



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

Fall 2015

EDSE 794 001: Special Topics

CRN: 75355, 1 - Credits

<b>Co-Instructors:</b> Dr. Kelley Regan & Dr. Anna Evmenova	<b>Meeting Dates:</b> 08/31/15 - 12/21/15
<b>Phone:</b> 703-993-9858	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> <a href="mailto:kregan@gmu.edu">kregan@gmu.edu</a> / <a href="mailto:aevmenov@gmu.edu">aevmenov@gmu.edu</a>	<b>Meeting Time(s):</b> 1:00 pm-2:00 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax FINLEY 119

**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**

Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education. Hours of Lecture or Seminar per week: 1-6  
Hours of Lab or Studio per week: 0

**Prerequisite(s):** None

**Co-requisite(s):** 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, student will be able to:

- Present scholarly work and receive critical feedback from others for revision and reflection
- Reflect and provide guidance to others for portfolio development and teaching in higher ed
- Collaboratively and independently develop scholarly writing products (e.g., conference proposals, manuscripts for publication in refereed journals)
- Describe the interview process for obtaining position(s) in higher education

### **Required Textbooks**

None. Readings will include those assigned by the instructors to facilitate the learner outcomes. These may include journal articles and other scholarly products or proposals to review.

### **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at [Molly.Haines@pearson.com](mailto:Molly.Haines@pearson.com).

### **Recommended Textbooks**

APA Manual:

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

## **Required Resources**

Access to Blackboard Site

## **Additional Readings**

These will be identified by the instructors throughout the seminar.

## **Course Relationships 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.

## **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/the-mason-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.* Class Participation and Attendance Policy (20 points). Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 20% of your course grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

*Late Work.* Students must contact the instructor prior to missing a due date and arrange a new date that is within a week from the original due date. Points may be deducted (one per day) missing due dates with no prior approved excuse.

## **Blackboard 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*) to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

## **Grading Scale**

Each of the ~ 8 class seminars will be 10 points each. Students will complete at least 2 presentations during seminar to fellows, faculty, and invited guests. Each will be 10 points each.

A = 95-100%

A- = 94-90%

B = 80-89%

C = 70-79%

F = <60%

## Assignments

### **Performance-based Assessment (Blackboard submission required).**

No assessment is required for this course.

### **Performance-based Common Assignments (No Blackboard submission required).**

Rubrics for presentations will be provided in class.

### **Other Assignments.**

1. Students will have an opportunity to practice presentations, discuss poster displays, or other in the seminar session prior to attending a professional conference. **Guest reviewers** will be invited to provide personal feedback and to rate each of the presenters. In order to do so, students will be required to prepare PowerPoint presentations or posters in advance to the seminar session. For brand new fellows, they will be asked to provide feedback or discuss a potential proposal for future presentations.
2. Students will have an opportunity to provide guidance and mentorship to invited doctoral students regarding **portfolios** and/or **teaching** courses in higher education. The seminar students may individually or collaboratively develop and present tips and how-to's for other doctoral students. Presentations will be held in seminar class.
3. Students will be expected to generate thoughtful questions and comments during the panel presentation of faculty for the "Hints and to Do's when interviewing for positions in Higher Ed"
4. Students are encouraged to collaborate or individually work on scholarly products and manuscripts during the scheduled Writing Days. Instructors are available during these times to support this process.

## Schedule

The schedule of dates below will be revised to accommodate everyone and to span over the fall and spring semesters. We plan to meet for longer lengths of time on fewer evenings rather than an hour at a time. We will likely meet an average of 1 X a month for four hours. In addition, a large majority of the course expectations will be completed outside of the class meeting time. Therefore the dates listed below are tentative at this time.

<u>Class#</u>	<u>Date</u>	<u>Activities/assignments</u>
1	September 1	Introductions of new fellows; conference/travel procedures, etc.
2	September 8	Portfolios – Peer presentations/insights
3	September 15	Literature reviews (guest lecture)
4	September 22	Practice presentations for TED/CLD+ with guest reviewers
5	September 29	Practice presentations for TED/CLD+ with guest reviewers
6	October 6	“Hints and to Do's when interviewing for positions in Higher Ed”
7	October 20	A Writing Day
8	October 20	Making a schedule for writing and publishing (guest lecture)
9	October 27	Faculty share of searching for grants and funding sources
10	November 3	Teaching in Higher Education – Peer presentations share out
11	November 10	A Writing Day
12	November 17	Practice presentations for CEC/AERA+ with guest reviewers
13	November 24	Practice presentations for CEC/AERA+ with guest reviewers
14	December 1	Analysis exploration with SPSS for WeGotIT data
15	December 8	CEC/AERA conferences – no meet

## **Appendix**

### Rubric for Participation and Attendance in Each Class Session (0-10 points)

**Exemplary** (9-10 points): The student attends class on time, is fully prepared and/or follows outlined procedures in case of absence; the student actively participates and supports the members of the learning group and the members of the class. Comments are thoughtful and professional.

**Adequate** (7-8 points): The student attends class on time, but may not be prepared; the student inconsistently makes contributions to the learning group and class. Comments and active thinking are somewhat inconsistent.

**Marginal** (6 points): The student may be late for class and/or unprepared for class, and shows little participation in group and class discussions. Verbal contributions may not be clear or relevant and affect is generally negative.

**Inadequate** (5 or fewer points): The student misses half or more of the class. The student is not prepared for class and does not actively participate in discussions. May fail to exhibit professional behavior and dispositions.