an issue of interest to them that they expect to study as part of their Ed.S. thesis or project. It is expected that during the fall semester students will complete a draft of their literature review (chapter 2) for the thesis or project in preparation for collecting data. The purpose of the activity is to provide students with experience in research. We encourage you to choose a topic that is relevant to your work in the field.

Students will be expected to develop a brief reading list and professional development presentation related to their topics. These presentations will be provided to the seminar group. Dates and topics of student presentations will be decided on as a part of the first class meeting.

It is also required that students contact their thesis or project advisor for guidance during this semester. While that person will not be directly working with Ed.S. candidates until the spring semester, he or she may want to provide input on the development of student literature reviews.

Required Reading:

<p>Required:</p> <ol style="list-style-type: none"> 1. <i>Publication Manual of the American Psychological Association</i> (5th ed.) available at http://www.apastyle.org/pubmanual.html 2. Departmental Thesis/Project Guide available at http://www.edweb.csus.edu/eds/thesis.html 3. Library APA guide available at http://library.csus.edu/guides/rogenmoserd/general/apa.html 	<p>Optional:</p> <ol style="list-style-type: none"> 1. <i>APA-Style Helper™ 5.1: Software for New Writers in the Behavioral Sciences</i>. Available: http://books.apa.org/subpages/apastyle.cfm
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Course Requirements/Grading:

Credit/No Credit. Successful completion of literature review and corresponding presentation will constitute passing the class for credit. Presentations shall include: (a) a statement of your hypothesis or purpose, (b) why your topic is important to address, (c) main points of your literature review, and (d) brief outline of how you expect to address the problem or question in your Ed.S. thesis or project.

Special Notes:

1. Please turn off all cell phones or, if you need to be available for any emergency phone calls, put it on silent mode.
2. Computer use is not allowed (emailing, web surfing) unless it is a directed part of a classroom activity. If you need to use your computer for note taking during class please check with the instructor prior to doing so for this class.
3. Assigned grades will be consistent with CSUS grading policy as described in the CSUS course catalog.
4. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.

5. Academic Honesty Policy: Go to <http://www.csus.edu/admbus/umannual/UMA00150.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
- Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
 - Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
 - Not taking credit for academic work that is not their own.
 - Not knowingly encouraging or making possible cheating or plagiarism by others.
- Please refer to <http://library.csus.edu/content2.asp?pageID=353> for a student tutorial on how to avoid plagiarism.

Course Outline

Date	Topic/Activity	Assignments (To be completed by class date)
September 2	<ul style="list-style-type: none"> Course overview and expectations. Select student presentation dates. 	<ul style="list-style-type: none"> Obtain required readings.
October 7	<ul style="list-style-type: none"> Researching a literature review 	<ul style="list-style-type: none"> A clear description of your thesis/project <ul style="list-style-type: none"> For example, "This thesis will explore the following question: How prepared are CA school psychologists to provide evaluations for SLD that incorporate information from an RTI model?"). An preliminary outline of topics you will cover in your literature review <ul style="list-style-type: none"> This will ultimately be the headings for sections of your literature review.
October 14	<ul style="list-style-type: none"> Writing a literature review 	<ul style="list-style-type: none"> A list of references that you will be using in your literature review. A detailed outline that reflects your reference selection. <ul style="list-style-type: none"> For example, your topic list for the thesis question above on RTI might include a heading such as "Information available from RTI process." When expanded it would include details such as (all subheadings should be here): <ul style="list-style-type: none"> Information available from RTI process <ul style="list-style-type: none"> What interventions were tried Importance of being research based Progress monitoring data <ul style="list-style-type: none"> What is it How do you use it
November 4	<ul style="list-style-type: none"> Questions and Answers (optional class meeting) 	<ul style="list-style-type: none"> First draft of your literature review (electronic submission only).
December TBA	<ul style="list-style-type: none"> Student Presentations 	<ul style="list-style-type: none"> Student PowerPoint presentations summarizing literature review. Bring a handout for each student.
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December 9	<ul style="list-style-type: none"> No class meeting 	<ul style="list-style-type: none"> Final draft of your literature review.