College of Education and Human Development
Division of Special Education and disAbility Research

Summer 2019
EDSE 590 613: Special Education Research
CRN: 43272, 3 – Credits

Instructor: Dr. Andrea Boykin	**Meeting Dates**: 5/20/2019 – 7/29/2019
Phone: 757-985-2702	**Meeting Day(s)**: Net
E-Mail: aboykin2@gmu.edu	**Meeting Time(s)**: Net
Office Hours: By Appointment	**Meeting Location**: Online
Office Location: By Appointment	**Other Phone**: N/A

**Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None
Co-requisite(s): None

Course Description
Describes fundamental concepts and practices in educational research in special education. Covers specific applications of educational research methods to problems in special education. Emphasizes review and critique of special education research, and applied classroom research for teachers. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply to graduate from each program. Visit http://registrar.gmu.edu/students/graduation/ for more information.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday, and finish on Sunday. However, students should keep in mind that many "course weeks" have two learning modules for completion – one to be submitted midweek and one to be submitted by the end of the week.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3-4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Identify and understand different methods of educational research suitable for different research purposes in special education.
2. Describe and discuss basic theories and methods of quantitative experimental and quasi-experimental research in special education.
3. Describe and discuss basic theories and methods of survey research in special education.
4. Describe and discuss basic theories and methods of single subject research in special education.
5. Describe and discuss basic theories and methods of qualitative research in special education.
6. Critically evaluate education research and describe implications for educational practice.

Professional Standards
This course is part of the George Mason University, Graduate School of Education (GSE), Masters in Special Education Program. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 6: Professional learning and ethical practice (InTASC 9).

Required Textbooks

McMillan, J. (2007). *Fundamentals of Educational Research* (7th ed.). Boston: AB Longman.

Recommended Textbooks
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources
Access to the George Mason University's BlackBoard site for the EDSE 590 course.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of

an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 590, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
      Performance-based Assessment (Tk20 submission required)
      None Required

      College Wide Common Assessment (TK20 submission required)
      None Required

      Performance-based Common Assignments (No Tk20 submission required)
      Final Research Project: Research Review Paper

      Other Assignments
      Participation in class activities
      Research Application: Mini Project

1. **Participation** - 40 points (5 points per week):

Students will complete class readings to include a supplemental set of articles that reflect current special education research trends and will explore different methodologies in published special education research.

    a. Class activities and discussions* - 40 Points: Students will participate in class activities and interactive quizzes in order to practice literature searches, reviews, and relevant research applications. In addition to biweekly class activities, students will be prompted to work on their Research Review Discussion Board. This work is designed to help students prepare for their final Research Review Paper assignment one step at a time.

2. Human Subjects CITI Training Module Completion - Pass/Fail

GMU Mandatory Training for Persons Conducting Research Using Human Subjects is accessed at http://www.citiprogram.org . Seven learner modules in the Basic Course are required prior to conducting any research at Mason using human subjects. *This assignment will be evaluated as pass/fail.*

3. Research Application: Mini-Project – 20 points

The research application mini-project is designed to provide experience in designing, implementing, and evaluating a research application project in special education. All activities for this assignment can be completed individually or in research teams. *Specific directions and a rubric for this assignment will be provided by the instructor.*

4. Final Research Project: Research Review Paper – 40 points

You will complete a traditional research review paper of a selected intervention area of your choice. **Your topic must be approved by the instructor.** You will need to collect a minimum of 8-10 original intervention research studies on a particular topic to include in your review paper. An electronic copy (posted to BlackBoard) should be submitted no later than midnight on the due date. All activities for this assignment can be completed individually or in research teams. **This assignment is the signature assignment for the course**.

   a. As part of class activities, students will provide constructive feedback to classmates on their drafts of the literature review introduction and method, and results and discussion sections and final draft. *Specific directions will be provided by the instructor and this assignment will be evaluated using the attached rubric.*

*Detailed descriptions and step-by-step instructions for each class activity and course assignments will be provided by the instructor and posted in the corresponding Learning Modules.

EDSE 590 Total Course Points	
Assignment	**Points**
Participation	40 points
Mini Project	20 points
Research Review Paper	40 points
Total	**100 points**

Course Policies and Expectations
    Attendance/Participation
    While there are no synchronous sessions in this course, students are required to complete all biweekly online assignments using the **Blackboard** course management system. Active attendance and participation in the course will be seen as timely completion of assigned biweekly work in the course learning modules.

