



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

Summer 2021

EDSE 847 A01: Policy-driven Initiatives in Special Education and Disability Research
CRN: 44502, 3 – Credits

Instructor: Dr. Rajiv Satsangi	Meeting Dates: 05/17/21 – 06/19/21
Phone: 703.993.1746	Meeting Day(s): M/T/W/TH
E-Mail: rsatsang@gmu.edu	Meeting Time(s): 7:20 pm – 9:25 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

Addresses contemporary initiatives in special education and disability research: those introductory and leading actions intended to implement positive change, that can be promoted by federal agencies, professional or advocacy organizations. Focuses on understanding of policy-driven special education initiatives in special education and disability research through evaluation and analysis. Discusses and studies background, relevant legislative history, existing empirical evidence, and designing future research addressing contemporary initiatives.

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 a 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 5/17.

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](http://www.apple.com/quicktime/download/) (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 four 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 Services.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Identify contemporary initiatives in special education.
2. Explain the historical, educational, empirical, and philosophical roots of current initiatives.
3. Review existing research and prominent agencies and organizations to identify contemporary initiatives in special education.
4. Explain the multiple perspectives on contemporary initiatives.
5. Propose empirical and practical solutions for policy and practice.
6. Develop and present an applied project investigating one of the contemporary initiatives in special education.

Required Texts

Kauffman, J. M., Hallahan, D. P., & Pullen, P. C. (2017). *Handbook of special education*. New York: Routledge.

Recommended Texts

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

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

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 VIA (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 VIA.

For EDSE 847, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

**Performance-based Assessment
(VIA submission required)**
N/A

**College Wide Common Assessment
(VIA submission required)**
N/A

Other Assignments

Research Review Paper (45 points)

Directions: This research paper is designed to provide you experience in critically evaluating existing research in an area of your choice by assessing the quality of the designs, implementations, and interpretations of findings from studies. You may select a traditional or integrative review paper on a contemporary issue in special education. Have your topic approved by the instructor prior to beginning. For this assignment, complete the following steps:

1. Select a contemporary issue impacting special education.
2. Complete a literature search of Psych Info and/or ERIC databases to identify relevant original research articles
3. Obtain and read original research articles.
4. Develop a coding system to organize your articles
5. Code, organize, analyze, and synthesize the information from the articles.
6. Write the paper using APA 7 guidelines:
 - a. Title Page
 - b. Abstract (150 words describing your search and findings)
 - c. Introduction and Purpose
 - d. Method
 - i. Search Procedures
 - ii. Inclusion/Exclusion Criteria
 - iii. Coding Conventions and Procedures
 - iv. Data Synthesis Procedures
 - e. Results
 - i. Characteristics of the studies (number of articles, sample descriptions, general descriptions of methods for studying/testing the issue)
 - ii. Overall findings
 - f. Discussion
 - i. Synthesis of findings
 - ii. Implications for practice
 - iii. Limitations
 - g. References
 - h. Table summarizing articles

Critical Issues Chapter Presentation (35 Points)

Directions: Students will select one *critical issue* within the field of Special Education and lead a class discussion on the ideas/themes encompassed within this topic as they relate to: (a) students with disabilities, (b) K-12 educators, and (c) research in the field. When leading the class discussion, students are required to prepare the following: whole-class discussion topics, small-group activities, PowerPoint slides, and at least one handout summarizing salient points of the chapter and ensuing discussion. In total, your presentation/discussion should last approximately 60 minutes. Please refer to Blackboard for the assignment rubric.

Assignment Summary

Assignment	Points	Due Date
Research Review Paper	45	6/19
Critical Issues Chapter Presentation	35	Individualized
Attendance / Participation	20	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.

Late Work

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

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 Prior to Class	Assignments Due
M 5/17	– Course overview –Teacher shortages in SPED & COVID learning loss		
T 5/18	Asynchronous session: See Blackboard for details		
W 5/19	–Policy in SPED teacher preparation –Select presentation topics –Select research paper topics	Billingsley et al. (2017)	
TH 5/20	Asynchronous session: See Blackboard for details		
M 5/24	Asynchronous session: See Blackboard for details		
T 5/25	–The Erosion of FAPE for Students with LD	Yell et al. (2017)	
W 5/26	Asynchronous session: See Blackboard for details		
TH 5/27	–Tiered Systems of Support Initiatives	O’Conner et al. (2017)	
M 5/31	Asynchronous session: See Blackboard for details		
T 6/1	–English learners with special needs	Anastasiou et al. (2017)	Chapter Presentation
W 6/2	Asynchronous session: See Blackboard for details		
TH 6/3	–Perspectives of Families of Students with Disabilities	Strassfeld (2018)	–Chapter Presentation –Research Review Paper Draft
M 6/7	Asynchronous session: See Blackboard for details		

T 6/8	–STEM Education & SPED	Kennedy and Boyle (2017)	Chapter Presentation
W 6/9	Asynchronous session: See Blackboard for details		
TH 6/10	–Post secondary education for students with disabilities	Madaus et al. (2017)	Chapter Presentation
M 6/14	Asynchronous session: See Blackboard for details		
T 6/15	–Global perspectives on SPED –Anti-racism efforts in Education	Anastasiou and Keller (2017)	Chapter Presentation
W 6/16	Asynchronous session: See Blackboard for details		
TH 6/17	–Publication trends in journals –Impact of open science practice for SPED researchers	Cook et al. (2018)	Research Review Paper

Class Readings

STEM Education & SPED

Kennedy, M. J., & Boyle, J. (2017). The promise and problem with technology in special education: Implications for academic learning. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 606–614). New York: Routledge.

The Erosion of FAPE for Students with LD

Yell, M. L., Crockett, J. B., Shriner, J. G., & Rozalski, M. (2017). Free appropriate public education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 71–86). New York: Routledge.

Tiered Systems of Support Initiatives

O’Conner, R. E., Sanchez, V., & Kim, J. J. (2017). Responsiveness to intervention and multi-tiered systems of support for reducing reading difficulties and identifying learning disabilities. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 189–202). New York: Routledge.

Policy in Special Education Teacher Preparation

Billingsley, B. S., & Bettini, E. (2017). Improving special education teacher quality and effectiveness. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 501–520). New York: Routledge.

Implications of Data Sharing for SPED Research

Cook, B. G., Lloyd, J. W., Mellor, D., Nosek, B. A., & Therrien, W. J. (2018). Promoting open science to increase the trustworthiness of evidence in special education. *Exceptional Children*, 85, 104–118.

Perspectives of Families of Students with Disabilities

Strassfeld, N. M. (2018). Preparing pre-service special education teachers to facilitate parent involvement, knowledge, and advocacy: Considerations for curriculum. *Teacher Education and Special Education*. <https://doi.org/10.1177/0888406418806643>

Post-secondary Education for Students with Disabilities

Madaus, J. W., Banerjee, M., Merchant, D., & Keenan, W. R. (2017). Transition to postsecondary education. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 691–704). New York: Routledge.

English Learners with Special Needs: Increases in Dual Identification

Anastasiou, D., Morgan, P. L., Farkas, G., & Wiley, A. L. (2017). Minority disproportionate representation in special education: Politics and evidence, issues, and implications. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 897–910). New York: Routledge.

Global Perspectives on SPED

Anastasiou, D., & Keller, C. (2017). Cross-national differences in special education: A typological approach. In J. M. Kauffman, & D.P. Hallahan (Eds). *Handbook of special education* (pp. 911–923). New York: Routledge.

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 either Tk20 or VIA should be directed to <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/) (<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 “non-confidential 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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 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)

Please refer to Blackboard