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

Spring 2018  
EDSE 842 001: Application of Research Methodology in Special Education  
CRN: 16700, 3 – Credits

<table>
<thead>
<tr>
<th>Instructor: Dr. Peggy King-Sears</th>
<th>Meeting Dates: 01/22/18 – 05/16/18 (Semester v. course start/end dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 703.993.3916</td>
<td>Meeting Day(s): Tuesday</td>
</tr>
<tr>
<td>best method for communication is email or “Ask the Instructor” on the Bb site</td>
<td>Meeting Time(s): 7:20 pm - 10:00 pm</td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:mkingsea@gmu.edu">mkingsea@gmu.edu</a></td>
<td>Meeting Location: Fairfax</td>
</tr>
<tr>
<td>Office Hours: Tuesdays 4:00 to 6:00 by appointment only. Please schedule 24 hours in advance. Flexibility for appointments exists—please ask!</td>
<td></td>
</tr>
<tr>
<td>Office Location: Finley 218</td>
<td>Other Phone: NA</td>
</tr>
</tbody>
</table>

*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): Admission to PhD in education program, or permission of instructor  
Co-requisite(s): None

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. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:  
Enrollment is limited to students with a major in Education.  
Enrollment is limited to Graduate level students.

Schedule Type: Seminar

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.

**Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities
4. Video and other media supports
5. Research and presentation activities
6. Written plans for a research study using the APA format
7. Electronic supplements and activities via Blackboard

**Learner Outcomes**

Upon completion of this course, students will be able to:

1. Describe the strengths and limitations of single subject research designs in special education research.
2. Describe basic procedures involving single subject research designs.
3. Evaluate previous research that has employed single subject research methodology.
4. Design future special education research using single subject methodology.
5. Describe the strengths and limitations of qualitative research designs in special education research.
6. Evaluate previous research that has employed qualitative research methodology.
7. Design future special education research using qualitative methodology.
8. Describe the strengths and limitations of survey research designs in special education research.
9. Evaluate previous research that has employed survey research methodology.
10. Design future special education research using survey methodology.
11. Describe the strengths and limitations of group-experimental research designs in special education research.
12. Describe basic procedures involving group-experimental research designs.
13. Evaluate previous special education research that has employed group-experimental research methodology.

**Course Relationship to Program Goals and Professional Organizations**

Course Relationship to Program Goals and Professional Organizations This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education, CEHD PhD in Education Program. This program complies with university and program standards.

**Required Textbooks**

None (refer to APA Manual and required readings)
Recommended Textbooks

Required Resources
An article readings list (to be downloaded from GMU library) provided below and posted on Blackboard will correspond to the syllabus schedule.

Additional Readings
Additional readings may be provided by the instructor throughout the semester as appropriate to support discussions.

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
For EDSE 842, there is NO ASSESSMENT REQUIRED FOR THIS COURSE. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN).

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)
None

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required.)
None

Other Assignments

Class Participation (7.5 points)
1. Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see Professional Disposition Criteria at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.
2. Laptops, cell phones, PDAs and all other electronic devices should be silenced during class time. If you choose to use your personal laptop for note taking, I ask
that you utilize it for that purpose only (e.g., not for surfing the web, checking email).

3. Promptness: 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.

4. Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

**PLEASE expect to verbally participate, effectively listen during every class session, and encourage discussion of your peers.

Comparative Methodological Table (20 points)
This table should be a graphic organizer that depicts characteristics for each of the following research methodologies: qualitative, single-subject, and survey research. The table should include the following headers for each research method (at least): 
*Purpose* (apart from other methods; why this methodology specifically over others?); *Data Sources* (identify the types of data sources typical of this methodology); 
*Strengthen Internal Validity* by... (How do you strengthen internal validity? Procedures? Steps?); *Strengthen External Validity* by...(How do you strengthen internal validity? Procedures? Steps?); *Establish Reliability* by...(How do you establish reliability?)

You can feel free to add additional headers/columns to the comparative methodological table. The ten points should include accuracy in those headers provided above. This table is to be completed independently but it is expected that individuals will use class materials, resources, lectures, discussions, to support completion of this assignment. A rubric will be provided in class.

