

**Manhattan Beach**

EDUU 600

Research and Evaluation Methods

3 credits

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docraygen

AIM

**COURSE DESCRIPTION**

Students learn methods of program evaluation and research in education. Topics include models of program evaluation, experimental research designs, qualitative approaches, instrumentation and measurement, common statistical techniques, critiquing educational research, and evaluation of the special education and counseling programs.

**PREREQUISITES**

Must be taken first or second in MAE core series.

**RESTRICTIONS**

The campus offering EDUU 600 must have an approved program that offers the course. This course is not to be listed for undergraduate students.

**ESSENTIAL EQUIPMENT AND FACILITIES**

Availability of journal articles, at both the professional and research level, in education. Student must have opportunities to access articles in a library environment, as well as access to web-based research search engines linked to Chapman University Library servers. Access to a computer laboratory for at least one class session is required.

**COURSE LEARNING OBJECTIVES**

*By the end of the course the candidate should be able to . . .*

1. evaluate a quantitative and qualitative journal article and determine if that research possesses the validity necessary to make it worth adding to the student's expertise on the topic.
2. given a set of data, compute the Mean, Mode, Median, Range, Number, Variance, and Standard Deviation with only the assistance of a basic function (including square root) calculator.
3. name the threats to internal validity of a given research study and determine proper "controls" for each threat.
4. name threats to external validity of a given research study.
5. locate journal articles, books, and documents on a specific topic using manual and computer based searches.
6. use the internet as demonstrated through locating information, primarily journal articles and books, on the web.
7. cite references using current edition APA format, and explore the use of bibliographic add-in programs (e.g., EndNote)
8. develop sample research proposals given research questions in qualitative situations. The proposal will attend to researcher subjectivity/objectivity, site selection, sampling, validity, multiple perspective data collection, analysis, pattern-seeking, interpretation, etc.

9. develop sample research proposals given research questions in quantitative situations. The proposal will attend to issues of objectivity, hypothesis development, sampling and generalization, internal and external validity, statistical analysis, interpretation, etc.
10. develop research proposal supporting requirements of relevant masters program when appropriate.
11. evaluate research proposals of fellow students. Evaluations will clearly show differences between qualitative and quantitative paradigms.
12. discuss appropriate situations for the use of either qualitative or quantitative methods.
13. articulate the appropriate procedure for conducting ethnographic research in an educational setting.
14. describe codes of conduct in research and the necessity of seeking or obtaining approval and consent for all research.
15. discuss hallmarks of ethical research, whether conducting or evaluating it.

## **MAJOR STUDY UNITS:**

1. Introduction to Research in Education
  - A. Understanding the quantitative and qualitative relationship
  - B. Research Designs: Similarities and Differences in Qualitative and Quantitative Research
  - C. Data Gathering and Data Analysis
  - D. Evaluating Qualitative and Quantitative Research
  - E. Reporting Research in Education
    - a. Problem statement formulation
    - b. Research Proposals (as antecedents to conducting research)
    - c. Writing for research versus professionals journals
    - d. Bibliographic requirements
2. Quantitative Design
  - A. Populations and Samples
  - B. Data Collection
  - C. Data Analysis
  - D. Validity
    - a. Internal
    - b. External
  - E. Reliability
3. Qualitative Design
  - A. Site Access
  - B. Data Collection/Types of Qualitative Research
    - a. Ethnographic
    - b. Case Study
    - c. Phenomenological
  - C. Transcription
  - D. Coding
    - a. Category development
    - b. Computer versus manual coding techniques
  - E. Inductive Outcomes
  - F. Reasonability of Analysis
    - a. Disciplined subjectivity
    - b. Limitations on extensions of work
    - c. Strengths of rich data mining
4. Statistics
  - A. Descriptive Statistics
    - a. Graphical representations
    - b. Central tendencies

