



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

Fall 2023

EDSE 466 002: Clinical Practice and Seminar 2: Adapted (Severe Disabilities)

CRN: 83834, 3 – Credits

<b>Instructor:</b> Dr. Melissa Ainsworth	<b>Meeting Dates:</b> 8/21/23 – 12/13/23
<b>Phone:</b> See <i>Instructor Info</i> on Blackboard	<b>Meeting Day(s):</b> The following Tuesdays 8/22; 8/29; 9/12; 10/3; 10/24; 11/14; 11/28
<b>E-Mail:</b> mainswor@gmu.edu	<b>Meeting Time(s):</b> 1:30 – 3:30
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Finely 114
<b>Office Location:</b> Finely 206A Fairfax	<b>Other Phone:</b> See <i>Instructor Info</i> on Blackboard

**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 465 with a minimum grade of C.

**Co-requisite(s):**

None

**Course Description**

Applies coursework in Special Education-Adapted Curriculum (Severe Disabilities) to planning for, and supervised instruction of, students with severe disabilities who access the adapted curriculum in K-12 school settings. Engages candidates in reflection to analyze instruction within the clinical experience setting. Requires a 2-hour seminar held seven times throughout the semester and a minimum of 40 hours of fieldwork in a K-12 clinical experience setting.

**Course Overview**

In EDSE 466, teacher candidates apply coursework in Special Education-Adapted Curriculum (Severe Disabilities) within a supervised clinical experience in K-12 school settings. This course allows candidates to plan for and implement instruction to students with severe disabilities who access the adapted curriculum and to reflect on and analyze instruction within the clinical

experience. EDSE 446 includes a 2-hour seminar that will meet seven times throughout the semester and a minimum of 40 hours of fieldwork in the K-12 clinical experience setting.

### **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**

Applications for internship must be submitted a semester in advance. For details, visit <https://cehd.gmu.edu/epo/student-internship>. BEWARE: Missing the application deadline will push your program back a full year.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and assigned readings
2. Discussion activities and assignments
3. Application activities and assignments
4. Individual and/or small group activities
5. Individual and/or small group presentations
6. Research-based writing activities and assignments
7. Video and other media supports
8. Electronic supplements and activities via Blackboard
9. In person and virtual seminar meetings as posted in the syllabus

**This course will be delivered Face to face on the following dates: Tuesdays 8/22; 8/29; 9/12; 10/3; 10/24; 11/14; 11/28. Students will also be required to complete 40 hours of field work in an assigned school to complete course work on a professor approved schedule.**

### ***Expectations***

- **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.
- **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 course schedule of topics,

readings, activities and assignments due. **All field work must be done in a professor approved schedule.**

### **Learner Outcomes**

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

1. Identify and implement evidence-based practices for students with severe disabilities who access the adapted curriculum in small group or one-on-one instruction.
2. Plan for small group instruction of students with severe disabilities who access the adapted curriculum using effective lesson planning techniques, including differentiating instruction and planning for accommodations to meet student IEPs, and in content areas (e.g., reading, math, writing).
3. Use technology to achieve instructional objectives in small group or one-on-one instruction for students with severe disabilities who access the adapted curriculum.
4. Gather (e.g., through continual observations, formal and informal assessments) and analyze data to assess understanding and mastery and to make responsive adjustments to small group or one-on-one instruction.
5. Observe and create a safe, equitable, positive, and supportive learning environment by managing routines, behaviors, time, space, materials, and classroom activities to keep students actively involved in learning.
6. Observe and use effective behavior management strategies to handle problem behaviors firmly and fairly.
7. Establish rapport with students and demonstrate respect and value of individual differences and cultural diversity.
8. Demonstrate professional and ethical behavior in K-12 school settings and a commitment to developing educational success and quality of life for students with severe disabilities who access the adapted curriculum.
9. Engage in self-reflection to analyze instructional decisions and apply insight gained to plans for future instruction.
10. Identify Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria.

### **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: CEC Standard 2: Learning Environments(InTASC 3); CEC Standard 4: Assessment(InTASC 6); CECStandard 5: Instructional Planning and Strategies(InTASC 7,8); CECStandard 6: Professional Learning and Ethical Practice(InTASC 9).

### **Required Texts**

deBettencourt, L. U., & Howard, L. A. (2015). *The effective special education teacher: A practical guide for success*. Waveland Press, Inc

### **Recommended Texts**

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

## **Required Resources**

Access to Blackboard and GMU email

## **Additional Readings**

As required, posted on the syllabus and available on Blackboard

## **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/SLL (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/SLL.

