



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

Spring 2024

EDSE 481 002: Internship: Professional Services

CRN: 24474, 12 – Credits

<b>Instructor:</b> Dr. Linn Jorgenson	<b>Meeting Dates:</b> 1/16/24 – 5/8/24
<b>Phone:</b> 703-419-0694	<b>Meeting Day(s):</b> Thursdays ( 1/18, 2/15, 2/29, 3/14, 4/11, 4/25 ONLY)
<b>E-Mail:</b> <a href="mailto:ljorgen2@gmu.edu">ljorgen2@gmu.edu</a>	<b>Meeting Time(s):</b> 7 pm – 9 pm
<b>Office Hours:</b> As needed	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Krug Hall	<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. 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. 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
7. Direct experience with organizations, systems or processes involving individuals with disabilities.

### **Learner Outcomes**

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

### **Accommodations:**

Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

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**Required Text: None**

**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/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 481: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

**Assignments and/or Examinations**

**Performance-based Assessment  
(VIA submission required) : None**

**College Wide Common Assessment  
(VIA submission required) : None**

**Assignments:**

**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 should answer the following: 1) What did you do this week (e.g., taught a class, observed students, assisted with preparations for event, shadowed a staff member, observed)? 2) What did you learn this week from your participation? and 3) What surprised you when attending your internship this week? 4) are there any other observations or comments that you would like to mention? Requirement is 3-4 paragraphs. Please do not exceed one page.

The rubric is the following: 3= all prompts answered clearly and professionally written within proper length required, 2= most prompts answered, some grammatical errors and length does not meet requirement, and or 1= does not meet requirements stated.

**Assignment 2: Required Seminar Attendance and Participation: 6 seminars, 5 pts each for a total of 30 pts. Please note that Seminar 1 (Due by 1/22 11:59pm) and Seminar 2 (Due by 2/26 11:59pm) are the only set due dates. Seminar 3, 4, 5 and 6 can be turned in at anytime throughout the semester, however no later than 4/29 11:59pm).**

Seminars have been developed to enhance the student's perspectives on their chosen area of internship as well as an opportunity to further develop their professional skills. Please read through each seminar description and begin formulating a plan to meet the seminar requirements.

**Assignment 3: Final Presentation: 40 pts: Due: 4/25/2024 from 2:30-4:30pm.**

The final presentation is an overview of your internship experience. Final presentations will be held on 4/25/2024 from 2:30-4:30 pm virtually. You will have 10-15 minutes to present what you learned over the semester followed by a 10-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). Feel free to invite anyone who has helped you along your educational journey as well.

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

The internship is graded on a pass/fail system. 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. 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 (Week 9 3/12- 3/18)) to review the internship rubric, and your current performance. This evaluation will not have any bearing on your grade, however, will provide an opportunity for you to identify strengths and areas of growth for the remaining semester. The week of (4/16-4/22) you will meet with your mentor and university supervisor to review your final evaluation.

Finally, your required assignments (e.g. Weekly Reflections, Seminars and Final Presentation) must be earned at a grade of a C or higher 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. Please note that in order to complete 300 hours in a semester, you will need to work approximately 20 hours per week. Please note that any work associated with the internship can be documented and counted towards your overall 300 hours. For example, meetings, research, working on your seminars, and assignments are counted towards the 300 hours while on site. You will, however, be expected to work on site for a specified number of hours determined by your onsite and university supervisor.

### Assignment Summary

Weekly Reflection: 10 total reflections (3 pts per reflection)	30pts
Required Seminars: 6 Total Seminars (5 pts each)	30pts
Final Presentation: PPT	40 Pts
PASS/FAIL (300 Hours)	P/F
PASS/FAIL (Evaluation from university and Onsite (Mentor) Supervisor)	P/F

### 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. The internship graded however is a Pass/Fail.**

<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 (Cont'd)

Please note that students must receive a Satisfactory on the Final Internship Summary to receive credit for the course. This will verify that the student has met the hour requirement (300) hours as well as a satisfactory evaluation. Completing the hours only does not guarantee passing of the internship. The required assignments (Reflections, Seminars and Final Presentation) must also be completed and will be graded by using the grading scale included. The letter graded assignments must be passed with a C or better.

**\*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.

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All reflections and seminars are due by 11:59pm, on Friday.

### **Week 1: 1/16-1/22**

Seminar # 1 Due 1/22 by 11:59pm

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

### **Week 2: 1/23-1/29**

Due: Weekly Reflection # 1

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

### **Week 3: 1/30-2/5 Labor Day: No Class/work**

Due: Weekly Reflection # 2:

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

### **Week 4: 2/6- 2/12**

Seminar # 2 Due

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

Meet with onsite mentor and establish internship goals: Meet first with onsite supervisor- discuss and agree on internship goal.

### **Week 5: 2/13- 2/19**

Due: Weekly Reflection # 3

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

### **Week 6: 2/20-2/26**

Due: Weekly Reflection # 4

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

Seminar 2: Due 2/26 by 11:59pm

### **Week 7: 2/27-3/4**

Due: Weekly Reflection # 5



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

**Week 8: 3/5- 3/11 SPRING BREAK: NO ASSIGNED WORK NOR INTERNSHIP HOURS REQUIRED**

Due: Nothing

**Week 9: 3/12-3/18**

Due: Weekly Reflection # 6

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

Meeting with Mentor and University Supervisor (in person at site or by Zoom).

This is for an informal assessment to gauge work productivity, learning and to conduct a self-evaluation and to gather feedback from both onsite and university supervisor.

**Week 10: 3/19-3/25**

Due: Weekly Reflection # 7

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

**Week 11: 3/26- 4/1**

Due: Weekly Reflection # 8

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

**Week 12: 4/2- 4/8**

Due: Weekly Reflection # 9

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

Meet with supervisor for check in

**Week 13: 4/9-4/15**

Due: Weekly Reflection # 10

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

**Week 14: 4/16- 4/22**

Due: No reflection

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

Schedule final evaluation with onsite and university supervisors.

Work on final presentation

### **Week 15: 4/23- 4/29: Final Presentations presented**

Due: Present final presentation on 4/25 from 2:30-4:30pm- Virtually

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

Due: Final Log in turned into Blackboard

No Reflection

Seminar 3, 4, 5 and 6 are due

### **Week 16: 4/30-5/3 All work to be submitted and turned in**

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 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 \(learningservices@gmu.edu\)](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) N/A