

**VIRGINIA CONSORTIUM FOR TEACHER PREPARATION  
IN SPECIAL EDUCATION ADAPTED CURRICULUM**

Summer 2022  
Collaborative Teamwork, 3 Credits

**Consortium Titles**

- IDDS 600: Teamwork in Serving Persons with Developmental Disabilities (Home Site: Virginia Commonwealth University)
- EDSP 622: Collaboration to Teach and Support Diverse Learners (Radford University)
- SPE 540A: Collaboration Procedures (Norfolk State University)
- SPED 677: Consultation and Collaboration (Old Dominion University)
- EXED 507: Collaboration in Teaching (James Madison University)
- EDSE 663: Collaborative Teamwork to Support Students with Significant Disabilities (George Mason University)  
Section: D01 CRN: 40653; 6U1 CRN: 43923; 6V1 CRN: 43870; 6Y1 CRN: 43906

<b>Instructor:</b> Meera Mehtaji	<b>Meeting Dates:</b> 5/24/22 – 7/19/22
<b>Phone:</b> <a href="https://vcu.zoom.us/j/83837867201">https://vcu.zoom.us/j/83837867201</a>	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> <a href="mailto:mmehtaji@gmu.edu">mmehtaji@gmu.edu</a> or <a href="mailto:mehtajimr@vcu.edu">mehtajimr@vcu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> Zoom	<b>Instructing University:</b> VCU

**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 Blackboard.**

**Prerequisite(s):**

None

**Co-requisite(s):**

None

**GMU Course Description**

Focuses on models of teamwork, group decision making, team process, leadership and communication and how they influence services for individuals with significant disabilities and their families. Provides an understanding of collaborative structures and demonstrates knowledge of skills and strategies to maintain effective relationships with a variety of stakeholders in collaborative settings

## **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](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

## **Course Delivery Method**

Synchronous online

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

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Tuesday May 24.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## ***Technical Requirements***

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their University email and Blackboard, as these are the official methods of communication for this course.

- Students will need a headset microphone for use with the Zoom web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

### ***Expectations***

- **Course Week:**  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **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.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **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 weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and*

*diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with their University's Office of Disability Service.

## Specific Expectations for Students Participating Using Web Conferencing (Zoom):

- Zoom Access: Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom login to participate.
- Web conferencing requirements:
  - You must have a working web camera and headset/microphone combination.
  - Use your real name to sign in—no aliases, please.
  - Mute your microphone when not speaking.
  - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
  - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
  - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or [cehdtech@gmu.edu](mailto:cehdtech@gmu.edu). Contact Tech Support as soon as you have determined you cannot correct your connection problem.
  - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- Attendance: If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.
- Asking questions: Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- Taking tests: All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

## **Learner Outcomes**

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

1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each.
2. Identify and discuss the roles and responsibilities of the collaborative team to support students with significant disabilities.
3. Outline culturally responsive strategies that support and assist families in becoming active partners in the education of their children with significant disabilities.
4. Consider specific strategies to plan for, support, engage and monitor paraprofessionals working educational settings.
5. Evaluate and plan for the role of community agencies and other resource providers within the collaborative model to support the needs of students with significant disabilities.
6. Examine how personal perspectives and bias affect team interactions as well as influence decisions related to the instructional, communication, behavior, and or physical/medical needs of students with significant disabilities.

## **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: Standard 6 Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7 Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

## **Required Texts**

Friend, M. & Cook, L. (2021). *Interactions: Collaboration skills for school professionals* (9<sup>th</sup> ed.). Boston: Pearson.

## **Recommended Texts**

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

## **Additional Readings**

Please refer to Blackboard for additional readings and resources.

## **Course Performance Evaluation**

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

For EDSE 663, the required PBA is Collaborative Team Improvement Project. Please check to verify your ability to upload items to VIA before the PBA due date.

### ***Assignments and/or Examinations***

#### **Performance-based Assessment**

##### **(VIA submission required)**

The performance-based TK20 assignment is the Collaborative Team Improvement Project. Please refer to *Course Assignments* for assignment details.

#### **College Wide Common Assessment**

##### **(VIA submission required)**

None

### ***Course Assignments***

#### **A. Team Chapter Summary Assignment**

As a team, students will create a chapter summary infographic on the chapter/s assigned to their team. This assignment will require you to integrate information from assigned chapters and to think about how to effectively communicate the major points that the authors make in the assigned chapters related

#### **B. Collaborative Team Presentation**

Students will be divided into teams. Each team is required to choose one case they will work on. Teams will work together on to develop a 10-12 minute presentation (followed by 5-minute question and answer period). Teams will present during the class on 7/12. Teams should send any materials and resources that they **will use to present their case by 12:00 PM on 7/12 to [mehtajimr@vcu.edu](mailto:mehtajimr@vcu.edu)**.