- c. Variability
- d. Correlation
- B. Inferential Statistics
  - a. Null hypothesis
  - b. Significance levels (p values)
  - c. Comparisons of means (t-tests and ANOVAS)
  - d. Nonparametric tests
  - e. Multivariate analyses
- 5. The Experimental Nature of Research
  - A. Experimental research
    - a. Validity
    - b. Reliability
    - c. True and quasi experimental designs
    - d. Controls
  - B. Nonexperimental research
    - a. Correlation
    - b. Survey
    - c. Ex post facto
  - C. NCLB and experimental research
    - a. The value of experimental and nonexperimental designs
    - b. The value of qualitative research
  - D. Action Research Design Protocols
    - a. Qualitative versus quantitative approaches
    - b. Basic action research protocol hallmarks
    - c. Implementing action research on school sites
- 6. Computer uses in Education Research
  - A. Accessing research literature online
  - B. Conducting computerized data searches from a university database/library catalog
  - C. Referencing Internet data using APA format
  - D. Ethical and responsible use of Internet resources

## **INSTRUCTIONAL STRATEGIES**

Instructional strategies for this course will include lecture, open discussion and debate, written assignments, demonstrations, computer related searching, analytic applications, and significant hands-on experiences relative to the critique of studies and development of a research proposal.

Critiqued articles must be from refereed journals.

## **REQUIRED TEXTS**

McMillan, J. H. & Schumacher, S. (2005). *Research in education: A conceptual introduction*. New York: Longman Press. (ISBN: 0-321080874)

Chapman On-Line Bookstore: [WWW.mbsdirect.net/chapman](http://WWW.mbsdirect.net/chapman)

*Have access to:*

American Psychological Association (2005). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington D.C.

## **RECOMMENDED TEXTS**

- Anfara, Jr., V. A. (2006). *Theoretical frameworks in qualitative research*. Thousand Oaks, CA: Sage Publications.
- Flick, U. (2006). *An introduction to qualitative research, 3<sup>rd</sup> edition*. Thousand Oaks, CA: Sage Publications.
- Fraenkel, J. R. & Wallen, N. E. (2003). *How to design and evaluate research in education*. Boston: McGraw Hill.
- Jupp, V. (2006). *The Sage dictionary of social research methods*. Thousand Oaks, CA: Sage Publications.
- Marshall, C. (2006). *Designing qualitative research, 4<sup>th</sup> edition*. Thousand Oaks, CA: Sage Publications.
- Sander, S. (2006). *How to do research in your school*. Thousand Oaks, CA: Sage Publications.
- Seidman, I. (1997). *Interviewing as qualitative research, 2nd edition*. New York: Teachers College Press.
- Weis, L., & Fine, M. (200). *Speed bumps: A student-friendly guide to qualitative research*. New York: College Teachers Press.

### **STUDENT PERFORMANCE REQUIREMENTS**

Graduate students are expected to maintain a 3.0 (B) average, however A and B grades must be earned in the course through meeting the criteria for such grades as outlined by the instructor.

### **METHODS OF EVALUATION FOR DETERMINING GRADES**

It is recommended that students minimally critique 2-3 research articles, define and provide examples of key terms, and develop a research proposal.

### **ATTENDANCE AND OTHER CLASS POLICIES**

Class Attendance policies are determined by each instructor and shall be included on the course outline distributed during the first week of each class. The university recommends as a minimal policy that students who are absent 20% of the course should be failed.

## **CHAPMAN UNIVERSITY COLLEGE ACADEMIC WRITING STANDARDS**

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, Chapman University has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. Chapman University is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) *always* aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of Chapman University College.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that's managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and *documented* draft, typed or computer printed unless otherwise specified.

## **DOCUMENTATION**

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: [www.chapman.edu/library/reference/styles](http://www.chapman.edu/library/reference/styles).

Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

## **ACADEMIC INTEGRITY**

As a learning community of scholars, Chapman University emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the *Chapman University College Catalog*.

## **ACADEMIC WRITING GUIDE**

**Student's Name** \_\_\_\_\_ **Instructor** \_\_\_\_\_

**Paper Assignment** \_\_\_\_\_ **Course Title** \_\_\_\_\_

(Instructor: Read the entire paper through then reflect on its merits employing the following criteria. Our goal is to provide guidance to the student progressively in order to improve the quality of his or her writing.)

