



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

Fall 2019
EDSE 590 DL1: Special Education Research
CRN: 71059, 3 – Credits

Instructor: Dr. Sarah Nagro	Meeting Dates: 08/26/2019 – 12/18/2019
Phone: 703-99-1747	Meeting Day(s): N/A
E-Mail: snagro@gmu.edu	Meeting Time(s): N/A
Office Hours: By Appointment	Meeting Location: Online
Office Location: Finley 222	Other Phone: 716-572-4315

- **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 the Special Education Advising Office at (703) 993-3670 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. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities

This course will be delivered online (76% or more) using 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 8/25/19.

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:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

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. **[Delete this sentence if not applicable.]**
- 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: **[Add or delete options, as desire.]**
 - 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/

Expectations

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Sunday and finish on Friday. This means modules will open on Sundays and assignments are due on Fridays.
- **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 3-4 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 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 insure 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

This course is part of the George Mason University, Graduate School of Education (GSE), Masters in Special Education Program. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 6: Professional learning and ethical practice (InTASC 9).

Required Textbooks

McMillan, J. (2016). *Fundamentals of Educational Research* (7th ed.). Boston: AB Longman.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Access to the George Mason University's Blackboard site for the EDSE 590 course.

Additional Readings

The textbook will be used as a framework for the course. Additional readings relevant to the course 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 through Blackboard.

Tk20 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 Tk20 (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 Tk20.

For EDSE 590, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to Tk20 before the PBA due date.

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)

Final Research Project: Research Review Paper

Other Assignments

Participation in class activities

Research Application: Mini Project

Course Policies and Expectations

Attendance/Participation

While there are no synchronous sessions in this course, students are required to complete all weekly online assignments using the **Blackboard** course management system. Active attendance and participation in the course will be seen as timely completion of assigned weekly work in the course learning modules.

Late Work

Each week, all assigned module activities for the week should be turned in by Friday night by the end of the day (11:59PM EST) to be considered on time. After that time, in fairness to students who make the effort to submit work on time, 10% will be deducted from a student's grade for each day an assignment is late. **Assignments will not be accepted more than 3 days late unless prior arrangements with the instructor have been made.** Allow additional time and plan for additional participation during activities that require constructive feedback.

Grading Scale

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

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

*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/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

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

Date	Learning Module	Download the <i>Learning Module Checklist</i> for weekly Activities & Assignments
Week 1	1. Introduction to research methods in special education	Module 1 Activities Due Friday, 8/30/19 at 11:59 pm
Week 2 Labor Day	2. Literature searches & reviews	Module 2 Activities Due Friday, 9/6/19 at 11:59 pm
Week 3	3. Empirical article anatomy. Research problem & questions	Module 3 Activities Due Friday, 9/13/19 at 11:59 pm
Week 4	4. Experimental research designs: Group Research	Module 4 Activities Due Friday, 9/20/19 at 11:59 pm
Week 5	5. Experimental research designs: Single-subject Research	Module 5 Activities Due Friday, 9/27/19 at 11:59 pm
Week 6	6. Research components Part I: Participants & variables	Module 6 Activities Due Friday, 10/4/19 at 11:59 pm
Week 7	7. Research components Part II: Educational measurements & data collection	Module 7 Activities Due Friday, 10/11/19 at 11:59 pm
Week 8	8. Discussion and conclusions. APA 6th edition style	Module 8 Activities Due Friday, 10/18/19 at 11:59 pm
Week 9	9. Mini-Research Proposal work time	Module 9 Activities Due Friday, 10/25/19 at 11:59 pm
Week 10	10. Qualitative research designs	Module 10 Activities Due Friday, 11/1/19 at 11:59 pm
Week 11	11. Non-experimental quantitative research designs: Survey research	Module 11 Activities Due Friday, 11/8/19 at 11:59 pm
Week 12	12. Work on Research Review Paper	Module 12 Activities Due Friday, 11/15/19 at 11:59 pm
Week 13	13. Mixed methods research designs	Module 13 Activities Due Friday, 11/22/19 at 11:59 pm
Week 14	Thanksgiving week – no class this week	
Week 15	14. Intelligent Research Consumer/Action research	Module 14 Activities Due Friday, 12/6/19 at 11:59 pm
Week 16	15. Final Assignment	Module 15 Activities Due Friday, 12/13/19 at 11:59 pm

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 <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/>).
- 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/>).
- Students must silence all sound emitting devices 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/>.

Appendix

Assessment Rubric(s)

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).

Exemplary paper	Adequate	Marginal paper	Inadequate paper	No paper
40 - 36	35 – 32	31 - 28	1-27	0
Meets all of the criteria above.	Good overall paper, 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 turned in or paper was not approved for this assignment.