



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

Spring 2014

EDSE 590 674: Special Education Research

CRN: 17956, 3 - Credits

Instructor: Dr. Rebecca Jackson	Meeting Dates: 01/08/14 - 03/12/14
Phone: (703) 217-8998	Meeting Day(s): Wednesday
E-Mail: rjacks18@gmu.edu	Meeting Time(s): 4:30 pm – 8:30 pm
Office Hours: by appointment	Meeting Location: OCL

***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

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.

Prerequisite(s): None

Co-requisites: None

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) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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 be able to:

- Identify and understand different methods of educational research suitable for different research purposes in special education.
- Describe and discuss basic theories and methods of quantitative experimental and quasi-experimental research in special education.
- Describe and discuss basic theories and methods of survey research in special education.
- Describe and discuss basic theories and methods of single subject research in special education.
- Describe and discuss basic theories and methods of qualitative research in special education.
- Critically evaluate education research and describe implications for educational practice.

Required Textbooks

McMillan, J.H. (2012). *Educational Research: Fundamentals for the consumer*, 6th edition, Washington DC: Pearson. ISBN 978-0-13-259647-3

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381

- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*, 6th edition, Washington DC: American Psychological Association. ISBN 9781433805615

Required Resources

n/a

Additional Readings

Other readings, including research studies, will be assigned by the instructor and posted on Blackboard.

Course Relationships to Program Goals and Professional Organizations

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. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies and Standard 9: Professional and Ethical Practice.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.

g. 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.

Students are expected to (a) attend all classes during the course (b) be actively involved in online activities (c) arrive on time and stay for the duration of class time. Lack of attendance and professional participation at all sessions (online and in class) with significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the course are strongly discouraged. Lack of participation by a student for any two weeks will result in a recommendation that the student drop the course(s). **Please notify me *in advance* by phone or email if you will not be able to attend class.**

Late Work.

Workload: In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. **The result of late work will be the loss of 10 points per day until the assignment is received by the instructor.** Individual situations will be addressed with students outside of class.

Writing Support.

All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills (http://writingcenter.gmu.edu).

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.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

A = 95-100%

A- = 90-94%

B = 80-89%

C = 70-79%

F = <70%

Assignments

Performance-based Assessment (TaskStream submission required).

40 points: Research Paper: Complete 1 of 2 options:

Option 1: Written research application project (**you may work with a partner on the final project**)

The research application project is designed to provide experience in designing, implementing, and evaluating a research application project in special education. Any of the research designs covered are appropriate. Specific guidelines for the assignment will be provided. **Be sure to have your research question and design approved by the instructor PRIOR to beginning implementation of your project. A hard copy AND an electronic copy of the project should be submitted by 4:30 pm on the due date.**

Option 2: A 15-20-page literature review paper

You may select to complete a literature review. You may select to complete a traditional research literature review paper of a selected intervention area. You will need to collect 20 original research studies on a particular topic to include in your review paper (from journals or electronic journals). Specific guidelines will be provided. **Have your topic approved prior at the beginning of your research process. A hard copy AND an electronic copy of the project should be submitted by 4:30 pm on the due date.**

Performance-based Common Assignments (No TaskStream submission required).

N/A

Other Assignments.

10 points: Class Attendance and Participation Completion of weekly class activities, participation in class discussions, and project presentation update discussions throughout the semester. Weekly in-class activities will be included in class participation points. **Points missed due to absences cannot be made up. Excessive absences can result in additional penalties and potential withdrawal from class.** Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** If you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due.

5 points: Completion of GMU **Mandatory** Training for Persons Conducting Research Using Human Subjects that 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. In addition, if the information in any of the optional modules relates to your research, you are required to complete the appropriate module.

5 points: Final Project/Paper Proposal. Completion of a basic research proposal for the class project is expected. Further details will be provided.

40 points: Final Projects/Papers Final research project or literature review paper.

10 points: Poster & Poster Sessions Presentation You will present the findings of your final research project in a poster session format.

In addition:

- Be prepared to explain clearly your search procedures and findings, and to answer questions about your project.
- Prepare visual materials for use in your presentation – refer to the AERA Poster Session Guidelines document on Blackboard.

- Prepare a one-page summary handout for your audience and the instructor.

Other Assignments: Additional assignments related to the application of the concepts of the course may be given in class as appropriate.

Self-Monitoring Grade Sheet

	<i>Class Activities & Participation</i>	<i>CITI Module</i>	<i>Article Critiques</i>	<i>Project/Paper Proposal</i>	<i>Final Project /Paper</i>	<i>Final Presentation</i>	<i>Total</i>
<i>Points Earned</i>							
<i>Possible Points</i>	10	5	30	5	40	10	100

Schedule

Date/Class	Class Topics	Readings (please read before class) and Assignments
1/8/14 Class 1	- Course Overview - Why Research? - APA Style - Ethical Research	- Chapter 1
1/15/14 Class 2	- Types of Research - Research Problems - Variables and Hypotheses - Literature Reviews	- Chapters 2 & 3
1/22/14 Class 3	- Participants and Sampling - Educational Measurement	- Chapters 4 & 5 - Critique #1 Due
1/29/14 Class 4	- Data Collection - Nonexperimental Quantitative Designs	- Chapters 6 & 7 - CITI Program Human Subjects Certification Due
2/5/14 Class 5	- Writing a Research Proposal	- Project/Paper Proposal Due
2/12/14 Class 6	- Experimental Quantitative Research Designs	- Chapter 8 - Critique #2 Due
2/19/14 Class 7	- Single Subject Designs - Data Analysis	- Chapter 9
2/26/14 Class 8	- Qualitative Research - Mixed-Method Designs	- Chapters 10 & 11 - Critique #3 Due

3/5/14 Class 9	- Action Research - The Future of Special Education Research	- Chapters 12 & 13
3/12/14 Class 10	- Final Presentations	- Chapter 14 - Proejcts/Papers and Presentations Due