One Methods Section (47 points)
One paper inclusive of a complete methods section is to be completed. The student may select any of the following methodologies: single-subject, qualitative, or group-experimental or quasi-experimental methods. The paper should be about 8-10 page max., double –spaced, for each proposal (NOT including title page, abstract, and references). The paper will be evaluated for APA (6th ed.) format. Provide a title for your paper. Provide brief introduction. Then, subsequent subheadings should ordinarily include the following:
• Background Literature (brief)
• Purpose Statement
• Research Questions
• Method
  o Participants
  o Setting
RUBRIC FOR METHOD SECTION ASSIGNMENT (47 points for content; 10 points for mechanics, grammar, APA)

Exemplary Paper (Content - 37 points): Appropriate topic, thorough description of participants, data sources, and procedures. Adequate design, analysis, and general understanding/interpretation of the relevant methodology; excellent incorporation of QIs; (Mechanics 9 to 10 points): clearly and directly written, good writing style, free of mechanical or stylistic errors, appropriate and correct use of APA format.

Adequate Paper
(Content – 29 to 36.9 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper, and/or may have neglected specific components relevant to the relevant methodology; addresses some but neglects significant QIs (Mechanics 6 to 8 points): Not entirely clear and thorough, minor writing style or APA format errors may be present.

Marginal Paper (Content – 25 to 28.9 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with the evaluation, or unclear or inappropriate description of methodology. (Mechanics – 6 to 7 points): Substantial problems with writing style/APA format

Inadequate Paper (Content < 24 points): 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. (Mechanics- 0 to 5 points): Writing lacks organization, subheadings, limited APA format Unacceptable/no paper (0 points): Paper with no value whatsoever relative to the assignment, or no paper turned in at all.

Peer Exchange Feedback (5.5 points)
Each student will provide another student with his her final methods paper. The task is to provide thorough feedback to the peer using track changes. Comments and suggestions made should consider the quality indicators and elements of quality research designs and/or considerations of special education research. A rubric will be provided in class.

Final Exam (20 points)
The final exam will be completed in class. Responses to open-ended prompts will be typed and provided to the instructor at a designated due date (see schedule). Responses on exam should not be discussed among peers but course materials, resources, and readings may be used to support the responses.
RUBRIC FOR FINAL EXAMINATION
For each open-ended test item:
**Exemplary response (2 points):** 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.

**Adequate response (1.5 point):** 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.

**Marginal response (1 point):** Provides some relevant information, but does not demonstrate overall a clear or complete understanding of the relevant concepts.

**Unacceptable response (0 point):** Totally inaccurate and/or mostly incomplete.

Course Policies and Expectations

**Attendance/Participation**
Students are expected to attend all classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and on time. When absence from class is unavoidable, it is the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up.

If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course’s requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

a) The use of electronic devices that produce sound or otherwise interfere with the learning of others (such as cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.

b) Do not read or send texts during class time. Doing so is not only in violation of university policy, it is distracting to other students and the instructor.
c) Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time.

d) Screens on laptops and any other electronic devices must be in full view of the instructor (e.g., do not have screen face the wall; do not put cell phone on your lap) at all times.

With apologies for operationalizing the above specific behaviors; if these had not become issues in previous classes, there would not have been a need to be so clear here. Please respect our limited instructional time together; distractions such as the above impede the quality and quantity of that time.

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. Full earned credit for assignments turned in on time. Anticipate point deductions for late work. For example, for every 24-hour period that an assignment is late, a 5% point deduction will occur.

Grading Scale
95 –100 = A+
90 – 94.9 = A
85 – 89.9 = B+
80 - 84.9 = B
70 – 79.9 = C
< 70 = F

An Incomplete grade is not an option except under extreme extenuating circumstances. Contact the instructor immediately; a course withdrawal may be appropriate in some situations.

*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 must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).
**Feedback on Assignment Using APA Numeric Codes**
Throughout your document, there may be numbers that correspond to the feedback below.

<table>
<thead>
<tr>
<th>This # on your...</th>
<th>...corresponds to this section of the APA Manual Sixth Edition. Please review your paper in light of the APA writing style. Contact the Instructor if you have questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 3 on writing style (3.01 to 3.11)</td>
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<tr>
<td>2</td>
<td>Chapter 3 on guidelines to reduce bias in language (pp. 70-76, particularly 3.15)</td>
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<tr>
<td>3</td>
<td>Chapter 3 on grammar (3.18 to 3.23)</td>
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<tr>
<td>4</td>
<td>Chapter 4 on punctuation, spelling, capitalization, italics, abbreviations, numbers (4.01 to 4.38)</td>
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<tr>
<td>5</td>
<td>Chapter 6 on plagiarism and quotations (6.01 to 6.10) <em>For all assignments in this course, do not quote. Always paraphrase.</em></td>
</tr>
<tr>
<td>6</td>
<td>Chapter 6 on reference citations in text (6.11 to 6.21)</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 6 on Reference list (6.22 to 6.32)</td>
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</tbody>
</table>

An arrow or “check throughout” indicates that a pattern of this type of feedback has evolved, and the writer needs to self-check the remaining portions of paper for that error type. The reader is no longer noting every instance of that feedback from that point on, but will mark some content intermittently. The writer should focus on reducing this type of error in subsequent papers in order to enhance meaning and increase the score for excellent written language and sound content.

