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

Summer 2023
EDSE 590: Research in Special Education
Section: 613; CRN: 44181
Section: D01; CRN: 44296
3 – Credits

Instructor: Carolyn Iguchi	**Meeting Dates**: 05/22/2023-07/31/2023
Phone: 703-628-3187	**Meeting Day(s)**: Online
E-Mail: chollan2@gmu.edu	**Meeting Time(s)**: NA
Office Hours: By appointment	**Meeting Location**: NA
Office Location: NA	**Other Phone**: NA

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 through your program. Mason M.Ed. and Certificate teacher candidates/students should contact Student Services at 1-844-306-1785, mason@support.edu.help 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. Peer feedback
4. Small group activities and assignments
5. Video and other media supports
6. Research and presentation activities
7. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using asynchronous format via 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 Patriot Pass password. The course site will be available in accordance with the posted start date.

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)

To get a list of supported operating 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)

● 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 for small group collaborative sessions.
● 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/)

- Technical Support 24/7
  - chat: https://support.edu.help
  - call: 1-844-306-1785
  - e-mail: Mason@support.edu.help

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday at 11:59pm and finish on Monday 11:59pm EST.
- 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 2 times 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 that others do not consider them as personal offenses. *Be positive in your approach to 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.

Course Relationship to Program Goals and Professional Organizations

(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 Textbooks

McMillan, J. H. (2022). *Fundamentals of educational research* (8th Edition). Boston, MA: Pearson Education Inc.

Note: You only need the basic textbook without the online text access or any other add-ons.

Recommended Textbooks

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

Additional Readings
Additional readings relevant to the special education research will be provided 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 (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)
None

College Wide Common Assessment (VIA submission required)
None

Research Review Paper
As the final assignment, students will complete a traditional research review paper on a selected intervention area. Topic choices will be offered by the instructor or students may choose their own area of interest. Individual topic areas must be approved by the instructor. Students will need to collect a minimum of 5 original intervention research studies on a particular topic to include in their review. In the final research review paper, students will demonstrate a thorough understanding of current knowledge in the area of interest. An electronic copy of the final research review synthesizing the literature collected and incorporating instructor's and peer feedback should be submitted no later than midnight on the due date.

Students may work in groups of up to three students on this project. Students who work in groups will receive five extra credit points on the assignment.

Specific step-by-step directions will be provided by the instructor. This signature assignment for the course will be evaluated using the attached rubric.

Other Assignments
Human Subjects CITI Training Module Completion
GMU Mandatory Training for Persons Conducting Research Using Human Subjects is
accessed at http://www.citiprogram.org. All required modules in the Social-Behavioral-
Educational (SBE) Basic course, as well as the supplemental module on Research with
Children, are required.

Weekly Module Assignments, Discussions, and Self-Check Quizzes
Students will participate in weekly module assignments, discussions, and self-check
quizzes in order to practice literature searches, reviews, and relevant research applications.
This work is designed to help students prepare for their Mini-Research Application Project
and final Research Review Paper assignments one step at a time. Detailed descriptions and
step-by-step instructions for each module activity will be provided by the instructor and
posted in the corresponding Learning Module.

For the discussion board assignments, the initial post is due on Thursday before midnight
and comments are due by Monday before midnight.

Mini-Research Application Project
The mini-research application project is designed to provide experience in designing,
implementing, and evaluating a research study in special education. Students will design a
hypothetical quantitative experimental (group or single-subject) or qualitative study (you
will NOT need to implement it) in order to evaluate the effectiveness of an intervention,
try new ideas and methods, or explore best practices. All activities for this assignment will
be completed individually or in research teams of up to three students. Students who work
in teams will receive five extra points on the assignment.
Specific directions and a rubric for this assignment will be provided by the instructor.

Peer Feedback
Students will provide peer feedback twice during the semester. Peer feedback plays a
pivotal role in research. It is defined as a process of validating someone's research or ideas
by others who are experts in the same field. Students will be asked to provide suggestions
on how to improve the quality of each other's drafts before the final research paper is due.
Rubrics guiding peer feedback will be provided by the instructor.

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
This class does not require any face-to-face or synchronous meetings. However, students are expected to actively engage in all course activities throughout the semester, which include viewing all course materials, completing course activities and assignments, and participating in course discussions, and providing peer feedback. In addition, optional Office Hours will be offered via Zoom.

