

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
APPLIED BEHAVIOR ANALYSIS CERTIFICATE PROGRAM
EDSE 790 Section # 6N1
Internship in Special Education

PROFESSOR

Name: Terry Werner
Phone: 703-993-3670
e-mail: twerner@gmu.edu
Office:
Credit Hours:1-6
Dates and Times

COURSE DESCRIPTION:

Supervised internships that apply university course work to instruction of children and their families in school and community settings.

PREREQUISITES:

You must have a GPA of 3.0 or better in professional coursework and be in good standing according to CEHD criteria.

Satisfactory evaluations in special education field experiences.

You must have taken and passed the Praxis I, the Virginia Reading Assessment (VRA), and the Virginia Communication and Literacy Assessment (VCLA) *prior* to starting your internship experience.

Completion of EDSE 628 for Elementary Internship and EDSE 629 for Secondary Internship

NATURE OF COURSE DELIVERY

Individual demonstration, discussion, observation, and consultation.

STUDENT OUTCOMES AND PROFESSIONAL STANDARDS

Relationship of Course to Program Goals and Professional Organizations: EDSE 790: Internship is the supervised field base teaching experience for the program. These courses are part of the George Mason University, Graduate School of Education, and Special Education Program requirements for teacher licensure in the Commonwealth of Virginia in Special Education and the Master's of Education Degree (M.Ed.). The program aligns with the standards for teacher licensure established by CEC, the

major special education professional organizations in the United States and the National Council for the Accreditation of Teacher Education (NCATE). See the CEC standards on this web site <http://www.cec.sped.org>. This course addresses the following CEC standards:

1. Foundations
2. Characteristics of learners
3. Individual learning differences
4. Instructional strategies
5. Learning environments
6. Language
7. Instructional planning
8. Assessment
9. Ethics and professional practice
10. Collaboration

REQUIRED TEXTS

No texts are required for this course. Download the Special Education Internship Manual and Create Internship binder as required by Instructor.

http://cehd.gmu.edu/teacher/intpract/applications_manuals__handbooks/

COURSE REQUIREMENTS, PERFORMANCE BASED ASSESSMENT, AND EVALUATION CRITERIA

Requirements, Performance Based Assessments, and Criteria for Evaluation

This course is graded on a Pass / Fail system. You must attain a score of Pass on each of the following in order to attain a score of Pass for this course.

Reliability of Attendance. As a professional in training, you are expected to meet all of your obligations. Given this, you are expected to be present at all sessions with your sponsoring agency or family, on time, and present at all supervision sessions, on time, as well.

Signature Assignment. Students will submit an Special Education Internship Artifact Entry Form via Taskstream following completion of this course, that documents their performance throughout this course. The Instructor will rate the student’s performance for the semester on the basis of the data contained in this form with regard to CEC Standard 9 (Professional and Ethical Practice), using the following rubric:

Does not meet Expectations	Meets Expectations	Exceeds Expectations
Internship Evaluation by supervisor results in student receiving “meets standard frequently, usually meeting expectations” in less than 85% of final internship evaluation components	Internship Evaluation by supervisor results in student receiving “meets standard frequently usually meeting expectations” for 85% of the final internship evaluation components	Internship Evaluation by supervisor results in student receiving “meets the standard consistently, exceeding expectations” for 50% or more of the final internship evaluation components and no evaluation components are rated less than meets the standard frequently usually meeting

		expectations”
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Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the Signature Assignment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale. Given the assignment descriptions offered above, a student must earn a grade of Pass for each of the assessment areas in this course to earn a grade of Pass for this course.

Time Requirements

Internships vary in length depending upon the number of credits to be earned, the type of internship, and the number of different settings required. The following guidelines are used to determine the length of licensure internships:

1 credit hour —75 contact hours	--	2.5-3 weeks full-time or its equivalent
2 credit hours —150 contact hours	--	4-5 weeks full-time or its equivalent
3 credit hours —225 contact hours	--	6-8 weeks full-time or its equivalent
4 credit hours —300 contact hours	--	9-11 weeks full-time or its equivalent

Responsibilities of Student Intern

Specific responsibilities depend upon type of internship, the setting and the time commitment. Nonetheless, there are common responsibilities, which apply across settings. The following are responsibilities of all licensure internships:

Internship Notebook - Each intern should organize a three-ring notebook with tabbed sections for plans and other documentation.

1. Log of Hours - Each intern is to keep an on-going time log of his/her activities in the internship experience. Instructions and the form are provided in Appendix A. (Make additional copies of the log form as needed.) The university supervisor also may request anecdotal records or other documentation.
2. Lesson Plans - Lesson plans should be kept in the notebook and be readily accessible to the university supervisor and cooperating teacher. Use the format provided in Appendix D-2.
3. Internship Evaluations - Evaluations or reports completed by the university supervisor and the clinical faculty/cooperating teacher should be kept in chronological order in this section.
4. Internship Checklist - The list in Appendix B should be kept in the internship notebook and used to record completion of responsibilities.
5. Interns will attend an initial orientation session on campus with the university supervisor.
6. Participate in internship meetings as required.

7. Turn in biweekly reports to the university supervisors.
8. Assist in drafting an IEP and attend an IEP conference.
9. At the end of the internship, complete the evaluation forms in Appendix I-1 and I-2.

Additional Requirements for Interns Who Have Received Mason Placements

1. As soon as placements are confirmed, students have responsibility for arranging an introductory conference with the cooperating teacher.
2. Students are expected to maintain the same hours as cooperating teachers except for attendance at group meetings that are scheduled by the university supervisor.
3. Interns will assist with playground, bus, and other duties, which are a regular part of the school day.
4. During the first days of internship experiences, the student will be oriented to:
 - a. the school, to observe services provided to special education students in general and special education settings;
 - b. the classroom routines and management procedures through observation and discussion with the clinical faculty/cooperating teacher;
 - c. review student records to clearly understand student needs for planning purposes.
5. As soon as possible, the intern will assume individual and small group responsibilities and later will gradually assume responsibility for the entire group. The timeline for complete takeover of responsibilities is to be developed with the cooperating teacher and the university supervisor.

Schedule

Date	Topics / Objectives	Assignment
Before Internship Begins	Orientation to Practicum policies, procedures, and schedule	Meet supervisor; discuss policies, procedures, and schedules;
Week 1	Planning and infusing class procedures with data collection; review IEPs, Work with Students	Maintain logs and complete required forms and lesson plans, complete personal reflection documents , observations
Week 2	Continued work with your students	Maintain logs and complete required forms and lesson plans, complete personal reflection documents , observations
Week 3	Continued work with your students.	Maintain logs and complete required forms and lesson plans, complete personal reflection documents , observations
Week 4-5	Continued work with your students.	Maintain logs and complete required forms and lesson plans, complete personal reflection documents , observations, finalize evaluation

Contacting your instructor

You may reach _____ by e-mail at _____ or by phone at _____.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

GSE faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

RHT faculty may add at the conclusion:

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].