<b>Criteria</b>	<b>Comments</b>	<b>NSW</b>	<b>Dev</b>	<b>WD</b>
The writer demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.				
The writer has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space allotted.				
The paper focuses its presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections.				
The writer substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.				
The writer has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.				
The writer draws upon research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course.				
The paper conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.				

**N S W = Needs Significant Work,**

**D = Developing**

**WD = Well Developed**

**OVERALL RATING**

The writer meets the needs of the particular audience and succeeds in his or her intended purpose--honestly engaging the subject and establishing her or his authority by offering a persuasive	<b>Needs Significant Work</b>	<b>Developing</b>	<b>Well Developed</b>
	—————→		

and supportable analysis.

**Comments:**

A. *If this version of the paper is to receive a grade, the grade is* \_\_\_\_\_. *Instructor* \_\_\_\_\_ *Date* \_\_\_\_\_

### **AMERICANS WITH DISABILITIES ACT STATEMENT**

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the Campus Director or Advisor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the Director of a Chapman University College campus.

### **QUICK ACCESS TO THE ON-LINE CHAPMAN LIBRARY RESOURCES**

<http://www.chapman.edu/library/>

### **SELECTED BIBLIOGRAPHY**

Abbeduto, L. (2004). *Taking sides: Clashing views on controversial issues in educational psychology*. Guilford, CT: McGraw Hill/Dushkin.

American Psychological Association (2005). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington D.C.: American Psychological Association.

Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches* (2<sup>n</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.

DelCampo, D. S. & DelCampo, R. L. (2004). *Taking sides: Clashing views on controversial issues in childhood and society*. Guilford, CT: McGraw Hill/Dushkin.

Diamond, A. (2000). Close interrelation of motor development and cognitive development of the cerebellum and prefrontal cortex. *Child Development*, 71, 44-56.

Ellingson, S.A., Miltenberger, R.G., Stricker, J., Galensky, T.L., & Garlinghouse, M. (2000). Functional assessment and intervention for challenging behaviors in the classroom by regular classroom teachers. *Journal of Positive Behavior Interventions*, 2, 85-97.

Foster, L. H., Watson, T. S., Meeks, C., & Young, J. S. (2002, December). *Single-subject research design for school counselors: Becoming an applied researcher*. Retrieved January 18, 2005, from [http://www.findarticles.com/p/articles/mi\\_m0kOc/is\\_2\\_6/ai\\_96194765](http://www.findarticles.com/p/articles/mi_m0kOc/is_2_6/ai_96194765)

Greenstein, T. N. (2006). *Methods of family research, 2<sup>nd</sup> edition*. Thousand Oaks, CA: Sage Publications.

Hayward, B., & Schmidt-Davis, H. (2000 July). *A longitudinal study of the vocational rehabilitation service program*. Rehabilitation Services Administration, U.S. Department of Education, Fourth Interim Report: Characteristics and outcomes of transitional youth in vocational rehabilitation. Washington, DC: Research Triangle Institute.

