



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

Summer 2020
EDSE 844 B01: Current Issues in Special Education
CRN: 42355, 3 – Credits

| Instructor Contact Information | Course Time and Location |
|---|---|
| Instructor: Dr. Rajiv Satsangi | Meeting Dates: 06/01/20 – 07/25/20 |
| Phone: 703.993.1746 | Meeting Day(s): Tuesday, Thursday |
| E-Mail: rsatsang@gmu.edu | Meeting Time(s): 7:20 pm – 10 pm |
| Office Hours: By appointment | Meeting Location: N/A; Online |
| Office Location: Finley 209 | Other Phone: N/A |

- ❖ **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

Develops understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Describes current issues in special education and the group experimental, single subject, and qualitative research designs used to address these current issues. Students evaluate research studies in terms of methodological strengths and weaknesses, and their part in providing convergent bodies of evidence that can be used for defining practice and policy.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous and 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 [06/01/2020 @ 12pm.

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 \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](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.
- 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 \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
- [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- Course Week
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 two times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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, students will be able to:

1. Identify current issues in special education.
2. Explain the historical, educational, and philosophical roots of current issues.
3. Explain the multiple perspectives on the topic.
4. Propose implications for policy and practice.

Professional Standards

Not applicable.

Required Textbooks

Bateman, B., Lloyd, J. W., & Tankersley, M. (Eds.). (2015). *Enduring issues in special education: Personal perspectives*. Routledge.

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

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

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 844, 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)
N/A.

College Wide Common Assessment
(TK20 submission required)
N/A.

Performance-based Common Assignments
(No Tk20 submission required)
N/A.

Other Assignments

Enduring Issues Chapter Presentation (25 Points)

Students will select two *Enduring Issues* within the field of Special Education and lead a class discussion on the essential ideas/themes encompassed within this topic as they relate to: (a) students with disabilities, (b) K-12 educators, and (c) research in the field. Topics must be approved by the instructor(s) in advance and must align to the chapters of the course textbook (Bateman et al., 2015). When leading the class discussion, students are asked to prepare discussion topics and whole-class activities in advance; supplemental PowerPoint slides and handouts are optional but may aid in this endeavor. In total, your presentation/discussion should last approximately 30-45 minutes. Please refer to Blackboard for the assignment rubric.

Chapters to select from will include: 5, 8, 9, 10, 13, 14, 17, 20, 22, 23, 26

Practitioner Manuscript: Draft (25 Points)

As highlighted in the subsequent section below, the main focus of this course is to create and submit for publication a practitioner-focused manuscript on a topic of your choosing. To support this objective, students will submit *one* draft of their manuscript over the course of the semester. For the submission, students will be tasked with submitting a draft of their paper with an accompanying finalized outline. All drafts must be submitted on Blackboard by 7:20pm on the day in which they are due. Please refer to Blackboard for the assignment rubric.

Practitioner Manuscript: Final Submission (40 Points)

The main focus of this course is to create and submit for publication a practitioner-focused manuscript on a topic of your choosing. Students will be tasked with selecting a topical area relevant to their research/teaching interests, research the existing literature base on this topic, and then craft an idea or argument around which the paper will be based. Through this assignment, students will create multiple artifacts necessary for scholarly writing, including a cover letter, title page, abstract, body of the paper, references, figures, and tables. Ultimately, the goal of this course is for every student to submit his or her manuscript for publication to a practitioner journal. Students are permitted to work on this assignment individually or in pairs of two. Please refer to Blackboard for the assignment rubric.

Summary of Assignments

| Assignment | Points | Due Date |
|--------------------------------------|--------|-------------|
| Enduring Issues Chapter Presentation | 25 | 6/23 - 7/23 |
| Manuscript Draft | 25 | 6/30 |
| Final Manuscript | 40 | 7/23 |
| Attendance / Participation | 10 | Throughout |

Course Policies and Expectations

Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant- active participation are expected. Attendance and professional participation at all sessions is essential because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. One absence will result in 0 points deducted from your overall grade. Two absences will result in a loss of 11 points; three or more absences will result in a loss of 21 points. Repeated tardiness and/or leaving early will result in a loss of 3 points per incidence. If you have perfect attendance throughout the semester, you will receive 1 extra credit point. Please notify us *in advance* by email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, tweeting, working on documents, etc. Please be *fully* present in class ☺

Late Work

Participation.

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities cannot be made up.**

Quality participation includes:

- (a) Arriving on time, including back from break(s)
- (b) Staying in the classroom/activity area for the duration of the class time
- (c) Participating in all class activities (face-to-face and outside of class, including by electronic means)
- (d) Having on hand all materials required for the class session as per course assignments and the syllabus

Grading Scale

95-100% = A

90-94% = A-

80-89% = B

70-79% = C

< 70% = F

***Note:** The George Mason University Honor Code will be strictly enforced (see [Academic Integrity Site \[https://oai.gmu.edu/\]](https://oai.gmu.edu/) and [Honor Code and System \[https://catalog.gmu.edu/policies/honor-code-system/\]](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 must 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 [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](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 | Content | Readings Due | Assignment Due |
|-------------|--|---------------------------|--|
| T 6/2 | Course overview Select Presentation Topics Select Groups Stewardship | | |
| TH 6/4 | Writing seminar | N/A | |
| T 6/9 | Historical reflections Enduring issues APA resources Types of articles Outlining | TBD | <ul style="list-style-type: none"> • Manuscript Topic + Outlet |
| TH 6/11 | Writing seminar | N/A | |
| T 6/16 | Abstracts Introductions Synthesizing literature | TBD | <ul style="list-style-type: none"> • Purpose Statement + Outline |
| TH 6/18 | Writing seminar | N/A | |
| T 6/23 | Developing implications Meeting journal requirements APA formatting conventions Writing productively Co-writing + Authorship | See Presentation Schedule | <ul style="list-style-type: none"> • Draft of Abstract • Chapter Presentation |
| TH 6/25 | Writing seminar | N/A | |
| T 6/30 | Developing figures and tables Designing “printables” | See Presentation Schedule | <ul style="list-style-type: none"> • Manuscript Draft • Chapter Presentation |
| TH 7/2 | Writing seminar | N/A | |
| T 7/7 | Key feedback themes Addressing reviewer feedback Rejoinder letters | See Presentation Schedule | <ul style="list-style-type: none"> • Chapter Presentation |
| TH 7/9 | Writing seminar | N/A | |
| T 7/14 | Finalizing a paper Developing a cover letter | See Presentation Schedule | <ul style="list-style-type: none"> • Chapter Presentation |
| TH 7/16 | Writing seminar | N/A | |
| T 7/21 | Submitting a manuscript Masked reviews | See Presentation Schedule | <ul style="list-style-type: none"> • Chapter Presentation |
| TH 7/23 | Course Evaluations | N/A | <ul style="list-style-type: none"> • Final Manuscript |

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: See [Core Values](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 [Honor Code and System](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 [Responsible Use of Computing](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 [Disability Services](https://ds.gmu.edu/) [<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 Tk20 should be directed to [Tk20 Help](mailto:tk20help@gmu.edu) (tk20help@gmu.edu) or CEHD's [Online Assessment System](https://cehd.gmu.edu/aero/tk20) (<https://cehd.gmu.edu/aero/tk20>). 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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, 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 Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason's Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (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) (<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/) (<http://cehd.gmu.edu/>).

Appendix

Assessment Rubric(s)

Refer to Blackboard