

Spring 2006

EDSE 792 001: Final Portfolio (1 credit). *Corequisite: must be taken concurrently with last EDSE 790 internship or the last EDSE course in the program.*

Instructor(s):	Dr. Michael M. Behrmann
Address	4400 University Drive, MS: 1F2
Phone	703-993-3670
Email	mbehrman@gmu.edu
Office Hours	By appointment

Deleted:

Additional Person to Contact: Jancy Templeton, Faculty Support, 110 Krug Hall, 703/993-3670, jtemple1@gmu.edu

Course Description

Opportunity for students to develop their portfolio. This course serves as the vehicle to assess whether they are meeting the standards of their professional organization, the Council for Exceptional Children.

Student Outcomes

Upon completion of the course, students will have:

- Participated in cooperative learning experiences - peer portfolio development.
- Discussed issues around teacher preparation portfolio development.
- Completed either a final performance-based portfolio that is organized by program specifications in alignment with the CEC* core and specialty area standards or the ABA Content areas.
- Will have presented this portfolio to program faculty and peers.
- Provided GMU program feedback.

Course Requirements

- Midpoint Portfolio & related documents introductory narrative and artifact entires
- Portfolio development and presentation
- Active participation in providing peer feedback and reviewing student portfolios
- Program critique via electronic survey of GMU/GSE program.

Relationship of Course to Program Goals and Professional Organizations

EDSE 792 (Final Portfolio) is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in Special Education. The program aligns with the standards for teacher licensure established by CEC, the major special education professional organization in the United States (see the CEC standards on the following web site: <http://www.cec.sped.org>). This course addresses CEC/NCATE/ABA* standards by meeting end point evaluations.

Nature of Course Delivery

Learning activities include the following: In-class discussions and review of the nature of teacher preparation program portfolios, online and face to face peer review and discussion and cooperative learning, application activities, and presentation of portfolios. Online support course materials are available at George Mason's Blackboard site(<http://blackboard.gmu.edu>)

Deleted: or blackboard

NOTE:

- Regularly check blackboard announcements and GMU email for class updates. The syllabus may change according to class needs.
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pages, etc.) is prohibited during class. Please turn these devices off before the start of class.
- Exemplary work may be kept and shared in the future with student permission.

Class Schedule

	PORTFOLIO COMPONENT DUE	CLASS/GROUP ACTIVITIES
Class 1: Feb. 6	<p>Bring to 1st class session:</p> <ol style="list-style-type: none"> 1. Midpoint Portfolio and any additional work done since midpoint* 2. Personal laptop computer (if desired) <p>*Note: Students ready to present portfolio at beginning of semester arrange review with instructor.</p>	<ol style="list-style-type: none"> 1. Review course syllabus and related course materials 2. Overview of assessment via portfolios 3. Review CEC standards and how to select artifacts to match CEC, ABA, NCATE standards 4. Establish peer review groups and discuss and organize group logistics for Sessions 2-4 (online or face to face)
Session 2: Week of 2/27	<p>Due: 15 artifacts and entry pages</p>	<ol style="list-style-type: none"> 1. Peer review (at least 2) of 15 artifact entry forms and matching artifacts 2. Begin portfolio reviews using Artifact Review Form 3. Peer discussion of Narrative requirements. 4. Discuss organization of portfolio notebook and discuss other potential topics that could be included.
Session 3: Week of 3/27	<p>Due: revised midpoint narrative to reflect final narrative draft. 20 artifacts/ documents and entry pages should now be completed.</p>	<ol style="list-style-type: none"> 1. Peer Review of Intro Narrative and Table of Contents. 2. Discuss narrative in light of reflection in teaching. 3. Peer discussion of portfolio organization and narrative.
Session 4: Week of 4/24	<p>Due: Revised Narrative 30 artifacts completed. Online program critique due.</p>	<ol style="list-style-type: none"> 1. Peer review of full portfolios. 2. Discuss narrative content by required topic areas, organization and completeness of the portfolio. 3. Schedule portfolio reviews with instructor.
Class 5: 5/1	<p>Bring to 5th class:</p> <ol style="list-style-type: none"> 1. Completed Final Portfolio <ol style="list-style-type: none"> a. Portfolio binder with cover 	<ol style="list-style-type: none"> 1. Presentation of portfolio to program faculty or instructor -by scheduled appointment

	<ul style="list-style-type: none"> b. Table of Contents c. Tabs for each section d. Intro Narrative e. 30 completed entry forms with matching artifacts 	
--	---	--

Grading Criteria

- Satisfactory – student has successfully completed course requirements and successfully presented portfolio.
- In Progress – student has made a good faith effort to complete course requirements and has presented final portfolio, but needs additional development with feedback from instructor.
- No Credit – student has not provided sufficient work to evaluate progress toward meeting portfolio requirements.

Formatted: Bullets and Numbering

Absences: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you.

There is no need to notify the instructor of your absence from a regularly scheduled class. It is required to notify the instructor if you will be unable to attend your portfolio review.

GSE Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- **Professional Behavior and Dispositions** Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.
- **University Honor Code:** Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- **Responsible Use of Computing:** Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- **Students with disabilities:** Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

NOTE: Please make sure that you are being advised as to your status and *progress toward graduation*. You may wish to contact Amie Fulcher, GMU Special Education Advisor, at afulcher@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

* Students in Applied Behavioral Analysis use the BACB Professional Standards for ABA with 2 artifacts each in 15 of the 16 Task Standards