- Heiman, G. W. (2003). *Basic statistics for the behavioral sciences*. Houghton Mifflin Company: Boston.
- Heppner, P. P., Kivlighan, D. M., & Wampold, B. E. (1999). *Research design in counseling* (2<sup>nd</sup> ed.). New York: Brooks/Cole.
- Johnson, D.R., & Sharpe, M.N. (2000). Results of a national survey on the implementation of transition service requirements of IDEA. *Journal of Special Education Leadership*, 13, 15-26.
- Kauffman, J.M. (2001). *Characteristics of emotional and behavioral disorders of children and youth* (7th ed.). Columbus, OH: Merrill.
- McMillan, J. H. (2004). *Educational research: Fundamentals for the consumer*. Pearson and Allyn & Bacon: Boston.
- Merriam, S.B. (2001). *Qualitative Research and Case study applications in education*. San Francisco: Jossey-Bass.
- Montello, D. (2006). *An introduction to scientific research methods in geography*. Thousand Oaks, CA: Sage Publications.
- Rancer, A. S. (2006). Argumentative and aggressive communication: Theory, research, and application. Thousand Oaks, CA: Sage Publications.
- Sattler, J. M. (2004). *Assessment of children: Cognitive applications*. La Mesa, CA: Jerome M. Sattler Publishing:.
- Sattler, J. M. (2004). *Clinical and forensic interviewing of children and families: Guidelines for mental health, education, pediatric, and child maltreatment fields*. La Mesa, CA: Jerome M. Sattler Publishing
- Schlein, A. M. (2004). *Find it online – 4<sup>th</sup> edition: The complete guide to online research*. Tempe, AZ: Facts on Demand Press.
- Scott, J. (2006). *Documentary research, four-volume set*. Thousand Oaks, CA: Sage Publications.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. New York: Houghton Mifflin.
- Stangor, C. (2004). *Research methods for the behavioral sciences, (2<sup>nd</sup> ed.)*. Boston: Houghton Mifflin Company:.
- Thompson, S., & Thurlow, M. (2000). *State alternate assessments: Status as IDEA alternate assessment requirements take effect* (Synthesis Report 35). Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Thompson, S., Thurlow, M., & Boys, C. (2001). *2001 State special education outcomes: A report on state activities at the beginning of a new decade*. Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M.L., House, A., Boys, C., Scott, D., & Ysseldyke, J. (2000). *State participation and accommodation policies for students with disabilities: 1999 update*. (Synthesis Report 33). Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Thorndike, R. M. (2005). *Measurement and evaluation in psychology and education (7<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall: .

Thurlow, M., Nelson, J.R., Teelucksingh, E., & Ysseldyke, J. (2000). *Where's Waldo? A third search for students with disabilities in state accountability reports (Technical Report 25)*. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

## **SELECTED JOURNALS**

### Counseling

Journal of Counseling & Development  
Journal of College Counseling)  
Measurement and Evaluation in Counseling and Development  
Counselor Education and Supervision  
Journal for Humanistic Counseling Education and Development  
Counseling and Values  
Career Development Quarterly  
The Journal of Addictions and Offender Counseling  
Journal of Employment Counseling and Development  
Professional School Counseling  
Elementary School Guidance & Counseling  
Educational and Psychological Measurement  
Journal of College Student Development  
Journal of Counseling Psychology  
Journal of Educational Measurement  
Journal of Employment Counseling  
National Association of Student Personnel Administrators Journal  
Journal of Career Planning and Employment  
The Personnel and Guidance Journal  
New Directions for Student Services  
Counseling Psychology Quarterly  
Journal of Multicultural Counseling and Development  
British Journal of Guidance & Counseling  
Journal of Vocational Education and Training  
The Journal of College Admission: Journal of the National Association for College Admission Counseling  
School Psychology Review  
NASPA Journal  
British Journal of Educational Psychology  
Journal of Educational Psychology

### Education Media, Technology, and Science

ALT-J: research in learning technology  
Applied Environmental Education & Communication  
Computer Assisted Language Learning  
Distance Education  
Education, Communication & Information  
Educational Media International  
Educational Technology Abstracts  
Interactive Learning Environments  
International Journal of Science Education  
Learning, Media & Technology  
Open Learning  
Research in Science & Technological Education  
Technical Education & Training Abstracts  
Technology, Pedagogy and Education - New to Routledge for 2006

### Education Policy

Action Learning: Research and Practice  
Asia Pacific Journal of Education - New to Routledge for 2005  
Assessment in Education: Principles, Policy & Practice  
Assessment & Evaluation in Higher Education  
British Educational Research Journal  
Comparative Education  
Compare  
Curriculum Journal  
Education and the Law  
Education Economics  
Educational Management Abstracts  
Educational Review  
Equity & Excellence in Education  
Globalisation, Societies and Education  
Higher Education Research and Development  
International Journal of Leadership in Education  
Journal of Curriculum Studies  
Journal of Education and Work  
Journal of Education for Teaching: International Research and Pedagogy  
Journal of Education Policy  
Journal of Educational Administration & History  
Journal of Further and Higher Education  
Journal of Higher Education Policy and Management  
Journal of Political Science Education  
Leadership & Policy in Schools  
London Review of Education  
The New Educator - New for 2005  
Paedagogica Historica  
Perspectives: Policy & Practice in Higher Education  
Race, Ethnicity and Education  
School Leadership & Management  
Sex Education: sexuality, society and learning  
Studies in Higher Education  
Teaching in Higher Education  
Teachers and Teaching: Theory and Practice