Case presentations should include the following items:

1. State 3-5 needs of the child/family and why intervention by an interdisciplinary team would be beneficial. Make sure to describe the pros and cons of addressing each need.
2. Choose 1 need that to be addressed by the interdisciplinary team and develop an implementation plan for the family. Be sure to do the following:
  - identify why this need was chosen.
  - develop a plan for the child and family using person/family centered strategies to address the need, describing the pros and cons of each strategy.
  - develop a plan for the interdisciplinary team who is working with the family to address the need.
  - identify whom you would involve to address the need
  - identify what additional information you would need to gather from the family to address the need.
3. Reflect on your team's strengths and areas for growth:
  - Identify the different roles of the various team members on your team.
  - Identify strengths and any problems encountered during the teamwork process & how to use what was learned on future teams.
4. Identify at least two research articles, and include a discussion of how this research supports the 1 need that your team chose to address and/or how it impacts the implementation plan.
5. Incorporate at least 1 applicable legislation or policy that may impact your case.

**This is a team assignment. All members of each respective team will receive the same grade for this task.** Each team will be responsible for developing a presentation on the case to present during class on 7/12. Throughout the semester, the team will gather information about the topic and case study from course readings, lectures, discussions and other sources. Teams will be required to plan a schedule and outline responsibilities to accomplish the assignment. Presentations should be informative, creative, and **involve all team members**. Teams are encouraged to be creative in how they present their implementation plan to the class and can use various forms of mediums to present such as PowerPoint, Prezi, brochures, videos, etc.

- C. **In-Class Activity: During the semester, there will be five icebreaker activities, 2 points each.**
- D. **Discussion Post: Three discussion posts will be assigned during the semester.**
- E. **Reflection Journal:** Each week during class time, teams will have the opportunity to work on their team assignments. Faculty will be visiting each team during class to answer any questions, as well as observe the teamwork process incorporated by each



team. Additionally, each team members is required to reflect on the teamwork process. There are three reflections required through the semester. Team members will individually submit their observations/reflections of the team process. There are specific topics that each reflection should address as stated below.

Format of the reflection: Students have the option to choose between a written and oral reflection.

- write your response in 300-400 words
- record an audio or vide response from 2-3 minutes (no more than 4 minutes maximum)
- take a picture that reflects how you feel and provide an audio or written narration
- draw a picture and caption it

**Prompts for Reflection:**

- Reflection#1 (5 points) will focus on *your participation in* the team’s initial meeting, its deliberations, a description of any “rules” that the team has established, challenges that the team is facing, and suggestions for dealing with the challenges.
- Reflection#2 (5 points) will focus on *your participation in* the process that the team is using to resolve conflicts or issues that are emerging. The entry will include a description of the teaming environment when the team is meeting – leadership, meeting set deadlines, roles of team members, etc.
- Reflection #3 (20 points) is completed at the end of the last team meeting. It is an overall reflection of *what you have learned about yourself and your participation* on the project team. You will reflect on the issues and barriers the team has come across that may prevent full inclusion of the student in your case study and how you agree or disagree with what has been discussed and recommended. Included will be a reflection of what you, and the team, could have done differently in your deliberation process, and whether you would have expected the same outcome if a different path had been chosen.

***Assignment Summary***

<b>Assignment</b>	<b>Points</b>
Team Chapter Summary	30 Points, Team Grade
Collaborative Team Presentation	40 Points, Team Grade
In-Class Activities	10 Points, Individual Grade
Discussion Post	40 Points, Individual Grade
Reflection Journal	30 Points, Individual Grade
Total Points:	150 points

## Course Policies and Expectations

### *Attendance/Participation*

Since most of the classes involve team activities, discussion, and small group work, attendance is compulsory and vital to gain maximum benefit. You must contact me in advance via email or phone if you will be missing a class, please let your team members also know about your absentee. If you miss class, you can watch the class through the archived livestream. **Please let me know if you are unable to come to class, and a plan of action on how you will make up for missed activities and learning.**

### *Late Work*

Please plan and contact me in advance, if you need an extension for any assignment.

### *Other Requirements*

This class requires you to work in a team, please contact me if you concerns about the process or need me to speak with your group about any matter.

