



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

Spring 2023

EDSE 481 001: Internship: Professional Services

CRN: 19705, 12 – Credits

<b>Instructor:</b> Dr. Linn Jorgenson	<b>Meeting Dates:</b> 1/23/23 – 5/17/23
<b>Phone:</b> (703) 993-4171	<b>Meeting Day(s):</b> N/A
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A
<b>Office Location:</b> Krug Hall, Rm 111	<b>Other Phone:</b> 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):**

EDSE 381. Minimum grade of C or EDSE 381. Minimum grade of XS

**Co-requisite(s):**

None

**Course Description**

Applies university coursework in Special Education to individuals with disabilities in a variety of community or school-based settings in supervised internship. Applies coursework, theories, and research to professional service settings. Sites chosen by client/stakeholders after approval of faculty supervisors. Includes a 2- hour seminar held six times throughout the year.

**Course Overview**

EDSE 481 includes supervised internship at community-based or school settings in which candidates apply coursework in Special Education to individuals with disabilities. EDSE 481 includes a 2-hour seminar held six times throughout the semester.

### **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](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Advising Tip**

Are you familiar with Mason career resources? Email [speced@gmu.edu](mailto:speced@gmu.edu) to be added to the Special Education employment listserv and check out Career Services: <https://careers.gmu.edu/>.

### **Course Delivery Method**

Learning activities include the following:

1. Application activities
2. Small group activities and assignments
3. Video and other media supports as applicable
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard
6. Direct experience with organizations, systems or processes involving individuals with disabilities.

### **Learner Outcomes**

This is a Mason Core Capstone Course. Upon completion of this course, students will be able to:

1. Demonstrate understanding of the ability to plan and execute service provision appropriate to the chronological ages, developmental, and functional levels of individuals with disabilities.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate positive and appropriate interactions with individuals with disabilities, families, and other professionals by developing strategies to anticipate and provide support as needed.
4. Understand policies and procedures for maintaining confidentiality for the individual with disabilities.
- 5.. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings to support inclusion practices.
- 6.. Demonstrate the ability to work collaboratively as part of a team including but not limited to service providers and therapists, parents/families (as appropriate), and other related/support staff.
7. Demonstrate the ability to devise programmatic and individual service goals appropriate to the needs of the individual and service context.
8. Select and utilize assessment and/or monitoring tools and strategies as appropriate.
9. Develop developmentally, educationally, and functionally appropriate programmatic plans.
10. Select and utilize useful data/record-keeping strategies.
11. Monitor and analyze service performance and client satisfaction/goal attainment.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the mentor internship service providers and/or university supervisor.
13. Engage in self-reflection on developing and implementing services for individual(s) with disabilities.

14. Accept and implement feedback given.

### **Professional Standards**

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 3: Content Knowledge (InTASC 4); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9); CEC Standard 7: Collaboration (InTASC 10).

### **Required Text: None**

### **Course Performance Evaluation**

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

### **VIA/SLL Performance-Based Assessment Submission**

For EDSE 481, the required PBA is (NO ASSESSMENT REQUIRED FOR THE COURSE).

### **Assignments and/or Examinations**

#### **Assignment 1: Weekly Reflections: 10 Weekly Reflections, 3 pts each for a total of 30 pts.**

Weekly reflections are a required part of the internship. Please note that there is a total of 10 weekly reflections due. (Please be sure to follow the schedule below on the due dates accordingly). Each weekly reflection has similar or core questions to be answered, as well as a unique set of topics to address. You will be graded on answering the prompts thoughtfully, with proper grammar and submitting them on time. Please note that the rubric for weekly reflections is available for you to view prior to submitting your assignment. Please go to: Blackboard- Assignments- Weekly Reflections- and locate the date that of the assignment. Within the submission tab, you will see the available rubric.

#### **Assignment 2: Required Seminar Attendance and Participation: 6 seminars, 5 pts each for a total of 30 pts.**

Seminars have been developed to enhance the student's perspectives on their chosen area of internship as well as an opportunity to develop professional skills. Please read through each seminar description and begin formulating a plan to meet the seminar requirements. Please note that seminar # 1, # 4 and # 6 have been planned for you. Seminar 2, 3, and 5 are individualized and will require that you plan and structure the experience. (Please see rubric on Blackboard under assignments).

#### **Assignment 3: Final Presentation: 40 pts:**

Please note that your final presentation is counted as seminar 6. The final presentation is an overview of your internship experience. Final presentations will be held on May 2<sup>nd</sup> from 1:00-4:00pm virtually. You will have 10-15 minutes to present what you learned over the semester followed by a 5-minute Q& A from those in attendance. This will be a virtual presentation and will be attended by the onsite mentor, university supervisor and cohort. (Please go to Blackboard, Assignment- Final Presentation- and you will see both the assignment and rubric posted.

**Assignment 4: Final Internship Summary: PASS/FAIL:**

The internship is graded on a pass/fail system. In order to earn credit for the internship, you must complete the 300-hour requirement, and pass with an evaluation indicating that you have met the expected professional competencies. In order to pass the internship, you must receive a 3 (Exceeds standards) or a 2 (Meets Standards) on the final rubric. You, your mentor and university supervisor will meet mid-semester (see calendar for dates) to review the internship rubric, and your current performance. This evaluation will not have bearing on your grade, but will provide an opportunity for you to identify strengths and areas of growth for the remaining semester. The final week of the semester (See course calendar) you will virtually meet with your mentor and university supervisor to review the final internship rubric and to award your earned grade.