### Education Research

ALT-J: research in learning technology  
Applied Environmental Education & Communication  
Asia Pacific Journal of Education - New to Routledge for 2005  
British Educational Research Journal  
Cambridge Journal of Education  
Community College Journal of Research & Practice  
Contents Pages in Education  
Curriculum Journal  
Early Years: Journal of International Research & Development  
Educational Action Research - - New to Routledge for 2006  
Educational Gerontology  
Educational Research  
Educational Research Abstracts Online  
Educational Review  
Educational Studies  
Environmental Education Research  
Equity & Excellence in Education  
Ethics and Education - New for 2006  
European Journal of Engineering Education  
European Journal of Teacher Education  
Gender and Education  
Globalisation, Societies and Education  
Higher Education Research and Development  
History of Education

July 2006

Innovations in Education and Teaching International  
International Journal of Early Years Education  
International Journal of Leadership in Education  
International Journal of Mathematical Education in Science & Technology  
International Journal of Qualitative Studies in Education  
International Journal of Research & Method in Education  
International Journal of Science Education  
Irish Educational Studies  
Journal of Curriculum Studies  
Journal of Early Childhood Teacher Education - New to Routledge for 2005  
Journal of Education for Teaching: International Research and Pedagogy  
Journal of Peace Education  
Journal of Political Science Education - New for 2005  
London Review of Education  
Oxford Review of Education  
Pedagogy, Culture and Society - New to Routledge for 2006  
Physical Education and Sport Pedagogy  
Reading and Writing Quarterly  
Reading Psychology  
Research into Higher Education Abstracts  
Research Papers in Education  
Scandinavian Journal of Educational Research

#### Leadership and Management Education

Educational Management Abstracts  
International Journal of Leadership in Education  
Journal of Educational Administration and History  
Journal of Education Policy  
Journal of Higher Education Management and Policy  
Leadership & Policy in Schools  
Perspectives  
School Effectiveness and School Improvement  
School Leadership and Management

#### School Psychology

ABA Newsletter  
ADHD Report, The  
Adolescence  
Alberta Journal of Educational Research  
American Educational Research Journal  
American Journal of Education  
American Journal on Mental Retardation  
APA Monitor  
Applied Behavioral Analysis Review  
Applied Measurement in Education  
Applied Psychological Measurement  
Archives of Suicide Research  
Assessment  
Assessment and Evaluation in Higher Education  
Assessment in Education: Principles, Policy, & Practice  
Australian Journal of Education  
Autism  
Behavior Analysis & Therapy  
Behavior Modification  
Behavioral Interventions  
British Educational Research Journal  
British Journal of Educational Studies  
British Journal of Learning Disabilities  
British Journal of Special Education  
Canadian Journal of School Psychology  
Child Assessment News  
July 2006