## Grading

Grading Scale		
93-100% = A (139.5)	87-89% = B+(130.5- 130.5)	70-79% = C (119.50 -105.5)
90-92% = A- (138- 135)	80-86% = B (129- 120.5.)	< 70% = F (105)

**\*Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. 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 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 graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. 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. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

### **Core Values Commitment**

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

## Class Schedule

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

### 2022 Class Schedule

Date	Topics	Team Meeting Goals	Resources Reading and Activities	Assignment Due
5/24	<ul style="list-style-type: none"> <li>Collaborative Model in the school system</li> </ul>	<ul style="list-style-type: none"> <li>Goal: Team introduction and Getting to know your team</li> </ul>	Friend and Cook chapters: 1	<ul style="list-style-type: none"> <li>In-Class Activity (2 points). Ice-Breaker Activity.</li> <li>Discussion Post #1: VIA Character Strengths Initial post due on 5/29/22; Respond to two peers by 5/31/22 (15 Points; 5 points to complete the VIA assessment and 10 points for the discussion)</li> </ul>
5/31	<ul style="list-style-type: none"> <li>Conducting Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Creating Group Norms</li> </ul>	Friend and Cook chapters: 2 & 6	<ul style="list-style-type: none"> <li>In- Class Activity (2 points).</li> <li>Journal Reflection # 1 Due on 6/7/22 (10 points)</li> <li>Team Chapter Summary Due 6/7/22 (30 Points)</li> </ul>
6/7	<ul style="list-style-type: none"> <li>Deanna Parker DBHS.</li> </ul>			<ul style="list-style-type: none"> <li>In-Class Activity (2 points).</li> </ul>
6/14	<ul style="list-style-type: none"> <li>Communication</li> </ul>		Friend and Cook chapters: 3, 5	<ul style="list-style-type: none"> <li>In-Class Activity (2 points).</li> </ul>

Date	Topics	Team Meeting Goals	Resources Reading and Activities	Assignment Due
			& 9	<ul style="list-style-type: none"> <li>Discussion Post #2: Initial post due on 6/19/22; Respond to two peers by 6/21/22 (15 Points; 5 points on Communication Style and 10 points Discussion)</li> </ul>
6/21	<ul style="list-style-type: none"> <li>Goal: Work on Team Assignment:</li> </ul>			<ul style="list-style-type: none"> <li>Journal Reflection # 2 Due on 6/28/22</li> </ul>
6/28	<ul style="list-style-type: none"> <li>“Effective Use of Related Services Professionals and Paraprofessionals in the Classroom Setting” Guest Panel OT, PT, SLP and Adaptive Special Ed Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Goal: Work on Team Assignment</li> </ul>	Friend and Cook chapters: 7 &10	<ul style="list-style-type: none"> <li>In- Class Activity (2 points).</li> </ul>
7/5	<ul style="list-style-type: none"> <li>Cultural Humility &amp; Cultural Agility Guest Speaker Angela West and Center for</li> </ul>	<ul style="list-style-type: none"> <li>Goal: Work on Team Assignment</li> </ul>	Friend and Cook chapters: 11 &12	<ul style="list-style-type: none"> <li>Discussion Post #3: Initial post due on 7/9/22; Respond to two peers by 7/11/22</li> <li>Journal Reflection # 3 Due on 7/11/22</li> </ul>

Date	Topics	Team Meeting Goals	Resources Reading and Activities	Assignment Due
	Family Involvement			
7/12	<ul style="list-style-type: none"> <li>● Class Presentation</li> </ul>			<ul style="list-style-type: none"> <li>● Collaborative Team Presentation Due 7/12 Please submit your presentation on Blackboard</li> </ul>

## ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

### Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: [www.students.vcu.edu/rg/policies/rg7honor.html](http://www.students.vcu.edu/rg/policies/rg7honor.html).

Radford: [http://www.radford.edu/~dos-web/handbook02-03/Honor\\_Code.pdf](http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf)

NSU: [http://www.nsu.edu/student\\_judicial/policy.html](http://www.nsu.edu/student_judicial/policy.html)

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

### Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

### Student Support Resources

At all the participating universities, students have access to free counseling and support services. University specific information can be found at:

GMU: <https://caps.gmu.edu/>

VCU: <https://counseling.vcu.edu/>

Radford: <https://www.radford.edu/content/student-counseling/home.html>

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center>

JMU: <https://www.jmu.edu/counselingctr/>

ODU: <https://www.odu.edu/counselingservicesnclement> Weather

Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather

a message will be posted on the class Blackboard site and all class members will receive an email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

### Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

### Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the COURSES tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

### Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, [mkinas@gmu.edu](mailto:mkinas@gmu.edu). Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

### Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome ([mkinas@gmu.edu](mailto:mkinas@gmu.edu)). She will be the best resource.

### Viewing Course Archives

All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.



