



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

Fall 2024

EDSE 466 001: Clinical Practice and Seminar 2: Adapted (Severe Disabilities)

CRN: 80144, 3 – Credits

Instructor: Dr. Marci Kinas Jerome	Meeting Dates: 8/26/24 – 12/18/24
Phone: 703-993-8295	Meeting Day(s): The following Tuesdays ONLY: 8/27, 9/3, 9/17, 10/8, 10/29, 11/19, 12/3
E-Mail: mkinas@gmu.edu	Meeting Time(s): 1:30 pm – 3:20 pm
Office Hours: By Appointment	Meeting Location: Fairfax; Finley 114
Office Location: Finley 205C	Other Phone: 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 their LMS (Learning Management System).

Prerequisite(s):

EDSE 465 with a minimum grade of C.

Co-requisite(s):

None

Course Description

Applies coursework in Special Education-Adapted Curriculum (Severe Disabilities) to planning for, and supervised instruction of, students with severe disabilities who access the adapted curriculum in K-12 school settings. Engages candidates in reflection to analyze instruction within the clinical experience setting. Requires a 2-hour seminar held seven times throughout the semester and a minimum of 40 hours of fieldwork in a K-12 clinical experience setting.

Course Overview

In EDSE 466, teacher candidates apply coursework in Special Education-Adapted Curriculum (Severe Disabilities) within a supervised clinical experience in K-12 school settings. This course allows candidates to plan for and implement instruction to students with severe disabilities

who access the adapted curriculum and to reflect on and analyze instruction within the clinical experience. EDSE 446 includes a 2-hour seminar that will meet seven times throughout the semester and a minimum of 40 hours of fieldwork in the K-12 clinical experience setting.

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 for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Applications for internship must be submitted a semester in advance. For details, visit <https://cehd.gmu.edu/epo/student-internship>. BEWARE: Missing the application deadline will push your program back a full year.

Course Delivery Method

This course will be delivered using a lecture and internship format.

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 your LMS

This course will be delivered Face to face on the following dates: 8/27, 9/3, 9/17, 10/8, 10/29, 11/19, 12/3. Students will also be required to complete 40 hours of field work in an assigned school to complete course work on a professor approved schedule.

Expectations

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the course schedule of topics,

- Readings, activities and assignments due. All field work must be done in a professor approved schedule.

Learner Outcomes

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

1. Identify and implement evidence-based practices for students with severe disabilities who access the adapted curriculum in small group or one-on-one instruction.
2. Plan for small group instruction of students with severe disabilities who access the adapted curriculum using effective lesson planning techniques, including differentiating instruction and planning for accommodations to meet student IEPs, and in content areas (e.g., reading, math, writing).
3. Use technology to achieve instructional objectives in small group or one-on-one instruction for students with severe disabilities who access the adapted curriculum.
4. Gather (e.g., through continual observations, formal and informal assessments) and analyze data to assess understanding and mastery and to make responsive adjustments to small group or one-on-one instruction.
5. Observe and create a safe, equitable, positive, and supportive learning environment by managing routines, behaviors, time, space, materials, and classroom activities to keep students actively involved in learning.
6. Observe and use effective behavior management strategies to handle problem behaviors firmly and fairly.
7. Establish rapport with students and demonstrate respect and value of individual differences and cultural diversity.
8. Demonstrate professional and ethical behavior in K-12 school settings and a commitment to developing educational success and quality of life for students with severe disabilities who access the adapted curriculum.
9. Engage in self-reflection to analyze instructional decisions and apply insight gained to plans for future instruction.
10. Identify Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria.

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: CEC Standard 2: Learning Environments(InTASC 3); CEC Standard 4: Assessment(InTASC 6); CECStandard 5: Instructional Planning and Strategies(InTASC 7,8); CECStandard 6: Professional Learning and Ethical Practice(InTASC 9).

Required Texts

deBettencourt, L. U., & Howard, L. A. (2015). *The effective special education teacher: A practical guide for success*. Waveland Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

As assigned and posted on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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 466: 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

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete

the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email about your assigned placement from the Clinical Practice Coordinator in the College's Office of Teacher Preparation. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. If you complete your field experience at a placement arranged by GMU, towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Course Assignments

Log of Hours (100 points)

A main component of this course is a clinical experience working with students with disabilities who access the adapted curriculum in K-12 school settings. Teacher candidates are required to complete a minimum of **40 hours** in an assigned clinical experience placement. Across the semester, at least 25 of the clinical experience hours must be completed in direct instruction (including small group or one-on-one instruction) with student(s) with disabilities who access the adapted curriculum.

All hours will be documented on the Clinical Experience Log of Hours and signed by the mentor teacher. The Log of Hours must be submitted to Canvas by the last seminar session.

Clinical Experience Student Journal (20 points @ 6 entries; 120 points total)

Throughout the clinical experience, the teacher candidate will maintain a Clinical Experience Student Journal. The candidate, with guidance and approval from the mentor teacher, will select a student with a disability who accesses the adapted curriculum for this assignment; if possible, the student should also be an English language learner. The candidate will summarize observations about the selected student and will reflect on aspects of the student's academic, behavioral, and social-emotional progress.

The journal will be submitted to Canvas. To maintain confidentiality, no names are to be used on this or any assignment in the course. The target student will be referred to in all journal entries by using a pseudonym. A grading rubric for journal entries will be posted on Canvas and discussed in the seminar. Each journal entry is worth 20 points.

