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

Spring 2023
EDSE 590 001: Special Education Research
CRN: 17513, 3 – Credits

Instructor: Dr. Nancy Cerar	**Meeting Dates:** 1/23/23 – 5/17/23
Phone: 703-785-4089	**Meeting Day(s):** Thursday
E-Mail: nirby@gmu.edu	**Meeting Time(s):** 4:30 pm – 7:10 pm
Office Hours: By appointment only	**Meeting Location:** Fairfax: IN 326
Office Location: TBD	**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

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

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
McMillan, J. H. (2022). *Educational Research*: *Fundamentals Principles and Methods* (8th ed.). Pearson.

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

Additional Readings
The textbook will be used as a framework for the course. Additional readings relevant to the course will be provided on Blackboard by the instructor.

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/SLL (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 PBVIA/SLL to VIA.

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

Assignments and/or Examinations

> **Performance-based Assessment**
> **(VIA submission required)**
> None.

> **College Wide Common Assessment**
> **(VIA submission required)**
> None.

Other Assignments

> Research Project: Research Review Paper. You will complete a traditional research literature 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 (primary/empirical) 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 4:30 p.m. 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.
>
> As part of the class activities, students will provide constructive feedback to classmates on their drafts of their literature review introduction and method, and results and discussion sections and final draft.
>
> **Human Subject 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.

Research Application: Mini Project. 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.

Assignment Summary

Requirements	Points	Percent
Participation in class activities	90	60%
Research Application: Mini Project	20	15%
Final Research Project: Research Review Paper	40	25%
Total	**150**	**100%**

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations

Attendance/Participation

Active attendance and participation in the course with timely completion of assigned work in the course.

Late Work

All assignments should be submitted via Blackboard by 4:30 on the due date. After that time, in fairness to students who made the effort to submit work on time, points (equivalent to a letter grade per day) will be deducted from your grade for late assignments. Assignments will not be accepted more than a week late underline unless prior arrangement with the instructor have been made. Allow additional time and plan for additional participation during activities that require constructive feedback.

Grading

Grade	Range

A	94 – 100%
A-	90 – 93%
B+	86 – 89%
B	80 – 85%
C	70 – 79%
F	69 - Below

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/polices-procedures/).

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

Date	Learning Module	Textbook Readings, **Weekly Assignments & Activities Due**
Week 1 Thursday, January 26	Introduction to research methods in special education	Chapter 1 (pp.2-25)
Week 2 Thursday, February 2	Literature searches & reviews	Chapter 3 ***CITI Training**
Week 3 Thursday, February 9	Empirical article anatomy. Research problem & questions Presentation from Librarian	Chapter 1 (pp.25-33) & 2 ***Literature Search Scavenger Hunt** ***Research Review Wiki: Research Topic**
Week 4 Thursday, February 16	Experimental research designs: Group Research	Chapter 4, 9 (Experimental Research Designs), & Gersten et al. (2005) ***Overview of Research in My Field** ***Research Review Wiki: Purpose Statement & Research Questions**

Week 5 Thursday, February 23	Experimental research designs: Single-subject Research	Chapter 9 (Single-Subject Designs) & Horner et al. (2005) ***Research Review Wiki: Working on Introduction Section Draft**
Week 6 Thursday, March 2	Research components Part I: Participants & variables	Chapter 3 (pp. 66-70) & 5 ***Research Review Wiki: Completing Introduction Draft**
Week 7 Thursday, March 9	Research components Part II: Educational measurements, data collections, & analysis	Chapter 7 & 10 ***Research Review Wiki: Method Section Draft & Peer Feedback on Method**
Week 8 Thursday, March 16	**Spring Break**	
Week 9 Thursday, March 23	Discussion and conclusions, & APA 7th edition formatting	Chapter 16 ***Research Review Wiki: Descriptions of Each Individual Study Draft & Peer Feedback on Method**
Week 10 Thursday, March 30	Mini-Research Proposal work time	***Mini-Research Application Project Outline Due**
Week 11 Thursday, April 6	Qualitative research design	Chapter 11, 12, 13, & Brantlinger et al. (2005) ***Work on Mini-Research Application Project** ***Research Review Wiki: Results and Discussion Section Draft**
Week 12 Thursday, April 13	Non-experimental quantitative research design: Survey research	Chapter 8 ***Mini-Research Application Project Due**
Week 13 Thursday, April 20	Work on Research Review Paper	***Research Review Wiki: Final Research Review Draft** ***Research Review Wiki: Peer Feedback on Results and Discussion** ***Peer Feedback for at least 2 Mini-Research**
Week 14 Thursday, April 27	Mixed methods research designs and Intelligent Research Consumer/Action research	Chapter 14 ***Reference List in APA Format Due**

Week 15 Thursday, May 4	Final Assignment	*Final Research Review Paper and Presentation

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/).

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/).

- 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/).

- 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/).

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

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or 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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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/).

Appendix
Assessment Rubric(s)
Assessment Rubric(s)

Rubric for Participation in Class and Activities

Exemplary (5 points): The student:
• Correctly completes and posts all activities on time;
• Actively participates and supports the members of our class. When appropriate provides constructive feedback to classmates in a respectful manner.

Adequate (1-3 points): The student:
• Completes and posts the majority of the activities that are partially correct;
• Occasionally participates in discussions and provides feedback.

Inadequate (0 points): The student:
• Does not complete class activities;
• Does not actively participate in discussions and does not provide constructive feedback;
• The student may fail to exhibit professional behavior and dispositions.

Rubric for Final Research Project: Research Review Paper

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.

- **A 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).

- **A 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.

- **A 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).

Exemplary paper (36-40 points): Meets all of the criteria above.

Adequate paper (32-35 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper.

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.

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