Child Development  
 Child Development Abstracts & Bibliography  
 Consulting Psychology Journal  
 Contemporary Educational Psychology  
 Crisis - The journal for crisis intervention and suicide prevention  
 Crisis Intervention and Time-Limited Treatment  
 Developmental Disabilities Bulletin  
 Down Syndrome Research & Practice  
 Dyslexia  
 Dyslexia: My Life  
 Educational and Psychological Measurement  
 Educational Assessment  
 Educational Psychologist  
 Educational Psychology  
 Educational Psychology Review  
 Educational Research  
 Educational Research and Evaluation  
 Educational Researcher  
 European Journal of Education  
 European Journal of Psychological Assessment  
 Evaluation  
 Interactive Learning Environments  
 International Journal of Disability, Development, and Education  
 International Journal of Educational Research with Learning and Instruction  
 International Journal of Inclusive Education  
 International Journal of Selection and Assessment  
 International Review of Education  
 Intervention in School and Clinic  
 Issues in Educational Research  
 Journal for the Education of the Gifted  
 Journal of Adolescence  
 Journal of Adolescent Research  
 Journal of Applied Behavior Analysis  
 Journal of Attention Disorders  
 Journal of Autism & Developmental Disorders  
 Journal of Autism and Childhood Schizophrenia  
 Journal of Developmental & Physical Disabilities  
 Journal of Early Adolescence  
 Journal of Educational and Psychological Consultation  
 Journal of Educational Psychology  
 Journal of Educational Research  
 Journal of HIV/AIDS Prevention & Education for Adolescents & Children  
 Journal of Intellectual and Developmental Disabilities  
 Journal of Intellectual Disability Research  
 Journal of Personality and Social Psychology  
 Journal of Personality Assessment  
 Journal of Psychoeducational Assessment - Provides access to past & present tables of contents and manuscript submission information. JPA is edited by B. Bracken & R. J. McCallum, and is dedicated to issues surrounding educational assessment, legal mandates pertaining to school psychologists, and development of measures.  
 Journal of Rational-Emotive & Cognitive-Behavior Therapy  
 Journal of Research in Reading  
 Journal of Research on Adolescence  
 Journal of School Psychology  
 Journal of Youth & Adolescence  
 Journal on Developmental Disabilities  
 Learning Disabilities Research and Practice  
 Mental Retardation  
 Mental Retardation and Developmental Disabilities Research Reviews  
 Methods of Psychological Research - online (e-journal)  
 Mid-Western Educational Researcher  
 Progress in Behavior Modification

Psychological Assessment  
Psychology in the Schools  
PsycSCAN: Learning Disorders and Mental Retardation  
Research in Developmental Disabilities  
Review of Educational Research  
Revista de Psicología Educativa - Journal of Educational Psychology  
Scandinavian Journal of Educational Research  
School Effectiveness and School Improvement  
School Psychologist, The  
School Psychology International  
School Psychology Quarterly  
School Psychology Review  
Suicide and Life-threatening Behavior

### Special Needs

Disability & Society  
Educational Psychology  
Educational Psychology in Practice  
Emotional & Behavioural Difficulties - New to Routledge for 2006  
European Journal of Special Needs Education  
High Ability Studies  
International Journal of Disability, Development and Education  
International Journal of Inclusive Education  
Journal of Intellectual & Developmental Disability  
Reading and Writing Quarterly  
Reading Psychology  
Special Educational Needs Abstracts

### Teacher Education

Asia Pacific Journal of Education - New to Routledge for 2005  
Asia-Pacific Journal of Teacher Education  
Communication Education  
European Journal of Teacher Education  
International Journal of Leadership in Education  
International Journal of Research & Method in Education  
Journal of Early Childhood Teacher Education - New to Routledge for 2005  
Journal of Education for Teaching: International Research and Pedagogy  
Journal of In-service Education - New to Routledge for 2006  
Journal of Political Science Education - New for 2005  
Mentoring and Tutoring  
The New Educator - New for 2005  
Reading and Writing Quarterly  
Reflective Practice  
The Review of Communication  
School Leadership & Management  
Studies in Higher Education  
Studying Teacher Education: a journal of self-study of teacher education practices - New for 2005  
Teacher Development - - New to Routledge for 2006  
Teachers and Teaching: Theory and Practice  
Teaching Education  
Technical Education & Training Abstracts  
Teaching in Higher Education

## **SELECTED DATABASES FOR ARTICLE/BOOK SEARCHES**

ERIC: <http://www.jsu.edu/depart/library/graphic/ericnote.htm>  
Academic Search Premier  
Education Full Text:  
Wiley InterScience Education Journals  
PsychINFO

***To access databases***

- Go to the Library Home Page at [www.chapman.edu](http://www.chapman.edu)
- Click Libraries on the dropdown box.  
Click Leatherby Libraries  
Click Search Articles (or books)  
Select relevant database

Indicate a preference for current and refereed journals.

**\*INSTRUCTOR'S CLASS BY CLASS ASSIGNMENT SCHEDULE**  
**[Attach sheets as necessary.]**