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

Spring 2019
EDSE 845 001: Personnel Preparation Programs in Special Education
CRN: 20671, 3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates**: 1/22/2019 – 5/15/2019
Phone: (Mandatory Field)	**Meeting Day(s)**: Wednesday
E-Mail: mweiss9@gmu.edu	**Meeting Time(s)**: 7:20 pm – 10 pm
Office Hours: (Mandatory Field)	**Meeting Location**: Fairfax; Finley 114
Office Location: (Mandatory Field)	**Other Phone**: (If applicable, if not 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 program, or approval by permission of instructor.
Co-requisite(s): None

Course Description
Provides an in-depth study, analysis, and discussion of personnel preparation programs in special education including: scope and sequence of teacher preparation programs as they align with state and national teacher licensure standards, bodies of accreditation, syllabi development, delivery models, and frameworks for curriculum design; teacher evaluation; and how policies, research, and issues of accountability can transform teacher preparation programs. 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.

Course Delivery Method
[Instructors, please revise in accordance with your specific course format (face to face, hybrid, on-line).]
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. Discuss and describe various issues impacting teacher preparation programs.
2. Analyze program data and critique research and methodologies in the context of teacher preparation.
3. Demonstrate how to design an original syllabus within an existing framework.
4. Describe and critique various delivery models of instruction including technological advances.
5. Demonstrate an analysis of a topic in personnel preparation.
6. Develop and present an applied project investigating a selected topic in special education personnel preparation programs.

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
Type Here (Please use full citations in APA format)

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

Type Here if there are additional Recommended Textbooks. (Please use full citations in APA format)

Required Resources (Optional heading. May be deleted.)
Type Here (Please use full citations in APA format)

Additional Readings (Optional heading. May be deleted.)
Type Here (Please use full citations in APA format)

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 845, 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)
    Type Here – Please **see Blackboard**. Insert required assignment here. If no assignment, do **not delete header**. Write None or N/A.

    College Wide Common Assessment (TK20 submission required)
    Type Here – Please **see Blackboard**. Insert required assignment here. If no assignment, do **not delete header**. Write None or N/A.

    Performance-based Common Assignments (No Tk20 submission required)
    Type Here – Please see Blackboard. Insert required assignment here. If no assignment, do **not delete header**. Write None or N/A.

    Other Assignments
    Type Here or Delete

Course Policies and Expectations
    Attendance/Participation
    Type Here

    Late Work
    Type Here

    Other Requirements
    Type Here or Delete

Grading Scale
Insert appropriate grading scale here. Please note, the graduate grading scale does not include a "D".)

*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/polices-procedures/.

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

(Insert class schedule here. If you are copying and pasting a table from another document, be sure that it was created as a table.)

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://coursessupport.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)
    Type Here – If there is a Performance-based Assessment and/or College Wide Assessment, one applicable rubric **must** be inserted here. If the course has neither, please insert one applicable rubric that measures student performance of the course objectives.