For EDSE 466: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

## **Assignments and/or Examinations**

### **Performance-based Assessment**

**(VIA submission required)**

NA

### **College Wide Common Assessment**

**(VIA submission required)**

NA

## **Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

6. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

## **Course Assignments**

### **Experiential Portfolio (420 points total)**

A main component of this course is a clinical experience working with students with disabilities who access the adapted curriculum in K-12 school settings. Teacher candidates are required to complete a minimum of **40 hours** in an assigned clinical experience placement. Across the semester, at least 25: of the clinical experience hours must be completed in direct instruction with student(s) with disabilities who access the adapted curriculum.

The experiential portfolio is an opportunity for you to organize your learning and provide evidence of your knowledge and skills. The portfolio will include (a) a Log of Hours to record completion (i.e., when completed, including signature of mentor teacher) of a series of activities during the clinical experience, (b) clinical experience student journal, and (c) lesson observations and instructional reflections.

**1. *Log of Hours* (100 points)**

All hours will be documented on the Clinical Experience Log of Hours and signed by the mentor teacher. The Clinical Experience Log of Hours is worth 100 points. The Log of Hours must be submitted to Blackboard by the last seminar session. You must log at least 75 hours in your clinical experience placement, with at least 40 of those hours in direct instruction with students with disabilities who access the adapted curriculum, including small group or one-on-one instruction in reading, math, and/or writing.

**2. *Clinical Experience Student Journal* (20 points @ 6 entries; 120 points total)**

Throughout the clinical experience, the teacher candidate will maintain a Clinical Experience Student Journal. The candidate, with guidance and approval from the mentor teacher, will select a student with a disability who accesses the adapted curriculum for this assignment; if possible, the student should also be an English language learner. The candidate will summarize observations about the selected student and will reflect on aspects of the student's academic, behavioral, and social-emotional progress.

Specifically, journal entries will include:

- a. Journal #1: With your mentor teacher's guidance and approval, select a student with *moderate to severe* disabilities who accesses the adapted curriculum. Read his/her IEP, and ask your mentor teacher about the student's current level of performance. What is their disability? What are their (academic, behavior, or social-emotional) strengths? What are their (academic, behavior, or social-emotional) needs? What accommodations does the student receive? What is this student's least restrictive environment?
- b. Journal #2: Observe the student in different types of instruction (e.g., whole group, small group, one-on-one). What are their strengths and needs during instruction? What accommodations does the student receive? How does the teacher assess their learning?
- c. Journal #3: Observe and/or provide explicit instruction to your student in a small group setting. What do you notice about the student's academic skill level in small group instruction? How do you and/or the mentor teacher differentiate instruction to meet this student's needs?
- d. Journal #4: Observe the student's behavior and social-emotional skills. What are their strengths and areas of need? What behavioral strategies work well for the student? How do you and/or the mentor teacher establish rapport with the student?
- e. Journal #5: Observe/ask how your mentor teacher evaluates the student's learning. Use formal and informal assessment to evaluate the student's learning.

What types of formal and informal assessments do you and/or the mentor teacher use to evaluate the student's progress? How is data collected and gathered? How is data examined to make instructional decisions?

- f. Journal #6: Think back on this student's progress across the weeks of your clinical experience placement. How have they made progress? What areas of need still exist? What would you plan next to help meet this student's needs? How would you advocate to make sure this student's needs are met? How have you developed professionally as an educator while working with this student?

The journal will be submitted to Blackboard. To maintain confidentiality, no names are to be used on this or any assignment in the course. The target student will be referred to in all journal entries by using a pseudonym. A grading rubric for journal entries will be posted on Blackboard and discussed in the seminar. Each journal entry is worth 20 points.

**3. *Lesson Observations and Instructional Reflections*** (100 points @ 2 observations & reflections; 200 points total)

Throughout the semester, the university supervisor will complete two observations of the teacher candidate providing small group or one-on-one instruction with student(s) with disabilities who access the adapted curriculum. The teacher candidate will select one Archer and Hughes (2010) element of instruction to focus on in their lesson and associated instructional reflection. At least one observation must include instruction using technology. The first lesson observation will be done in person. For the second observation, the teacher candidate will video record themselves teaching for instructor feedback.