    Late Work
    All assignments should be submitted via Blackboard *by* the due date**. After that time, points will be deducted from your grade for late assignments. Assignments will not be accepted more than 3 days late unless prior arrangements with the instructor have been made.**

Grading Scale

95-100% = A	90-94% = A-	80-89% = B	70-79% = C	70% = F

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted <u>must</u> be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

Class Schedule
*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

*<u>Note: Assignments are due at the end of each module, which is noted on the module dates column.</u>

Module Dates	Topics	Assignments Due	Readings Due
May 20, 2019	▪ Course Introduction ▪ Literature searches & reviews	▪ Introduction Forum Part 1	▪ Chapter 1 (pp.2-17)
May 27, 2019	▪ No Class- Memorial Day	▪ No Assignments Due	▪ N/A
June 3, 2019	▪ Empirical article anatomy ▪ Research problem & questions	▪ Literature Search Scavenger Hunt ▪ Research Review Discussion Board: Research Topic	▪ Chapter 3 ▪ Chapter 1 (pp. 17-26) *Chapter 2

	▪ Experimental research designs: Group Research	▪ Purpose Statement & Research Questions	
June 10, 2019	▪ Experimental research designs: Single-subject Research	▪ *Research Review*: Start Introduction Section Draft	▪ Chapter 4 and Chapter 9 *(Group Research)*
June 17, 2019	▪ Research components Part I: Participants & variables	▪ *Research Review*: Submit Introduction Section Draft	▪ Chapter 9 *(Single Subject)*
June 24, 2019	▪ Research components Part II: Educational measurements & data collection	▪ *Research Review:* Method Section Draft ▪ Peer Feedback on Introduction	▪ Chapter 2 (pp. 54-59) ▪ Chapter 5
July 1, 2019	▪ Discussion and conclusions	▪ Peer Feedback on Method	▪ Chapter 7 ▪ Chapter 10
July 8, 2019	▪ Qualitative research designs ▪ Non-experimental quantitative research designs: Survey research	▪ Peer Feedback on Results and Discussion ▪ Mini Project Due	▪ Chapter ▪ Chapter 12
July 15, 2019	▪ Mixed methods research designs ▪ Intelligent Research Consumer/Action research	▪ Reference List in APA Format ▪ Peer Feedback on Research Review Paper	▪ N/A

July 22, 2019	▪ Project Work	▪ Research Project Due	▪ N/A

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Appendix
    Assessment Rubric(s)

<div align="center">

Appendix A

</div>

Name: _____

	Points Possible	Points Received	Comments
Concise but thorough abstract providing the overview of the study and major findings	**2**		
Appropriate, important, <u>clearly described and justified</u> research topic/problem (introduction)	**4**		
Appropriate, clearly described research purpose and/or research questions (a systematic literature review in order to …) that fit the research problem	**2**		
Appropriate and clearly described methods and procedures for the systematic literature review • Searched educational databases (at least 3!) • Identified and used key terms for searching the databases • Clearly described ancestry (which articles were used for ancestry search); descendant (which articles/authors were used for descendant search using which databases); and hand searches (what relevant journals were used for hand search of their tables of content) • Clear and reasonable inclusion AND exclusion criteria for including the studies into a review	**11** (2) (2) (3)		

	(4)		
Appropriate and clearly described results section	**13**		
• at least 8-10 original/primary, empirical, intervention research studies included	(2)		
• studies meet the inclusion/exclusion criteria			
• clear overview of overall characteristics of the data set	(2)		
• Succinct and sufficient description of relevant information from each individual study	(2)		
• Visual representation of findings via a summary table	(5)		
	(2)		
Thoughtful and analytical discussion of findings	**4**		
• Discussion based on the findings from the reviewed studies	(2)		
• Included implications for practice			
	(2)		
List of references in APA format	**2**		
Overall clear, good writing in APA style, free of mechanical errors	**2**		
Total	**40**		

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	No paper
40 - 36	35 – 32	31 - 28	<28	0

Exemplary paper (36-40 points): Appropriate topic, thorough and thoughtful review of previous research. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (32-35 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (28-31 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or review of relevant literature.

Inadequate paper (1-27 points): Paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable/no paper (0 points): No paper turned in or paper was not approved for this assignment.