GEORGE MASON UNIVERSITY

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

Summer 2022
EDSE 844 B02: Current Issues in Special Education
CRN: 43953, 3 – Credits

Instructor: Dr. Grace Francis	**Meeting Dates:** 6/7/22 – 7/30/22
Zoom Link: https://gmu.zoom.us/j/92807061742 Password: 844	**Meeting Day(s):** Tuesday
E-Mail: gfranci4@gmu.edu	**Meeting Time(s):** 5 pm – 7:40 pm
Office Hours: By appointment	**Meeting Location:** N/A; Online
Office Location: Finley 216	**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):
«Prerequisites»

Co-requisite(s):
«Corequisites»

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

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.

This course will be delivered online (76% or more) using synchronous 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 June 5th, 2022.

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)

  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)

- 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 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/)
  - 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:
  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 3 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 ensure accessibility must be registered with George Mason University Disability Service.

Professional Standards
Not applicable.

Required Texts
None.

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Skrtic, T. M., Horn, E. M., & Clark, G. M. (Eds.). (2009). Taking Stock of Special Education, Policy & Practice: A Retrospective Commentary. Love Pub. (*highly recommended!*)

Additional Readings
Additional readings will be posted to Blackboard.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement
There is no assessment required for this course.

Assignments and/or Examinations

    Performance-based Assessment
    (VIA submission required)
    None.

    College Wide Common Assessment
    (VIA submission required)
    None.

Other Assignments
Enduring Issues Presentation (15 Points)
Students will select one *Enduring Issue* 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) individuals with disabilities, (b) K-12 educators, and (c) research in the field. Topics must be approved by the instructor(s) in advance. 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 45 minutes. Please refer to Blackboard for the assignment rubric.

Revise and Resubmit Drafts (20 Points)
As highlighted in the subsequent section below, the primary 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 *two* drafts of their manuscript over the course of the semester. For the first submission, students will be tasked with submitting a draft of their paper with an accompanying finalized outline. For their second submission, students will submit their paper with an accompanying rejoinder letter detailing the edits made based on instructor feedback from their first submission. All drafts must be submitted on Blackboard by 7:20pm on the day in which they are due. Each draft submitted will be worth 10 points. Please refer to Blackboard for the assignment rubric.

Practitioner Manuscript (50 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.

Assignment Summary

Assignment	Points	Due Date
Enduring Issues Presentation	15	6/16 - 6/30
Revise and Resubmit Drafts (2)	20	7/5 & 7/19
Practitioner Manuscript	50	7/28
Attendance / Participation	15	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. I understand the challenges of balancing coursework. This course, however, will involve substantial in-class participation and collaboration. One absence will result in 0 points deducted from your overall grade. Subsequent absences will result in a deduction of 5/class session.

Please notify me *in advance* by email if you will not be able to attend class.

Late Work

Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted.

Grading

      93-100% = A
      90-92% = A-
      87-89% = B+
      83-86% = B
      80-82% = B-
      70-79% = C
      < 69% = F

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/polices-procedures/).

Class Schedule

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

Date	Content	Readings	Assignment Due
T/ 6.7	Course overview Stewardship		
R/ 6.9	Historical reflections	Ch 7 pgs. 409-421 **See Blackboard**	• List of 3 practitioner journals (ungraded)
T/ 6.14	Enduring issues	Ch 7 4 pgs. 423-467 **See Blackboard**	
R/ 6.16	APA resources Types of articles Outlining	APA pgs. 9-11 See Blackboard	• Student presentation
T/ 6.21	**Abstracts** Introductions Synthesizing literature	APA pgs. 21-35 **See Blackboard**	• Student presentation
R/ 6.23	APA formatting conventions Writing productively **Co-writing** **Authorship**	APA pgs. 228-231 **See Blackboard**	• Student presentation • **Purpose statement and outline (ungraded)**
T/ 6.28	Developing implications **Meeting journal requirements**	See Blackboard	• Student presentation
R/ 6.30	Developing figures and tables Designing "printables" **In-class writing seminar**	APA: pgs. 125-161	• Student presentation
T/ 7.5	Independent writing seminar		• Draft 1
R/ 7.7	Independent writing seminar		
T/ 7.12	**Key feedback themes** **Addressing reviewer feedback** Rejoinder letters	See Blackboard	
R/ 7.14	In-class writing seminar Group reflections		
T/ 7.19	Finalizing a paper **Developing a cover letter**	See Blackboard	• Draft 2 w/ Rejoinder Letter
R/ 7.21	In-class writing seminar Group reflections		
T/ 7.26	Submitting a manuscript **Masked reviews**	APA: pg. 225	
R/ 7.28			• Final paper

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/).

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/).

- 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/).

- 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/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- 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/).

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.
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/).