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

Spring 2013
EDSE 842 001: Application of Research Methodology in Special Education
CRN: 10710, 3 - Credit(s)

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Anna Evmenova</th>
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</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>703-993-5256</td>
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<tr>
<td>E-Mail:</td>
<td><a href="mailto:aevmenov@gmu.edu">aevmenov@gmu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesdays 3:00-4:00</td>
</tr>
<tr>
<td>Meeting Dates:</td>
<td>01/22/13 - 05/15/13</td>
</tr>
<tr>
<td>Meeting Day(s):</td>
<td>Tuesdays</td>
</tr>
<tr>
<td>Meeting Times:</td>
<td>4:30PM-7:10PM</td>
</tr>
<tr>
<td>Meeting Location:</td>
<td>Fairfax, Finley 114</td>
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Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description
Provides knowledge and skills in the application of research methodology in special education. Topics include methods for conducting survey research, experimental and quasi-experimental research, research involving correlation and regression, and qualitative research. Emphasizes application to specific issues in special education research.

Prerequisite(s): Admission to PhD in education program, or permission of instructor

Co-requisite(s): Admission to PhD in education program, or permission of instructor

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 students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
[Instructors, please revise in accordance with your specific course format]
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, students will have:
• Describe the strengths and limitations of single subject research designs in special education research.
• Describe basic procedures involving single subject research designs.
• Evaluate previous research that has employed single subject research methodology.
• Design future special education research using single subject methodology.
• Describe the strengths and limitations of qualitative research designs in special education research.
• Evaluate previous research that has employed qualitative research methodology.
• Design future special education research using qualitative methodology.
• Describe the strengths and limitations of survey research designs in special education research.
• Evaluate previous research that has employed survey research methodology.
• Design future special education research using survey methodology.
• Describe the strengths and limitations of group-experimental research designs in special education research.
• Describe basic procedures involving group-experimental research designs.
• Evaluate previous special education research that has employed group-experimental research methodology.
• Design future special education research using group-experimental methodology.

Required Textbooks
There are no required textbooks in this course. Course discussions will be based on article readings listed below.


*Articles are available on-line, through ejournals. Read PDF versions whenever possible. For each research article, be prepared in class to discuss each of the following:

- What was the purpose of the investigation?
- What were the research questions?
- Who were the participants?
- What were the data sources?
- What materials were employed?
• What were the research procedures?
• What were data analysis procedures?
• What conclusions were drawn?
• What were the limitations of the investigation?
• How could you replicate and extend this study (e.g., for your dissertation)?

For non-research, methodological papers, be prepared in class to discuss each of the following:
• What is the purpose of the article?
• What are the major points under each subheading?
• How can the article be summarized?
• How is this article useful in planning/designing research?

Recommended Textbooks


Required Resources

Required Access to Course Blackboard Site (9.1)
Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. http://mymason.gmu.edu. Your user ID and password will remain the same. Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 842 course.

Additional Readings
Additional readings will be provided by the instructor.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/.

GMU POLICIES AND RESOURCES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

c. Students are responsible for the content of university communications sent to their George Mason University 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.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Policies & Expectations
Attendance.
Due to the importance of lecture and discussion to your total learning experience, you must both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution are essential.

Late Work.
All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

Grading Scale
95-100 points = A
90-94 points = A-
87-89 points = B+
83-86 points = B
80-82 points = B-
79 points and below = C

Assignments
NCATE/TaskStream Assignments.
There are no NCATE/TaskStream Assignments for this course.

Common Assignments.
There are no Common Assignments for this course.

Other Assignments.
1. Class attendance and participation in discussion and group activities (10 points)

2. Four written method sections (15 points each), employing single-subject, qualitative, survey, and group-experimental or quasi-experimental methodology. Method sections should be 5-7 pages maximum for each proposal (not including title page, abstract, and references), following APA (6th ed.) format (see sample manuscript). Subheadings should ordinarily include the following:

- Introduction/Brief Literature Review (1-2 pages)
  - Purpose Statement
  - Research Questions
- Method (4-5 pages)
  - Research Design
  - Participants and setting (when applicable)
  - Data Sources/Dependent Variables
  - Materials/Instruments
  - Data Collection Procedures
  - Validity and Reliability
  - Data Analysis
- Anticipated Results/Discussion (1 page)
- References

3-4. Midterm and final exams of methodological knowledge and skills (15 points each).

Evaluation in Summary

1. Class participation: 10 points
2. Method sections (4): 60 points (15 points each)
3. Midterm: 15 points
4. Final: 15 points

