



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

Fall 2021

EDSE 590 DL1: Research in Special Education

CRN: 70829, 3 – Credits

Instructor: Dr. Frederick Brigham	Meeting Dates: 08/23/2021 – 12/15/2021
Phone: 703 993 1667	Meeting Day(s): N/A
E-Mail: fbrigham@gmu.edu	Meeting Time(s): N/A
Office Hours: by arrangement for async classes	Meeting Location: N/A; Online
Office Location: Second floor, Finley Hall	Other Phone: my home phone will be distributed to class members

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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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 August 23, 2021.

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: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](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 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/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (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. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **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 once per week.
- **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 ensure 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

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 6: Professional learning and ethical practice (InTASC 9).

Required Texts

Hott, B., Brigham, F., & Peltier, C. (2021) *Research methods in special education*. Thorofare, NJ: Slack Books. ISBN 10: 1630917567

The link to the publisher for this text is:

<https://www.slackbooks.com/research-methods-in-special-education-evidence-based-instruction-in-special-education/>

You can get it from Amazon at:

https://www.amazon.com/Research-Methods-Special-Education-Hott/dp/1630917567/ref=sr_1_3?dchild=1&keywords=Research+Methods+in+Special+Education&qid=1629571091&sr=8-3

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

The course is being delivered in a asynchronous manner. You will need a computer with internet access. You will also need to access the George Mason Library facilities, either electronically or in person. At some times during the semester, we *might* wish to have a synchronous Zoom meeting. You will need camera and microphone capabilities on your computer for that.

Additional Readings

Additional readings may be added and will be made available through the class Blackboard site.

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

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



Assignments and/or Examinations

**Performance-based Assessment
(VIA submission required)**
N/A

**College Wide Common Assessment
(VIA submission required)**
N/A

Other Assignments

Final Research Project: Research Review Paper

Participation in on-line class activities
Research Application: Mini Project

Assignment Summary

Class component	Value
Completion of weekly class activities	60
CITI Research Training	20
Research Application: small group project	20
Research Application: individual project	50

Course Policies and Expectations

Attendance/Participation

Please refer to the previously described expectations for the course.

Late Work

Online Submission of Student Work Required. All student work must be submitted through the Blackboard class website. Due dates are posted at the end of the syllabus and, also on the blackboard site. On time submissions are required to be in the class Blackboard Assignment folder by the beginning of the class session on the due date.

Only submissions through the Blackboard Assignment folder will be accepted. Assignments sent as email attachments will be deleted without opening them. Assignments that are not in the Blackboard assignments folder at the appropriate time are late.

Ten percent of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score for each week they are late. Thus an assignment that is three weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment. The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 60 (90-30). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was loaded into the Blackboard Assignment folder will be the date of record. Partially completed or inadequate assignments loaded into the Blackboard Assignment folder will be the assignments of record for the student. Do not even think about loading a poor-quality assignment on time and then asking later or trying to get me to allow a different assignment to be loaded because you loaded the wrong version.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester. Some assignments appear in pairs. For

paired assignments, your work in the first of the pairs is to serve as a model for the second assignment. Submission by due date for final and last day of class is required for submissions to be considered for grading at all. Assignments and exams submitted after the due date for the exam will be assigned a grade of zero.

Grading

To compute final course grades divide “earned points” by “possible points” for percentage.

A = 95-100%	B+ = 86-89%	C = 70-76%	F = > 70%
A - = 90-94%	B = 80-85%		
	B- = 77-79%		

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). 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 must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Class schedule appears as an appendix on the last page of the document.

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: See [Core Values \(http://cehd.gmu.edu/values/\)](http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing \(http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\)](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 [Disability Services \(https://ds.gmu.edu/\)](https://ds.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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “non-confidential employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendices

Assessment Rubric(s)

There is no Performance-based Assessment or College Wide Assessment for this course. Specific rubrics for class assignments will be developed by class members and the instructor.

