



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

Summer 2018
EDSE 844 B01: Current Issues in Special Education
CRN: 42655, 3 – Credits

Instructor: Dr. Grace Francis; Dr. Rajiv Satsangi	Meeting Dates: 6/4/2018 – 7/28/2018
Phone: Dr. Francis: 703.993.6064 Dr. Satsangi: 703.993.1746	Meeting Day(s): Tuesday; Thursday
E-Mail: Dr. Francis: gfranci4@gmu.edu Dr. Satsangi: rsatsang@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: By appointment	Meeting Location: Fairfax, Krug 208
Office Location: Dr. Francis: Finley 216 Dr. Satsangi: 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. Offered by Graduate School of Education. May not be repeated for credit.

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

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.

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.

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

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

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

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). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. 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)

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) 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 one of the seven chapters of the course textbook (Skrtric et al., 2009). 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.

Revise and Resubmit Drafts (20 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 *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	Points	Due Date
Enduring Issues Presentation	15	6/14 - 6/28
Revise and Resubmit Drafts (2)	20	7/12 & 7/17
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. 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. 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	Content	Readings	Assignment Due
T/ 6.5	Course overview Stewardship		
R/ 6.7	Historical reflections	Ch 7 pgs. 409-421 See Blackboard	<ul style="list-style-type: none"> List of 3 practitioner journals (ungraded)
T/ 6.12	Enduring issues	Ch 7 4 pgs. 423-467 See Blackboard	
R/ 6.14	APA resources Types of articles Outlining	APA pgs. 9-11 See Blackboard	<ul style="list-style-type: none"> Student presentation(s)
T/ 6.19	Abstracts Introductions Synthesizing literature	APA pgs. 21-35 See Blackboard	<ul style="list-style-type: none"> Student presentation(s)
R/ 6.21	APA formatting conventions Writing productively Co-writing Authorship	APA pgs. 228-231 See Blackboard	<ul style="list-style-type: none"> Student presentation(s) Purpose statement and outline (ungraded)
T/ 6.26	Developing implications Meeting journal requirements	See Blackboard	<ul style="list-style-type: none"> Student presentation(s)
R/ 6.28	Developing figures and tables Designing “printables” In-class writing seminar	APA: pgs. 125-161	<ul style="list-style-type: none"> Student presentation(s)
T/ 7.3	Independent writing seminar		<ul style="list-style-type: none"> Draft 1
R/ 7.5	Independent writing seminar		
T/ 7.10	Key feedback themes Addressing reviewer feedback Rejoinder letters	See Blackboard	
R/ 7.12	In-class writing seminar Group reflections		
T/ 7.17	Finalizing a paper Developing a cover letter	See Blackboard	<ul style="list-style-type: none"> Draft 2 w/ Rejoinder Letter
R/ 7.19	In-class writing seminar Group reflections		
T/ 7.24	Submitting a manuscript Masked reviews	APA: pg. 225	
R/ 7.28	Presentations		<ul style="list-style-type: none"> Final paper and presentation

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://coursesupport.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)

See Blackboard