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Reading &amp; Assignments Due</th>
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<tbody>
<tr>
<td>Tuesday, January, 22</td>
<td>Introduction/Organization: Pretest; research traditions; common methodological concerns; nomothetic vs ideographic methods; causation; internal and external validity; dependent and independent variables; the problem of induction</td>
<td>Cook, Tankersley, and Landrum (2009) Odom et al. (2005)</td>
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<td>Guest Speaker: Dr. Kelley Regan</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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| February 5        | Single-subject research II. Applications and issues; research synthesis. | Carter et al. (2011)  
                    |                                                                     | Lane, Kalberg, and Shepcaro (2009)  
                    |                                                                     | Mastropieri et al. (2009)  
                    |                                                                     | Mastropieri et al. (2012)  |
                    |                                                                     | Hughes et al. (2002)  
                    |                                                                     | Scruggs and Mastropieri (2013)  
                    |                                                                     | Wehmeyer et al. (2006)  |
| February 19       | Qualitative research designs. Internal and external validity.         | Brantlinger, Jimenez, Klingner, Pugach, and Richardson (2005)  
                    |                                                                     | Snell and Janney (2000)  |
| February 26       | Qualitative research designs II. Applications, data analysis          | Harry, Klingner, and Hart (2005)  
                    |                                                                     | Moyson and Roeyers (2011)  
                    |                                                                     | Seo, Brownell, Bishop, and Dingle (2008)  |
| March 5           | Qualitative research designs III. NVIVO 8 demonstration               | Buckley (2005) (particularly pp. 7-36);  
                    |                                                                     | Scruggs, Mastropieri, and McDuffie (2007)  |
| March 12          | Midterm Exam                                                          |                                                                           |
                    |                                                                     | Litvak, Ritchie, and Shore (2011)  
                    |                                                                     | Repie (2005)  |
| March 26          | Survey research II. Applications, synthesis;                          | Praisner (2003)  
                    |                                                                     | Scruggs and Mastropieri (1996).  |
                    |                                                                     | Gersten et al. (2006)  
                    |                                                                     | Gersten et al. (2005)  
                    |                                                                     | Rafdal et al. (2011)  |
| April 16          | Group-experimental research II. Experimental and quasi-experimental   | Montague and Dietz (2009)  
<pre><code>                |                                                                     | Chard, Ketterlin-Geller,          |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Guest presenter</th>
<th>References</th>
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<tbody>
<tr>
<td>Tuesday, April, 23</td>
<td>Group-experimental research III. Quasi-experimental designs:</td>
<td>Dr. Sheri Berkeley</td>
<td>Berkeley, Mastropieri, and Scruggs (2011)</td>
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<td></td>
<td>comparative designs for pre-existing groups. Unit of analysis</td>
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<td>Cullinan, Osborne, and Epstein (2004)</td>
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<tr>
<td>Tuesday, April, 30</td>
<td>Group-experimental research IV. Ceiling and floor effects; one</td>
<td>Mastropieri et al. (2006)</td>
<td>Simpkins, Scruggs, and Mastropieri (2009)</td>
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<td>within/one-between designs; multiple statistical tests; crossover</td>
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<td>Scruggs, Mastropieri, Berkeley, and Graetz (2010)</td>
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<td>designs; factorial designs; meta-analysis.</td>
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<td>Wanzek, Vaughn, Roberts, and Fletcher (2011)</td>
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<td>Tuesday, May 7</td>
<td>Final Exam</td>
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**Appendix**

**RUBRIC FOR CLASSROOM PARTICIPATION**

<table>
<thead>
<tr>
<th>MINIMAL</th>
<th>GOOD</th>
<th>OUTSTANDING</th>
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<tbody>
<tr>
<td>The student is late for class. Absences are not documented by</td>
<td>The student is on time, prepared for</td>
<td>The student attends all classes, is on time, and is prepared. The student</td>
</tr>
<tr>
<td>following the procedures outlined in the syllabus. The</td>
<td>class, and participates in group and</td>
<td>actively participates and supports the members of the class - 10pts</td>
</tr>
<tr>
<td>student is not prepared for class and does not actively</td>
<td>class discussions. The student attends</td>
<td></td>
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<tr>
<td>participate in discussions. May fail to exhibit professional</td>
<td>most classes and if an absence occurs,</td>
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<tr>
<td>behavior and dispositions. Excessive absences can result in</td>
<td>the procedure outlined in the syllabus is</td>
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<td>additional penalties - 7 or less pts</td>
<td>followed - 8-9pts</td>
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RUBRIC FOR METHOD SECTION ASSIGNMENTS (60 points total)

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<thead>
<tr>
<th>UNSATISFACTORY / NO PAPER</th>
<th>INADEQUATE PAPER</th>
<th>MARGINAL PAPER</th>
<th>ADEQUATE PAPER</th>
<th>EXEMPLARY PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper with no value whatsoever relative to the assignment, or no paper turned in at all. - 0 pts</td>
<td>Paper with substantial problems in important areas such as writing, description of participants, data sources, procedures, data analysis, or overall thoughtfulness. Contains little or no information of value to the field of education. - 1-6 pts</td>
<td>Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with the evaluation, writing style/APA format, or unclear or inappropriate description of methodology. - 7-10 pts</td>
<td>Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely clear and thorough, and/or may have neglected specific components relevant to the relevant methodology; minor writing style or APA format errors may be present. - 11-13 pts</td>
<td>Appropriate topic, clearly and directly written, thorough description of participants, data sources, and procedures. Adequate design, analysis, and general understanding/interpretation of the relevant methodology; good writing style, free of mechanical or stylistic errors, appropriate and correct use of APA format. - 14-15 pts</td>
</tr>
</tbody>
</table>

RUBRIC FOR MID-TERM AND FINAL EXAMINATIONS (30 points total)

For each open-ended test item:

<table>
<thead>
<tr>
<th>INADEQUATE RESPONSE</th>
<th>MARGINAL RESPONSE</th>
<th>ADEQUATE RESPONSE</th>
<th>EXEMPLARY RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak response that does not appear to reflect course content or activities. May include inaccurate information - 0-0.5 pt</td>
<td>Provides some relevant information, but does not demonstrate overall a clear or complete understanding of the relevant concepts. - 1 pt</td>
<td>Provides direct and relevant response to question, provides accurate information directly relevant to class readings, notes, or activities. May provide less information, less elaboration, or a less thoughtful overall response than an exemplary response. - 1.5 pts</td>
<td>Provides direct and thorough response to question, defines relevant terms, and provides specific examples or instances of the concepts being discussed. Answer is directly reflective of lecture, readings, activities, or assignments, or other material of direct relevance to class. - 2 pts</td>
</tr>
</tbody>
</table>