



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

Fall 2016

EDSE 794 002: Special Topics (Project ASCEND Rsrch Seminar)

CRN: 81172, 2 - Credits

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| Co-Instructors: Dr. Kelley Regan & Dr. Anna Evmenova | Meeting Dates: 08/29/16 - 12/20/16 |
| Phone: 703-993-9858 | Meeting Day(s): 2 X Monthly (1 x face-to-face) |
| E-Mail: kregan@gmu.edu / aevmenov@gmu.edu | Meeting Time(s): 12:00 pm-4:00 pm |
| Office Hours: by appointment | Meeting Location: Fairfax FINLEY space TBD |

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: 1-6
Hours 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

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, student will be able to:

1. Present scholarly work and receive critical feedback from others for revision and reflection
2. Reflect and provide guidance to others for portfolio development and teaching in higher ed
3. Collaboratively and independently develop scholarly writing products (e.g., conference proposals, manuscripts for publication in refereed journals)
4. Describe the interview process for obtaining position(s) in higher education

Required Textbooks

None. Readings will include those assigned by the instructors to facilitate the learner outcomes. These may include journal articles and other scholarly products or proposals to review.

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

APA Manual:

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

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 excuse

Blackboard Submission

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

Grading Scale

Each of the 8 class seminars will be 10 points each. Students will complete assignment #1 and a manuscript/conference proposal. Each will be 10 points each.

A = 95-100%

A- = 94-90%

B = 80-89%

C = 70-79%

F = <60%

Assignments

Performance-based Assessment (Blackboard submission required).

No assessment is required for this course.

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

Rubrics for presentations will be provided in class.

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.

Schedule

The schedule of dates below will be revised to accommodate everyone and to span over the fall and spring semesters. We plan to meet for longer lengths of time on fewer evenings rather than an hour at a time. We will likely meet an average of 1 X a month face-to-face for four hours. In addition, a large majority of the course expectations will be completed outside of the class meeting time. Therefore the approximate dates listed below are tentative at this time.

| Class# | Date | Activities/assignments |
|---------------------|------|--|
| 1. September | | <ul style="list-style-type: none"> a. Conference/travel procedures, portfolios timelines, b. Dissertation proposals timelines, hours expectations, etc. c. Portfolios: Former seminar students may develop and present tips and how-to's. |
| 2. October | | <ul style="list-style-type: none"> a. Analysis exploration with SPSS for WeGotIT! data |
| 3. November | | <ul style="list-style-type: none"> a. WRITING DAY* (focus on assignment #2 and #3) |
| 4. December | | <ul style="list-style-type: none"> a. Teaching in Higher Education – Peer presentations share out to those moving towards independently teaching courses |
| 5. January | | <ul style="list-style-type: none"> a. Individual meetings/check-ins with ALL |
| 6. February | | <ul style="list-style-type: none"> a. Grant Writing – discussion and planning for resubmission (focus on assignment #1) |
| 7. March | | <ul style="list-style-type: none"> a. WRITING DAY* |
| 8. April | | <ul style="list-style-type: none"> a. Student Proposed Topic of choice |

* Students are encouraged to collaborate/individually work on scholarly products/manuscripts during the Writing Days. Instructors are available during these times to support this process.

Appendix

Rubric for Participation and Attendance in Each Class Session (0-10 points)

Exemplary (9-10 points): The student attends class on time, is fully prepared and/or 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. Comments are thoughtful and professional.

Adequate (7-8 points): The student attends class on time, but may not be prepared; the student inconsistently makes contributions to the learning group and class. Comments and active thinking are somewhat inconsistent.

Marginal (6 points): The student may be late for class and/or unprepared for class, and shows little participation in group and class discussions. Verbal contributions may not be clear or relevant and affect is generally negative.

Inadequate (5 or fewer points): The student misses half or more of the class. The student is not prepared for class and does not actively participate in discussions. May fail to exhibit professional behavior and dispositions.