Late Work
All activities must be submitted via Blackboard *on or before* the due date. **In fairness to students who make the effort to submit work on time, 10% of the total score will be deducted for each day that an assignment is late. Assignments will NOT be accepted more than 3 days late.** To recognize circumstances beyond reasonable control, students may have one 'free pass' during the semesters. The free pass is a one-week extension on one assignment only. This extension can NOT be applied to assignments submitted in Modules 7 and 8. The maximum extension is seven days, after which the assignment will not be graded. Students must notify the instructor if/when they wish to exercise this one-time option before the due date.

Grading Scale

Requirements	Points
Discussion board assignments	50
Weekly assignments	60
Weekly quizzes	14
End-of-semester survey	6
Peer feedback	40
Mini-Research Application Project	40
Research Review Paper	60
Total	**270**

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 69% = F

*Note: The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and 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 <u>must</u> 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 https://cehd.gmu.edu/students/polices-procedures/.

Class Schedule

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

Learning Module	Topic	Textbook Readings*, Weekly Activities & Assignments Due
Learning Module 1	Introduction to Research Methods in Special Education	McMillan (2022) - Chapter 1 (pp. 1-25) and Chapter 4 OPTIONAL: Chapter 2; Schlosser et al., 2019 **Learning Module 1 Activities**
Learning Module 2	Empirical Article Anatomy	McMillan (2022) – Chapter 1 (pp. 25-33); Chapter 3 (pp. 58-76 and 82-89); Chapter 5 (pp. 131-145) When Myth Trump Science **Learning Module 2 Activities**
Learning Module 3	Experimental Research Designs: Single-Case/Subject Research	McMillan (2022) - Chapter 6 and Chapter 9 (278-285) OPTIONAL: Finke et al., 2017 **Learning Module 3 Activities**
Learning Module 4	Qualitative Research Designs	McMillan (2022) - Chapter 11 and Chapter 12 OPTIONAL: Stewart et al., 2017 **Learning Module 4 Activities**
Learning Module 5	Experimental Research Designs: Group Research	McMillan (2022) - Chapter 9 (255-277) and Chapter 10 OPTIONAL: Duncan et al., 2021 **Learning Module 5 Activities**
Learning Module 6	Non-Experimental Research Designs	McMillan (2022) - Chapter 7 and Chapter 8 OPTIONAL: Brown, 2017 **Learning Module 6 Activities** **Mini-Research Application Project Due**
Learning Module 7	Mixed Methods Research / Action Research	McMillan (2022) - Chapter 14 and Chapter 15 OPTIONAL: Lewis, 2017 **Learning Module 7 Activities**
Learning Module 8	Research Consumer	McMillan (2022) - Chapter 16 Sample Paper in APA Formatting **Learning Module 8 Activities** Research Review Paper Due

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 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 either Tk20 or VIA should be directed to Assessment support (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/).

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 information on student support resources on campus, see 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/).

Appendix
Assessment Rubric(s): Research Review Paper

	Points Possible	Points Received	Comments
Concise but thorough abstract providing the overview of the study and major findings	**1**		
Appropriate, important, <u>clearly described and justified</u> research topic/problem (introduction)	**5**		
Appropriate, clearly described research purpose and/or research questions (a systematic literature review in order to ...) that fit the research problem	**5**		
Appropriate and clearly described methods and procedures for the systematic literature review • Searched educational databases (at least 2!) • 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 • Clear and detailed description of the coding procedures	**15** (3) (3) (3) (3) (3)		
Appropriate and clearly described results section. • at least 5 original/primary, empirical, intervention research studies included • studies meet the inclusion/exclusion criteria • clear overview of overall characteristics of the data set • Succinct and sufficient description of relevant information from each	**15** (3) (3) (3) (3)		

individual study (1-2 paragraphs per study • Visual representation of findings via a summary table	(3)		
Thoughtful and analytical discussion of findings • Discussion based on the findings from the reviewed studies • Included implications for practice • Included limitations and directions for future research	**9** (3) (3) (3)		
List of references in APA 7.0 format; in-text citations and headings in APA 7.0 format Overall clear, good writing in APA style, free of mechanical, grammar, syntax errors	**10**		
Total	**60**		

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	No paper
60 - 55	45 – 54	35 - 44	<34	0

Exemplary paper (60-55 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 (45-54 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 (35-44 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 (1-34 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.