Appendix A*
Tentative Class Schedule

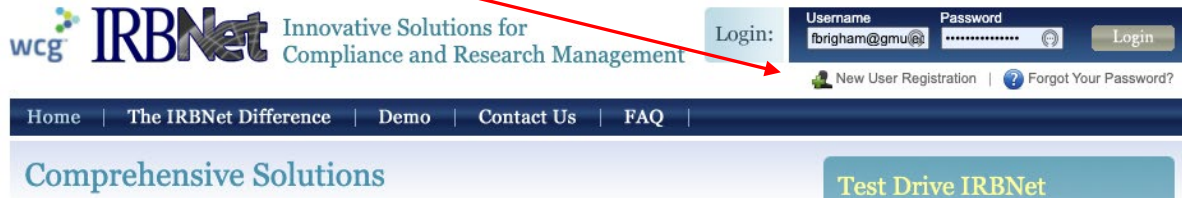
Week	Monday Date	Topic	Activities Due
1	8/23	Evidence-Based Practices in Special Education	
2	8/30	Research in Special Education	EBP responses
3	9/06	Research in Applied Settings	Research in Sp. Education Responses
4	9/13	Ethics in Research	Applied Settings Responses
5	9/20	Identifying and Locating Special Education Research	Ethics Responses
6	9/27	Systematic Literature Reviews	Locating Research responses
7	10/04	Correlation Designs	Literature Review Responses CITI Training certificate
8	10/11	Experimental Designs	Correlation Responses
9	10/18	Quasi-Experimental Designs	Experimental Responses
10	10/25	Single-Case Research Designs	Quasi-Exp. Responses
11	11/01	Survey Research	Single-Case Responses
12	11/08	Qualitative Research	Survey Responses
13	11/15	Mixed Methods Research	Qualitative Responses
14	11/22	Program Evaluation	Mixed Method Responses
15	11/29	Research to Practice	Program Evaluation Responses
	12/06	Mason Reading Day	
	12/13	Exam week	Research to Practice Responses Individual Research Project

* This schedule is likely to change depending on options that are presented to the class during online polls.

Appendix B Research Ethics Training

Got to: <https://www.irbnet.org/release/index.html>

Select <New User Registration>



Create a user account (it's free).

Welcome to IRBNet

Register Now

Don't have an existing account? Registering is a simple two step process:

1. Complete the registration information below. Once you register you will automatically be sent an activation email to verify that your email address is valid.
2. Click on the link contained within your activation email to verify that your email address is valid and to activate your account.

First Name:

Last Name:

Email Address:

Verify Email Address:

Phone Number:

Your Research Institution or Organization:

If you do not see your organization listed you may [add a new organization](#).

Choose a Username and Password for your new account. You can use this Username and Password to access all IRBNet services.

Username:

Password: [?](#)

Verify Password:

When you log in to the account, go to the <Add a New Training & Credentials Record> link.

Training & Credentials

IRBNet allows you to track and share your training records, certifications, resumes and other personal credentials. Once added to your profile, your training and credentials can be easily linked to your projects from the Designer, are accessible by your project teams and can be quickly accessed and tracked by the boards that review your projects. Some boards also permit you to directly submit your training and credentials without requiring you to link these records to specific projects.

[▶ Add a New Training & Credentials Record](#)

Select:

[CITI - Human Research - Group 1 Social & Behavioral Research - Basic Course \(stage 1\)](#)

Complete the training and then have the documentation sent to me by the program or download it to your computer and send it to me. I suggest downloading it and sending from your computer.

It should look something like this:



Appendix C
Final Research Project: Research Review Paper
Scoring Rubric

Effective literature reviews contain the following:

- An Introduction that establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper (in this case a systematic literature review). Important concepts are defined in this section as well as any background information needed to support search procedures in the methodology.
- Method Section that has clearly replicable procedures and demonstrates competency in the search techniques learned in class (search of educational data bases with key terms, ancestry and/or descendent searches, hand searches of relevant journals), and identifies clear and reasonable decision-making criteria for individual studies included in the review (inclusion/exclusion criteria).
- Results Section that provides an overview of the characteristics of the data set, is logically organized for the reader, demonstrates that search procedures described in the method section were consistently followed, and succinctly and sufficiently describes relevant information from each of the studies reviewed. A visual representation of the findings (i.e., a table) with accurate information helps the reader to understand more thoroughly the research reviewed.
- Discussion Section that provides a thoughtful and analytical discussion of findings and is based firmly on studies reviewed (not solely the authors opinion), and references implications for practice where appropriate.
- Overall student understanding of the purpose of each of these sections of a research paper, a professional writing style (has been thoroughly edited), and citations that are in APA format (with careful attention to ‘glaring’ errors).

See scoring allocations on the following page.

Scoring Allocations for Research Review Paper

Exemplary paper	Adequate	Marginal Paper	Inadequate Paper	No Paper
40 - 36	35 - 32	31 - 28	1-27	0
Meets all of the stated criteria.	Good overall paper, but is lacking in one or two of the criteria for an exemplary paper	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.	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	No paper submitted or paper was not approved for this assignment