



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

Fall 2014
EDSE 794 001: Special Topics
CRN: 78186, 1 - Credits

Co-Instructors: Dr. Kelley Regan & Dr. Anna Evmenova	Meeting Dates: 8/25/2014 - 12/17/2014
Phone: 703-993-9858	Meeting Day(s): Tuesdays
E-Mail: kregan@gmu.edu/aevmenov@gmu.edu	Meeting Time(s): 1:00 pm-2:00 pm
Office Hours: TBD	Meeting Location: Fairfax, FINLEY 119

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education. Hours of Lecture or Seminar per week: 1-6Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

1. Seminar discussion and participation.
2. Study and Independent Research

3. Application activities, including in class and out of class review of grant proposals, writing of conference proposals, and collaboratively writing components of manuscripts for publication.

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

Learner Outcomes

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

1. Discuss, interpret, and describe components of a research and/or personnel preparation grant proposal request
2. Review varied grant proposal submissions
3. Collaboratively and independently develop scholarly writing products (e.g., conference proposals, components of grant writing, manuscripts for publication in refereed journals)
4. Describe the interview process for obtaining position(s) in higher education (i.e., preparation for)

Required Textbooks

Readings will include those assigned by the instructors to facilitate the learner outcomes. These will include examples of current grant proposals accessible online. Journal articles and other scholarly products to review will be assigned in class.

APA Manual:

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year

subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit: <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

N/A

Required Resources

Access to Blackboard Site

Additional Readings

These will be identified by the instructors throughout the seminar.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education, CEHD PhD in Education Program. This program complies with university and program standards.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].

- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance. Class Participation and Attendance Policy (20 points). Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 20% of your course grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

Late Work.

Students must contact the instructor prior to missing a due date and arrange a new date that is within a week from the original due date. Points may be deducted (one per day) missing due dates with no prior approved excuses.

TaskStream

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result

in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

Based upon 100 points: Attendance and participation: 20 points; 1 relevant grant related product @ 20 points; 1 relevant scholarly manuscript draft or conference proposal @ 20 points; 1 collaborative contribution to a multiple authored manuscript for publication to a refereed special education journal @ 20 points; Course reflections paper @ 20 points

A = 95-100%

A- = 94-90%

B = 80-89%

C = 70-79%

F = <60%

Assignments

Performance-based Assessment (TaskStream submission required).

No assessment is required for this course.

Performance-based Common Assignments (No TaskStream submission required).

Other Assignments.

1. **One (format TBD) component of a grant** request for proposal/a completed grant proposal/review of a grant submission. The component can include an outline of the proposal on a selected topic, a written component required in the RFP that is at least 5 pages in length, single spaced, or a student proposed product that aligns with the relevant learning objective.
2. **One scholarly manuscript or conference proposal.** This should be aligned with a topic of interest that may also be a part of a paper or research that you have completed in a course. The guidelines for the peer refereed journal or the conference proposal guidelines should be reviewed and followed.
3. **One collaborative contribution to a multiple authored manuscript** for publication to a refereed special education journal. A collaborative writing will be determined for the course and roles for authors will be identified at that time. Components of the

manuscript may be completed collaboratively. The intent is to submit this manuscript for publication to a peer refereed special education journal.

4. **Course reflections paper.** Students will submit a 3-4 page paper providing their reflections of the development of their professional growth and understandings throughout the semester, and describing content knowledge and insights gained.

Schedule

<u>Class#</u>	<u>Date</u>	<u>Activities/assignments</u>
1	August 26	Scholarly writing: journals, grants, conference proposals
2	September 2	Identifying outlets for scholarly writing
3	September 9	Grants, request for proposals and discussion
4	September 16	Grants, process, parts, and timelines discussion
5	September 23	Grants, read completed proposals in advance, discuss
6	September 30	Writing and submitting manuscripts to professional journals
7	October 7	Identifying outlets, rigor, and formats for varying journals
8	October 14	Writing and submitting manuscripts to professional journals
9	October 21	Faculty share of job interview process
10	October 28	Writing and submitting manuscripts to professional journals
11	November 4	Teacher Education Division Conference –no meet
12	November 11	Independent writing and/or group writing
13	November 18	Independent writing and/or group writing
14	November 25	Finalize scholarly written products
15	December 2	Faculty share of job interview process
16	December 9	Sharing update of scholarly products and learning

Appendix

Rubric for Participation and Attendance (0-20 points)

Exemplary (18-20 points): The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student actively participates and supports the members of the learning group and the members of the class. Student presentations are thorough and professional.

Adequate (16-18 points): The student attends all classes, is on time, is prepared and follows outlined procedures in case of absence; the student makes active contributions to the learning group and class. Presentations may lack some polish.

Marginal (13-15 points): The student is on time, prepared for class, and participates in group and class discussions. The student attends all classes and if an absence occurs, the procedure outlined in this section of the syllabus is followed. Presentations are not clear or thorough.

Inadequate (12 or fewer points): The student is late for class two or more times, presentations are poorly made. Absences are not documented by following the procedures outlined in this section of the syllabus. The student is not prepared for class and does not actively participate in

discussions. May fail to exhibit professional behavior and dispositions. Excessive absences can result in additional penalties and potential withdrawal from class.

Independent and collaborative scholarly products

Scoring rubric

Exemplary (18-20 points): Thoughtful, informed product, that effectively and succinctly addresses all of the submission requirements. Product is free from mechanical or technical errors.

Adequate (15-17 points): Written product is thoughtful and scholarly, but may be missing adequate coverage of the submission requirements and/or lacks clarity. Some small technical errors may be present.

Marginal (12-14 points): Written product is submitted on time, and addresses all or most of the submission requirements, but overall lacks thoroughness and thoughtfulness, or professional writing. May have several technical errors.

Inadequate (11 or fewer points): Written product is casually or haphazardly prepared, or may not reflect clear knowledge of the content or the submission requirements. Submission is not acceptable for selected outlet, and may contain numerous technical errors.

Scoring Rubric for Reflections Paper

Exemplary (19-20 points). Paper reflects high degree of reflective thought and examines self-development during the course. Provides thoughtful information that informs the program regarding future course offerings.

Adequate (17-19 points). Paper overall effectively addresses the assignment, but may lack a deep level of thoughtful reflection.

Marginal (14-17). Paper contains some features of interest or importance, but may not reflect careful or truly reflective thought. Paper may appear to have been hurriedly or casually completed.

Inadequate (13 or fewer points). Paper is submitted, but contains little or no truly reflective evaluation of the student and his/her relation to course content and activities.