The teacher candidate will submit a lesson plan (using the Special Education-Adapted Curriculum lesson plan template) to the university supervisor 48 hours before the first scheduled observation. The teacher candidate will complete a pre-observation conference with the university supervisor. After the lesson the teacher candidate will complete a lesson matrix and reflection to be submitted to the university supervisor. During the second lesson observation, the teacher candidate will video themselves teaching the lesson. Within 24 hours of teaching the lesson, the teacher candidate will watch the video and complete a Reflection Matrix, which will be focused on the selected element of instruction. The video clip, Reflection Matrix and the lesson plan for the lesson will be submitted to the university supervisor on Blackboard. One of the lessons selected for reflection must include the use of technology, and the teacher candidate will reflect on how technology impacted their use of the selected element of instruction. For each of the observations, the teacher candidate will complete a post-observation conference with the university supervisor. The university supervisor will document the observation on the EDSE 446 Clinical Experience Observation Summary Form. All documents from the lesson observations will be uploaded to Blackboard. A grading rubric for lesson observations and instructional reflections will be posted on Blackboard and discussed in the seminar. Each lesson observation and associated instructional reflection is worth 100 points total.

**Seminar Attendance & Participation** (15 points @ 7 seminars; 105 points total)

Teacher candidates will attend all seminars and actively participate in seminar activities. Teacher candidates are expected to have completed the readings prior to seminars and to have completed any work posted and assigned on Blackboard for each seminar as per the syllabus prior to coming to class.

Teacher candidates are expected to display appropriate professional skills and dispositions throughout the clinical experience. Candidates are expected to adhere to all school rules and policies, CEHD and program expectations, and the CEC code of ethics. Candidates can earn up to 15 points per seminar for attendance, active participation in seminar activities, and professional behavior in the seminar and in the clinical experience classroom. A grading rubric for seminar participation and professionalism will be posted on Blackboard and discussed in the seminar

**Assignment Summary**

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Experiential Portfolio: 1. Log of Hours (100 points) 2. Clinical Experience Student Journal (120 points; 6 @ 20 points) 3. Lesson Observations and Instructional Reflections (200 points: 2 @ 100 points)	420 points
Seminar Attendance, Participation & Completion of Activities in class and completed for class discussion (7 @ 15 points)	105 points
<b>Total Points</b>	<b>525 points</b>

**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**

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all seminars during the course, (b) arrive



on time, (c) remain in class for the duration of each seminar, (d) actively participate and demonstrate professional behavior in the classroom and the clinical experience setting, and (e) complete all assignments with professional quality and on time. All assigned readings and work should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.) Please note that no more than 1 seminar participation point may be awarded if a teacher candidate is not in class – even if they have completed the work. Likewise, a teacher candidate may earn no more than 1 point if they are in class but have not completed the assigned work prior to class time.

### **Late Work**

To complete this course successfully, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. Please see the note above regarding seminar participation. Weekly journals need to be submitted for each week beginning the week that you start your placement. Journals submitted past the weekly mark will receive a 1 point deduction. Your log of hours will be verified by your mentor teacher at the end of the semester and your schedule of visits must be mapped out and approved by your instructor at the beginning of the semester. Observation protocols must be followed in order to receive full credit. Failure to turn in lesson plans in advance or to turn in lesson matrix reflections post observation or video clips will result in accumulating point loss of up to 1 point per day.

### **Other Requirements**

Review the dispositions and professionalism standards and ensure that when you are visiting schools for field placements, you are representing yourself and George Mason University in a professional manner: 1) Be on time; 2) Show up when you are scheduled to show up 3) Be respectful of the mentor teacher and all the staff who are helping you 3) Dress according to your position as a student *teacher* 4) Communicate with your mentor teacher what your assignments are and ask your mentor teacher how you can participate in class.

### **Grading**

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

**\*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/>). Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (<https://cehd.gmu.edu/students/policies-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator.