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**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 reserve the right to alter the schedule as necessary, with notification to students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Reading &amp; Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, January 22</td>
<td>Introduction/organization: research traditions; common methodological concerns; nomothetic vs ideographic methods; causation; internal and external validity; dependent and independent variables; what’s published in special education?</td>
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<tr>
<td>Tuesday, January 29</td>
<td>Evidence-Based Practices in Special Education: Quality Indicators</td>
<td>Odom, Brantlinger, Gersten, Horner, Thompson, &amp; Harris (2005)</td>
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<td></td>
<td></td>
<td>Cook, Tankersley, &amp; Landrum (2009)</td>
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<td></td>
<td></td>
<td>Mastropieri, et al. (2009)</td>
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<tr>
<td>Tuesday, February 5</td>
<td>Qualitative Research designs: Quality Indicators</td>
<td>McDuffie &amp; Scruggs (2008)</td>
</tr>
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<td></td>
<td></td>
<td>Braintlinger, Jimenez, Klinger, Pugach &amp; Richardson (2005)</td>
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<tr>
<td>Tuesday, February 12</td>
<td>Qualitative Research: Application of the QIs and NVivo demo</td>
<td>Leko &amp; Brownell (2011)</td>
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<tr>
<td>Tuesday, February 19</td>
<td>Survey Research</td>
<td>Weston, Curran, Majsterek, &amp; Prigge (2010)</td>
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<td></td>
<td></td>
<td>Burns &amp; Ysseldyke (2009)</td>
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<tr>
<td>Tuesday, February 26</td>
<td>Single-Subject Research: QIs</td>
<td>Horner, Carr, Halle, McGee, Odom, &amp; Wolery (2005)</td>
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<td></td>
<td></td>
<td>Regan, Mastropieri, &amp; Scruggs (2005)</td>
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<tr>
<td>Tuesday, March 5</td>
<td>Single Subject Research: Application of QIs</td>
<td>Lane, Kalberg, &amp; Shepcaro (2009)</td>
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<td></td>
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<td>Evmenova et al. (2015)</td>
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<td>Moeller, Dattilo, &amp; Rusch (2015)</td>
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<tr>
<td><strong>No Class – Tuesday, March 12th (Spring Break)</strong></td>
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<tr>
<td>Tuesday, March 19</td>
<td>Mixed Methods Research Special Education Technology Research Reviews of Research</td>
<td>Klingner &amp; Boardman (2011)</td>
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<td>Bishop, Brownell, Klingner, Leko, &amp; Galman (2010)</td>
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<td></td>
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<td>Gersten &amp; Edyburn (2007)</td>
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<td></td>
<td></td>
<td>Talbott, Maggin, Van Acker, &amp; Kumm, (2017)</td>
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<tr>
<td>Tuesday, March 26</td>
<td>Fidelity of Intervention: Fidelity measurements and quality</td>
<td>Swanson, Wanzek, Haring, Ciullo, &amp; McCulley (2013)</td>
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<td></td>
<td><strong>Comparative Table Due</strong></td>
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<tr>
<td>Tuesday, April 2</td>
<td>Group Experimental and Quasi-Experimental research designs overview</td>
<td>Mastropieri, Scruggs, Norland, Berkeley, McDuffie, Tornquist, &amp; Connors (2006)</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Reference(s)</th>
</tr>
</thead>
</table>
| Tuesday, April 9  | Group Experimental: QIs; Assumptions of ANOVA, SPSS tutorials: Descriptive Percent, One-Way ANOVA, Paired t-tests, Paired samples t-test | Gersten, Fuchs, Compton, Coyne, Greenwood, & Innocenti (2005)  
Cook, Cook, Landrum, & Tankersley (2008) |
| Tuesday, April 16 | Group Experimental: Application of QIs                                              | Marshak, Mastropieri, & Scruggs (2011)            |
| Tuesday, April 23 | Peer Feedback                                                                         | *Method Section Drafts Due*                       |
| Tuesday, April 30 | Pulling it all together                                                              | *Method Sections are Due*                         |
| Tuesday, May 7    | Final Exam                                                                           | *Final Exam*                                      |

**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/](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/](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/](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/](http://ods.gmu.edu/)).

- Students must follow the university policy stating that all sound emitting devices shall be turned off 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/.
Required Readings *

*Any changes to this listing will be announced during the semester.


http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/


http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/


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