In addition to the Internship Rubric, you will be evaluated and receive a grade on the Disposition Evaluation. (See evaluation on Blackboard). It is required that you receive a 3 (Exceed standards) or a 2 (Meets Standards) to earn a passing grade for EDSE 481 as well. Finally, your required assignments (e.g. Weekly Reflections, Seminars and Final Presentation) must be earned at a grade of a C or higher in order to pass the internship.

To document hours, please go to Blackboard- Course Content- Instructions for Logging Hours. Once you have completed the form, go to Turn in Hours tab and submit the document. This must be submitted (and signed off by your mentor) before a grade can be awarded.

**Performance-based Assessment**

**None**

**College Wide Common Assessment**

**None**

## Assignment Summary

Weekly Reflection: 10 total reflections	30 pts (10X 3 pts)
Required Seminars: 6 total seminars	30 pts (6 X 5 pts)
Final Presentation	40 points
Final Internship Summary:	Pass/Fail
Total	100 pts

### Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

### Course Policies and Expectations

#### *Attendance/Participation*

Attendance and professional participation onsite are very important and essential in passing the internship course. Students are expected to (a) attend all required scheduled hours (b) arrive on time, (c) remain throughout for the duration for scheduled hours (d) actively participate and demonstrate professional behavior and (e) complete all assignments with professional quality and on time. It is imperative that students follow the dress code of the organization, adhere to all policies and procedures stated/or written onsite and maintain the standards addressed in the expectations documented on the disposition rubric.

#### *Late Work*

To successfully complete this internship, students need to adhere to all due dates listed on the syllabus, unless otherwise noted on the syllabus. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the university supervisor in advance if there is a problem with submitting your work on time.

**Grading: Please note that the grading scale below is for graded assignments only. (Seminar, Weekly Reflections, and Final Presentation).**

<b>A</b>	<b>95-100%</b>
<b>A-</b>	<b>90-94%</b>

<b>B+</b>	<b>87-89%</b>
<b>B</b>	<b>83-86%</b>
<b>B-</b>	<b>80-82%</b>
<b>C+</b>	<b>77-79%</b>
<b>C</b>	<b>73-76%</b>
<b>C-</b>	<b>70-72%</b>
<b>D</b>	<b>60-69%</b>
<b>F</b>	<b>&lt;60%</b>

## Grading

For grading pertaining to the Internship, the following grading criteria will be used:

- S - Satisfactory: Candidate successfully meets the clinical internship requirements and can be recommended for degree completion.
- NC - No Credit: Candidate will not be recommended for degree completion unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision. In some cases, a grade of NC may be accompanied by a recommendation that the Candidate is not allowed to repeat the internship. In such cases, the Candidate may be counseled out of the degree program.
- IP - In Progress: The Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements.

**\*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/). «Expanded\_Dispositions»

## Class Schedule

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

## Week 1: 1/23- 1/27

Log your weekly hours: Use Log Hour form on Blackboard)

**Week 2: 1/30- 2/3/**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)

**Week 3: 2/6- 2/10**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)

**Week 4: 2/13- 2/17**

No Reflection due  
Log your weekly hours: Use Log Hour form on Blackboard)  
Meet with onsite mentor and establish internship goals

**Week 5: 2/20- 2/24**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)

**Week 6: 2/27- 3/3**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)

**Week 7: 3/6- 3/10**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)

**Week 8: 3/13- 3/17 NO INTERNSHIP- SPRING BREAK**

Due: Nothing

**Week 9: 3/20- 3/24**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)  
Meeting with Mentor and University Supervisor (in person at site)

**Week 10: 3/27- 3/31**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)

**Week 11: 4/3- 4/7**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)

**Week 12: 4/10- 4/14**

Due: No reflection  
Log your weekly hours: Use Log Hour form on Blackboard)  
Meet with supervisor for check in

**Week 13: 4/17- 4/21**

Due: Weekly Reflection: Turn into Blackboard by 11:59pm  
Log your weekly hours: Use Log Hour form on Blackboard)

**Week 14: 3/24- 3/28**

Due: No reflection  
Log your weekly hours: Use Log Hour form on Blackboard)

Work on final presentation

**Week 15: May 1- May 5<sup>th</sup>**

Due: Present final presentation on 5/2 from 1:00-4:00pm Virtually  
Log your weekly hours: Use Log Hour form on Blackboard)  
Due: Final Log in turned into Blackboard  
No Reflection

**Week 16: May 8- May 12<sup>th</sup>**

Due: Final Internship Rubric Turned into Blackboard- With mentor and university supervisor  
No reflection



Due: Final Disposition Rubric Turned into Blackboard- With mentor and university supervisor

### **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 VIA/SLL should be directed to [viahelp@gmu.edu](mailto: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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services](mailto:learningservices@gmu.edu) ([learningservices@gmu.edu](mailto:learningservices@gmu.edu)) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

**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](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).**