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

Summer 2020
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: 41514; 6U1 CRN: 43060; 6V1 CRN: 43067; 6Y1 CRN: 43073

Instructor Contact Information	
Instructor: Dr. Donna Gilles/Dr. Meera Mehtaji	**Meeting Dates**: 6/1/2020 – 7/21/2020
Phone: (804) 615-9020 (Mehtaji cell) (804) 432-9746 (Gilles cell)	**Meeting Day(s)**: Tuesday with additional online Blackboard work
E-Mail: mehtajimr@vcu.edu & dlgilles@vcu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm
Office Hours: By Appointment	**Meeting Location**: Online/video conference
Office Location: VCU School of Education	**Instructing University**: 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 for assistance. All

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

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion (online and/or video conferencing)
2. Application activities
3. Small group activities and assignments via videoconferencing
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (100%) using both asynchronous as well as synchronous format via Zoom to connect live as well as additional work 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 June 1, 2020.

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 Zoom, 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

- o [Adobe Acrobat Reader](https://get.adobe.com/reader/) (https://get.adobe.com/reader/)
- o [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- o [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

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 university 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 Services.

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. 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.

Hybrid: Summer 2020 Session
This summer, the teamwork class will be delivered using a hybrid model. Course content will be uploaded and students will be required to complete modules, weekly. Class time will be used to meet in groups and work on your Teamwork project. Dr. Gilles and Dr. Mehtaji will observe your team meetings three times during scheduled class time

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. 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), 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 on 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 Textbooks

Friend, M. & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8ᵗʰ ed.). Boston: Pearson.

Recommended Textbooks

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

Recommended Resource

The Purdue Online Writing Lab for APA style:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

> **Tk20 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 Tk20 (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 toTk20.
>
> For EDSE 663, the required PBA is Collaborative Team Improvement Project. Please check to verify your ability to upload items to Tk20 before the PBA due date.
>
> **Assignments and/or Examinations**
> > **Performance-based Assessment (Tk20 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 (TK20 submission required)**
> > None
> >
> > **Performance-based Common Assignments (No Tk20 submission required.)**
> > None

Course Assignments

	Assignments	Points
A.	Team Chapter Summary Assignment	30 Points, Team Grade
B.	Situational Scenario # 1 & #2	30 Points, Individual Grade
C.	3 Individual Reflections of Team meeting	60 Points, Individual Grade (15 points first two and 30 points for the 3rd reflection.)
D.	Justification of Selection of Case Study	10 Points, Team Grade
E.	Collaborative Team Improvement Project	30 Points, Team Grade
F.	Attendance / Participation	10 Points, Individual Grade
	Total Points	200 Points (130 individual; 70 team)

Course Policies and Expectations

Attendance/Participation (10 Points0

The participation grade is based on attendance, completion of assignments on time, and responding to questions asked during class. Attendance is mandatory for all class sessions and team meetings. If you are ill or have a family emergency, you must contact the instructors by 3:00 pm prior to the start of class or scheduled team meeting. Failure to do so will result in points being deducted from the Participation grade.

Late Work

All assignments must be submitted by the designated date and time. Failure to do so will result in a *5 percent deduction* from the assignment for each day after the assignment is due. If there is an extenuating circumstance, you must get permission from the instructors prior to the due date or the points will be deducted.

Grading Scale

COURSE ASSIGNMENTS:

Grading Scale		
93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	80-86% = B	< 70% = F

Note: The George Mason University Honor Code will be strictly enforced (see Academic Integrity Site [https://oai.gmu.edu/] and Honor Code and 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 <u>must</u> 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/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' 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/)

Class Schedule

2020 Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.
*Dates for Zoom meetings are highlighted in yellow. Assignment due dates are highlighted in green.