### Class Schedule

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

Week of	Topics	Readings Due	Assignments Due
1 8/22-	<ul style="list-style-type: none"> <li><b>Seminar 1 August 23th:</b> Syllabus review, overview of clinical experience, professionalism expectations, standards</li> <li><b>Clinical Experience:</b> Check email; complete all requirements (e.g. fingerprinting) if possible</li> </ul>	deBettencourt & Howard Chapters 1	

Week of	Topics	Readings Due	Assignments Due
2 8/29-	<ul style="list-style-type: none"> <li>• <b>Seminar 2 August 29th</b> : Collaboration Academic Advisor and Internship Applications</li> <li>• <b>Clinical Experience:</b> Check email; complete all requirements (e.g. fingerprinting)</li> <li>•</li> </ul>	deBettencourt & Howard Chapters 2 & 3	<ol style="list-style-type: none"> <li>1. In – class preparation activity found in this week’s blackboard folder.</li> <li>2. Begin to fill out Check list of completed clinical practice requirements.</li> </ol>
3 9/5	<ul style="list-style-type: none"> <li>• <b>NO Seminar:</b></li> <li>• <b>Clinical Experience:</b> Email mentor teacher introductory email and arrange initial meeting.</li> </ul>		<ol style="list-style-type: none"> <li>2. Turn in completed checklist (if possible)</li> </ol>
4 9/12	<ul style="list-style-type: none"> <li>• <b>Seminar 3 Sept 12th</b></li> <li>• <b>Lesson Planning</b></li> <li>• <b>Clinical Experience:</b> Begin classroom observations. Observe in classroom Instruction</li> </ul>	deBettencourt & Howard Chapters 5 & 6	<ol style="list-style-type: none"> <li>1. <b>Come to class with in class activity from BB folder prepared.</b></li> </ol>
5 9/19	<ul style="list-style-type: none"> <li>• <b>NO Seminar: none</b></li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>		
6 9/26	<ul style="list-style-type: none"> <li>• <b>NO Seminar: none</b></li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>		Journal #1 due by Sunday October 2 <sup>nd</sup> @ midnight
7 10/3	<ul style="list-style-type: none"> <li>• <b>Seminar 4 :October 3rd</b> All Things IEP</li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>	deBettencourt & Howard Chapter 4	<ol style="list-style-type: none"> <li>1. Come to class with in class assignment completed from BB folder</li> </ol> <p>Journal #2 due October 9<sup>th</sup> @ midnight</p>
8 10/10	<ul style="list-style-type: none"> <li>• <b>NO Seminar:</b> None</li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>		Journal #3 due by Sunday October 16 <sup>th</sup> @ midnight

Week of	Topics	Readings Due	Assignments Due
9 10/17	<ul style="list-style-type: none"> <li>• <b>NO Seminar</b></li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>		
10 10/24	<ul style="list-style-type: none"> <li>• <b>Seminar 5: October 24th:</b></li> <li>• Classroom &amp; behavior management</li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>	deBettencourt & Howard Chapter 7	<b>First Lesson Observations on Monday October the 24th &amp; Instructional Reflection</b>
11 10/31	<ul style="list-style-type: none"> <li>• <b>NO Seminar</b> : none</li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>		Journal # 4 due by Sunday November 6 <sup>th</sup> @ midnight
12 11/7	<ul style="list-style-type: none"> <li>• <b>NO Seminar:</b> none</li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>		<b>Second Lesson Observations on Monday November the 7th &amp; Instructional Reflection</b>
13 11/14	<ul style="list-style-type: none"> <li>• <b>Seminar 6 November 15th:</b> Professional development</li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>	deBettencourt & Howard Chapters 8 & 9	1. Come to Class with BB activity prepared 2. Journal # 5 due on Sunday November 20 <sup>th</sup> @ midnight.
11/21	<b>Happy Thanksgiving</b>		
14 11/28	<ul style="list-style-type: none"> <li>• <b>Seminar 7 November 29<sup>th</sup></b></li> <li>• <b>ZOOM:</b></li> <li>• ARE YOU READY? Preparing for internship</li> <li>• <b>Clinical Experience:</b> Classroom observation and Instruction</li> </ul>		See ZOOM link on BB  Journal # 6 due on Sunday December 4 <sup>th</sup> @ midnight.
15 12/5	<ul style="list-style-type: none"> <li>• <b>Individual Zoom chats December 6th :</b></li> <li>• <b>Clinical Experience:</b> none.</li> </ul>	You may sign up for optional individual zoom chats if you would like one.	

## 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 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/).**

## Appendix

### Assessment Rubric(s)

#### Journal Entry Rubric for all Entries

Element evaluated	Points possible	Points earned	comments
Entry answers all aspects of journal questions	4		
Entry shows connection to knowledge gained from this and other courses and applied to the reflection of this week’s journal entry.	7		
Entry shows depth of reflection about the student’s own understanding of self-growth through the experience	7		
Journal entry uses correct spelling, grammar and proper citations as needed	2		
total	20		