Lesson Observations and Instructional Reflections (100 points @ 2 observations & reflections; 200 points total)

During the semester, the course instructor will complete two observations of the teacher candidate providing small group or one-on-one instruction with student(s) with disabilities who access the adapted curriculum. The first lesson observation will be done in person. For the second observation, the teacher candidate will video record themselves teaching for instructor feedback.

The teacher candidate will submit a lesson plan (using the Special Education-Adapted Curriculum lesson plan template) to the course instructor *48 hours* before each scheduled observation. The teacher candidate may also have the opportunity to complete a pre-observation conference with the course instructor. After each lesson, the teacher candidate will complete a lesson matrix and reflection to be submitted to the course instructor and participate in a post-observation conference.

The course instructor will document each observation on the EDSE 466 Clinical Experience Observation Summary Form. All documents from the lesson observations, including the recorded teaching video, will be uploaded to Canvas. A grading rubric for lesson observations and instructional reflections will be posted on Canvas and discussed in the seminar. Each lesson observation and associated instructional reflection is worth 100 points total.

Seminar Attendance & Participation (15 points @ 7 seminars; 105 points total)

Teacher candidates will attend all seminars and actively participate in seminar activities. Teacher candidates are expected to have completed the readings prior to seminars and to have completed any work posted and assigned on Canvas for each seminar as per the syllabus prior to coming to class.

Teacher candidates are expected to display appropriate professional skills and dispositions throughout the clinical experience. Candidates are expected to adhere to all school rules and policies, CEHD and program expectations, and the CEC code of ethics. Candidates can earn up to 15 points per seminar for attendance, active participation in seminar activities, and professional behavior in the seminar and in the clinical experience classroom. A grading rubric for seminar participation and professionalism will be posted on Canvas and discussed in the seminar.

Assignment Summary

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Log of Hours	100 points
Clinical Experience Student Journal (6 @ 20 points)	120 points
Lesson Observations and Instructional Reflections (2 @ 100 points)	200 points
Seminar Attendance and Participation (7 sessions @ 15 points)	105 points
Total Points	525 points

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 LMS 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

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. 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 instructor in advance if there is a problem with submitting your work on time.

Other Requirements

Review the dispositions and professionalism standards and ensure that when you are visiting schools for field placements, you are representing yourself and George Mason University in a professional manner: 1) Be on time; 2) Show up when you are scheduled to show up 3) Be respectful of the mentor teacher and all the staff who are helping you 3) Dress according to your position as a student teacher 4) Communicate with your mentor teacher what your assignments are and ask your mentor teacher how you can participate in class.

Grading

A	95-100%
A-	90-94%
B+	87-89%

B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

***Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator.

Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Seminar	Clinical Experience	Readings	Assignments Due (Tuesdays by 1:30pm)
8/27	Seminar 1: Syllabus review, overview of clinical experience, professionalism expectations, standards	Check email; complete all requirements (e.g. fingerprinting) if possible	deBettencourt & Howard Chapters 1	
9/3	Seminar 2: Collaboration, Academic Advisor and Internship Applications	Check email; complete all requirements (e.g. fingerprinting) if possible	deBettencourt & Howard Chapters 2 & 3	<ul style="list-style-type: none"> In-class preparation activity found in this week's Canvas folder Begin to fill out Check list of completed clinical practice requirements
9/10		Email mentor teacher introductory email and arrange initial meeting.		<ul style="list-style-type: none"> Turn in completed checklist (if possible)
9/17	Seminar 3: Lesson planning	Begin classroom observation and instruction	deBettencourt & Howard Chapters 5 & 6	<ul style="list-style-type: none"> In-class preparation activity found in this week's Canvas folder
9/24		Classroom observation and Instruction		
10/1		Classroom observation and Instruction		<ul style="list-style-type: none"> Journal #1 due
10/8	Seminar 4: All Things IEP	Classroom observation and Instruction	deBettencourt & Howard Chapter 4	<ul style="list-style-type: none"> Journal #2 due
10/15		Classroom observation and Instruction		<ul style="list-style-type: none"> Journal #3 due
10/22		Classroom observation and Instruction		<ul style="list-style-type: none"> Journal #4 due
10/29	Seminar 5: Classroom & behavior management	Classroom observation and Instruction	deBettencourt & Howard Chapter 7	<ul style="list-style-type: none"> First Lesson Observations & Instructional Reflection

11/5		Classroom observation and Instruction		• Journal #5 due
11/12		Classroom observation and Instruction		• Second Lesson Observations & Instructional Reflection
11/19	Seminar 6: Professional development (Guest Speaker)	Classroom observation and Instruction	deBettencourt & Howard Chapters 8&9	• Journal #6 due
11/26	Happy Thanksgiving			
12/3	Seminar 7: Preparing for internship	Classroom observation and Instruction		• Log of Hours Due by December 8 • Course Evaluations
12/10	Reserved for make-up/catch-up of clinical experience hours.			

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- 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 or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - o **Blackboard Learn:** <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - o **Canvas:** <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see:
 - o **TimelyCare:** <https://caps.gmu.edu/timelycare-services/>
 - o **Writing Center:** <https://writingcenter.gmu.edu/>

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.

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): Journal Entry Rubric for all Entries

Element evaluated	Points possible	Points earned	Comments
Entry answers all aspects of journal questions.	4		
Entry shows connection to knowledge gained from this and other courses and applied to the reflection of this week's journal entry.	7		
Entry shows depth of reflection about the student's own understanding of self-growth through the experience	7		
Journal entry uses correct spelling, grammar and proper citations as needed.	2		
Total	20		