DATE	TOPICS	RESOURCES READINGS ACTIVITIES	ASSIGNMENTS DUE
Week 1: 6/2 – 6/8			
6/2	Introduction to Collaborative Teamwork Course; Overview of Zoom groups. Goal: Introduce course "Effective Teaming" with activity (6/2, from 4:30 and 7:10)	✓ *Friend and Cook chapters assigned to each group for chapter summary*	✓ *Complete* Questionnaire "How Do You Collaborate?"
Week #1 Module(s)	✓ Review "Resolving Conflict" with activity	✓ *Resource: F & C Chapters 1, 6, 9*	
Week 2: 6/9 – 6/15			
6/9	TEAM MEETING using ZOOM (observed 6/9, between 4:30 and 7:10) Goal: Work on Team Assignment: Chapter Summary	✓ Discuss "How Do You Collaborate?" preferences with your team members	✓ *Chapter Summary Assignment due* **Monday, 6/15 5:00PM**
Week # 2 Module(s)	✓ Review "Issues in Collaboration" with activity	✓ *Resource: F &C Chapters 4, 5, (and 6)*	*Reflection #1 due* **Friday, 6/12 5:00PM**

Week 3: 6/16 – 6/22			
6/16	Team meetings to work on the project. Goal: Work on Team Assignment: "Justification of Selection of Case Study"		✓ **DUE***: Scenario #1 due* **Tuesday, 6/19; 5:00PM**
Week # 3 Module(s)	✓ Review "Conducting Meetings" with activity **before meeting**		
Week 4: 6/23 – 6/29			
6/23	TEAM MEETING using ZOOM (observed 6/23, between 4:30 and 7:10) Goal: Work on Team Assignment: Collaborative Team Improvement Project		✓ *Justification of Selection of Case Study due* **Monday, 6/22 5:00PM** ✓ *Reflection #2 due* **6/26 at 5:00 PM**
Week # 4 Module(s)	✓ "Effective Use of Related Services Professionals and Paraprofessionals in the Classroom Setting"	✓ *Resource: F & C Chapters 7, 8, 10*	
Week 5: 6/30 – 7/6			
6/30	Optional Team meetings to work on the project.		✓ *Scenario #2 due* **Monday, 7/6 at 5:00 PM**
Week # 5 Module(s)	✓ Review "Communication" with activity	✓ Resource: F & C Chapters 2 and 3 ✓ Review "Problem Solving in the IEP Meeting"	
Week 6: 7/7 – 7/13			
7/7	Guest Lecture by Dana Yarbrough, on Family & Multicultural Perspectives in the Teaming Process. Using Zoom (7/2, from 4:30 and 7:10)	✓ Resource: F & C Chapter 11, 12	

Week 7: 7/14 – 7/20			
7/14	TEAM MEETING using ZOOM (observed 7/14, between 4:30 and 7:10) Goal: Finalize and practice for the Presentation.		✓ *Reflections #3 due 7/17 at 5:00PM* ✓ *Final Power-Point for Teaming Project due 7/20 at 5:00 PM*
Week 8: 7/21 – 7/27			
7/21	Zoom link will be open and faculty will be available to answer questions about TK20 or technology issues to upload PowerPoint presentations.		✓ *Reflection on Team Projects Due on 7/24*
Week # 8 Assignments	Revise team projects as needed.		✓ *All revisions, TK20 upload, and Course evaluation due 7/27 at 5PM*

COURSE ASSIGNMENTS:

    A. TEAM CHAPTER SUMMARY ASSIGNMENT (30 POINTS, TEAM GRADE)

Students in the class will be assigned to one of several teams at the beginning of the semester and will continue to be a member of that team for all team-related assignments. For the chapter summary assignment, each team will be assigned 1 or more chapters in the Friend and Cook textbook to read thoroughly and to write a summary, using the provided template. The goal of the assignment is for team members to experience the forming stage in the team process while determining how and what elements are critical for the class to know when accessing the textbook for their assignments. In addition, students will gain an overview of the text book at the beginning of the semester that will provide context for the information that will be presented in later class sessions. Teams will meet using video and/or audio conferencing (Zoom) to accomplish this task. Guidelines for the team document (chapter summary), and a grading rubric will be provided. All members of the team will receive the same number of points for this assignment.