## **Policies and Resources for GMU Students**

### ***Policies***

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- 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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

### **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](mailto: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)**

EDSE 663 Collaborative Team Improvement Project Assessment Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Statement of Problem  CEC/IIC Standard 7	Candidate fails to provide a clear description of the scenario and appropriately identifies the problem or conflict. Candidate fails to identify the concerns from the perspective of each team member’s simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate fails to provide the intended outcomes for the simulated collaboration.	Candidate provides a clear description of the scenario and appropriately identifies the problem or conflict. Candidate identifies the concerns from the perspective of each team member’s simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate provides the intended outcomes for the simulated collaboration.	Candidate provides a clear description of the scenario and appropriately identifies the problem or conflict. Candidate identifies the concerns from the perspective of each team member’s simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate identifies culturally responsive factors that promote effective communication and collaboration with individuals with moderate to moderate to severe exceptional learning needs, families, school personnel, and community members that would be useful in the selected scenario. Candidate provides the intended outcomes for the simulated collaboration.
Review of the Literature  CEC/IIC Standard 6	Candidate fails to explain the importance of resolving this issue in a collaborative manner. Candidate fails to identify evidence-based practices that are relevant to the selected scenario.	Candidate explains the importance of resolving this issue in a collaborative manner. Candidate identifies evidence-based practices that are relevant to the selected scenario.	Candidate explains the importance of resolving this issue in a collaborative manner. Candidate identifies evidence-based practices that are relevant to the selected scenario.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	Candidate fails to access information on moderate to moderate to severe exceptionalities including pertinent laws and regulations.	Candidate accesses information on moderate to severe exceptionalities including pertinent laws and regulations.	Candidate accesses information on moderate to severe exceptionalities including pertinent laws and regulations and seeks information regarding protocols, procedural guidelines, and policies designed to assist individuals with moderate to severe exceptional learning needs as they participate in school and community-based activities.
Teaming Methods  CEC/IIC Standard 7	Candidate fails to describe methods used to foster respectful and beneficial relationships among team members. Candidate fails to describe the models and strategies their team used to collaborate during the teaming project.	Candidate describes methods used to foster respectful and beneficial relationships among team members. Candidate describes the models and strategies their team used to collaborate during the teaming project.	Candidate describes methods used to foster respectful and beneficial relationships among team members. Candidate describes the models and strategies their team used to collaborate during the teaming project. Candidate uses group problem-solving skills to develop, implement and evaluate collaborative activities.
Strategy Development  CEC/IIC Standard 6	Candidate fails to develop strategies based on state and federal regulations and on evidence-based practice to resolve the target issue.	Candidate develops strategies based on state and federal regulations and on evidence-based practice to resolve the target issue.	Candidate develops strategies based on state and federal regulations and on evidence-based practice to resolve the target issue. Candidate describes professional activities that benefit individuals with moderate to severe exceptional learning needs, their

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			families, and their colleagues.
<p>Consultation and Collaboration</p> <p>CEC /IIC Standard 7</p>	<p>Candidate fails to describe the models and strategies of consultation and collaboration that were used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate provides a limited plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also fails to detail a plan for communicating with family members from diverse backgrounds.</p> <p>Candidate fails to identify and describe the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team.</p>	<p>Candidate describes the models and strategies of consultation and collaboration that were used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate details a plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also details a plan for communicating with family members from diverse backgrounds. Candidate identifies and describes the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team.</p>	<p>Candidate describes the models and strategies of consultation and collaboration that were used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate identifies and describes the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team.</p> <p>Candidate details a plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also details a plan for communicating with family members from diverse backgrounds. Candidate details a plan for collaboration with school personnel and community members in integrating individuals with moderate to severe exceptional</p>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			learning needs into various settings.
Results and Discussion CEC/IIC Standard 6	Candidate fails to summarize the results of the project objectively and succinctly. As part of the team, candidate provides a limited self-reflection of their teaming methods to improve collaboration and guide professional growth.	Candidate summarizes the results of the project objectively and succinctly. As part of the team, candidate conducts a self-reflection of their teaming methods to improve collaboration and guide professional growth.	Candidate summarizes the results of the project objectively and succinctly. As part of the team, candidate conducts a self-reflection of their teaming methods to improve collaboration and guide professional growth. This reflection includes a discussion of any personal cultural biases and differences that affect one's collaboration efforts.
PowerPoint Presentation CEC/IIC Standard 6	Candidate fails to use verbal, nonverbal, and written language effectively to communicate the major elements of their teaming project in a PowerPoint presentation.	Candidate uses verbal, nonverbal, and written language effectively to communicate the major elements of their teaming project in a PowerPoint presentation.	Candidate uses verbal, nonverbal, and written language effectively to communicate the major elements of their teaming project in a PowerPoint presentation. Candidate acts ethically in advocating for appropriate services throughout the presentation.
Individual Reflection CEC/IIC Standard 6	Candidate fails to identify resources that would support a person in their simulated professional role. Candidate provides a limited reflection on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role.	Candidate identifies resources that would support a person in their simulated professional role. Candidate reflects on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role.	Candidate identifies resources that would support a person in their simulated professional role. Candidate reflects on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role. Candidate reflects on

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			his or her commitment to developing the highest education and quality-of-life potential of individuals with moderate to severe exceptional learning needs.