    B. SITUATIONAL SCENARIO #1 and # 2 (30 POINTS each, INDIVIDUAL GRADE; Total 50 points)

Given the situation below, include a specific description of the problem that needs resolution. Briefly describe the target education environment. Explain the importance of resolving this issue in a collaborative manner. Then provide a plan of action that a team could take. Provide at least three references from your textbook, which address recommendations to use in resolving the issue. The length of the paper should not exceed 3 double spaced pages including textbook references. APA format must be followed (e.g., the use of headings to organize the paper). A grading rubric will be provided.

    C. INDIVIDUAL REFLECTIONS ON 3 TEAM MEETINGS (60 POINTS, INDIVIDUAL GRADE)

There will be 3 class periods dedicated to team meetings. The first meeting is devoted to the Team Chapter Summary Assignment. During the **second** team meeting, the team will select a case study, and then continue completing the other components of the **Collaborative Team Improvement Project.** After each of the formal team meetings, team members will individually submit their observations/reflections of the team process. The first two reflections should not exceed one and a half pages, double spaced each; the third to not exceed two double-spaced pages. There are specific topics that each reflection should address as stated below. During the last 3 team meetings, course instructors will make **3 real-time observations** of your team process and will provide guidance and feedback. A grading rubric will be provided.

- Reflection#1 (15 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 (15 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 (30 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.

D. JUSTIFICATION OF SELECTION OF CASE STUDY (10 POINTS)

You will be provided with a case-study of 4 school-aged individuals with significant support needs and the situation that have caused issues affecting their education and inclusion in the general education environment. Together, your team must arrive at a consensus decision as to how **ONE** of the student's situation will be addressed for the final teaming process assignment. Both the choice of the student and justification of why the team chose the particular student must be included in this part of the assignment. You will work on this assignment at your first formal Team Meeting. A two-page double-spaced summary of your team's decision and justification should be *submitted on blackboard* by the due date by ONE team member. A grading rubric will be provided.

E. COLLABORATIVE TEAM IMPROVEMENT PROJECT (30 POINTS, GROUP GRADE)
Team Presentation and Expanded Power Point

Using the information, you have collected on effective collaboration in class, the information collected on school supports; and after thorough discussion of the issue risking inclusive education for the case study student you have chosen, you will, as a team, *develop a plan that addresses the issue and will be realistically accepted by school administrators.* The team may modify/add information about the child and his or her situation that may make the assignment more relevant or realistic. At the same time, each member of the team will individually be reflecting on the team process.
As a team, you will describe the process that you used in developing your recommendations and plan in a **Final Team Project Presentation**. Each team will develop a set of expanded PowerPoint slides that will be used in the presentation. What is meant by "expanded" is that for each slide in your presentation, there must be a narrative written about the content using the notes page feature. You will use citations from the literature that you use to develop the justification for your team's decisions. This format is an alternative to a 15-20 page paper that has been required in the past. The team also has to record the PowerPoint with audio-recorded

presentation. One team member will submit the final presentation via Kaltura.

F. Discussion Board on Teamwork Projects (Participation Grade, Individual)

Review two of the Final Team Projects from another team and submit a discussion post. Additionally, respond to at least two comments posted by your peers. Points are awarded for composition of a succinct and descriptive discussion thread title (1 point), evidence of complex thought and deep reflection (3 points), explicit reference to two Power Point presentations (2 points), and thoughtful responses to 2 peers' posts (2 points for each response; 4 points total).

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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.
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: 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. 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). 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 https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see 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 http://ods.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 Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

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	Candidate fails to provide a clear description of the scenario and appropriately identifies the problem or	Candidate provides a clear description of the scenario and appropriately identifies the problem or	Candidate provides a clear description of the scenario and appropriately identifies the problem or

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
CEC/IIC Standard 7	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.	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.	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 fails to access information on moderate to moderate to severe exceptionalities including pertinent laws and regulations.	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 accesses information on moderate to severe exceptionalities including pertinent laws and regulations.	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 accesses information on moderate to severe exceptionalities including pertinent laws and regulations and seeks information regarding protocols, procedural guidelines, and policies designed to assist

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
			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 families, and their colleagues.
Consultation and Collaboration CEC /IIC Standard 7	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 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 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.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	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. 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.	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.	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. 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 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	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	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

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