VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2024
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: 40414; 6U1 CRN: 43572; 6V1 CRN: 43726; 6Y1 CRN: 43576

Instructor: Dr. Meera Mehtaji	**Meeting Dates:** 5/14/24 – 7/9/24
Phone: 804-424-0550	**Instructional Method:** Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: mehtajimr@vcu.edu or mmehtaji@gmu.edu	**Meeting Day & Time:** Tuesday; 5 pm – 7:40 pm https://vcu.zoom.us/j/82533003094
Office Hours: : By Appointment	**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

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 synchronous and/or asynchronous instruction 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 5/14/24 by 5:00 pm.

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/Ultra/Getting_Started/Browser_Support) (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)

- 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 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:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/): https://get.adobe.com/reader/
  - [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
  - [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 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 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.

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 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 Texts

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

ISBN-13: 9780135752418

Recommended Texts

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

Required Resources

Refer to Blackboard

Additional Readings

Refer to Blackboard

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

Assignments and/or Examinations

    Performance-based Assessment
    (VIA submission required)
    The performance-based 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

At the beginning of the class, students will be assigned to teams. Candidates will work within their teams on in-class activities and assignments.

As the focus of this class is teamwork and collaboration, you all will be assigned teams at the beginning of the class, and as a team, you will be completing the following assignments.

1) **CHAPTER SUMMARY ASSIGNMENT (30 POINTS, TEAM GRADE)**

   Each team will be assigned 1 or more chapters in the Friend and Cook textbook to read thoroughly and create an infographic summary (Teams can choose alternate forms of representing their chapter summary. However, they must inform the faculty by the second week of class).

   An infographic is a visual representation of information. Infographics facilitate the quick and efficient sharing of complex information. The purpose of this assignment is to create a chapter summary infographic. This assignment will require you to integrate information from assigned chapters and think about how to effectively communicate the major points the authors make in the assigned chapters related to teams in a school setting. Each infographic must have the team number, members, chapter number, and title. Reference the page number for each point.

   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 textbook 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 team members will receive a team grade for this assignment.

2) **Teamwork Case Study (50 POINTS, GROUP GRADE)**

   Objective: This assignment aims to apply the concept and strategies of team building and collaboration to complete the case study assignment. Working in a team is an integral part of this assignment. Your final presentation should have two focus areas; 1) The case study and 2) Discuss and reflect on the collaborative teamwork process.

   Grading: Please refer to the Blackboard for the grading rubric. The grading rubric attached in the syllabus is only for VIA Assessment.

   Product: Teams will choose a teamwork case study from the four case studies provided to students on Blackboard. Based on your chosen case study, you need to develop a 20-

minute presentation (15 minutes of presentation and 5 minutes of Q & A) as a team. The exhibition will discuss the case study and the team process.

- Statement of the Problem:
    - Provide a specific description of the problem to be resolved.
    - Briefly describe the scenario, including the student's strengths, areas of need, and the education environment.
    - Identify the intended outcomes projected by the team for the student and the team itself.
- Needs of the Student as Identified by the Team:
    - 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
    - Identify interdisciplinary team members needed to support the child and the family.
    - Identify community and state agencies the team could partner with to meet the need of the child.
    - Addressing one Need of the Student: Choose one need that needs to be addressed by the interdisciplinary team and develop an implementation plan for the family. Be sure to do the following:
        - Explain why the team prioritized specific needs over others on the list
        - 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 working with the family to address the need.
        - identify whom you would involve addressing the need
        - identify what additional information you would need to gather from the family to address the need.
    - Research: Identify at least two research articles, and discuss how this research supports the one need your team chose to address and how it impacts the implementation plan.
    - Policy: Incorporate at least one applicable legislation or policy that may impact your case.

Collaborative Teamwork Process
- Teaming Methods Used with this Project:
    - Specify your team's collaborative teaming models and methods during decision-making.
    - Provide an overview of the team process used for decision-making.
    - Identify the strategies that worked well for your team and contributed to respectful and beneficial relationships.
    - Explain how the group navigated the storming phase of team building.
    - Discuss how your team fostered effective communication and ensured the completion of the project.

- o Explain the communication methods employed by the team to conduct meetings and communicate outside the class to complete the assignment.
- o Outline the specific responsibilities assigned to each team member to ensure equitable participation and contribution.
- Conflict Resolution:
  - o Explain how your team resolved conflicts or disagreements that may have come up during the decision-making process or team meetings.
  - o Explain the importance of resolving the issue collaboratively.
- Reflection: What Could the Team Have Done Differently?
  - o Team Decision-Making: Identity what could have been done differently in the decision-making process to enhance the team experience. Discuss what aspects of the process worked well and what could have been improved.
  - o Team Dynamics: Reflect on the dynamics of your team, including communication, respect, and cooperation. Discuss how these dynamics influenced the overall team experience.
  - o Real Life: How would you transfer what you learned in this class to your teaching collaboration in your school?

3) **Team Building Activities (40 points)**

This is a hands-on class, and you will be working in teams during class. Throughout the duration of the class, we will have teambuilding activities and reflect on these activities.

4) **Reflection Journal (30 Points)**

During the semester candidates will reflect on the teamwork p

- Written: The first two reflections should not exceed one and a half pages, double-spaced each; the third to not exceed two double-spaced pages.

  OR

- Oral: The first two oral reflections should not exceed 3-minute video logs; the third to not exceed 5 minutes.

  Prompts for Reflection:

- Reflection # 1: (7 points) This reflection post should 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: (8 points) This reflection will focus on your participation in the team's process to resolve emerging conflicts or issues. The entry will include a description of the teaming environment during the team meeting – leadership, meeting set deadlines, roles of team members, etc.

- Reflection #3: (15 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

Assignments	Points	Due Dates
Chapter Summary Assignment	30 Points, Team Grade	6/4/24
Teamwork Case Study	50 Points, Team Grade	7/9/24
Team Building Activities	40 Points, Individual Grade	In- Class
Reflection Journal	30 Points Individual Grade	Journal Reflection # 1 Due on 6/3/24 Journal Reflection # 2 Due on 6/25/24 Journal Reflection # 3 Due on 7/2/24

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. Toward the end of the course, you will receive email and Blackboard 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
My Commitment

I am grateful for your presence and input in our class. I appreciate and welcome you regardless of your immigration status, country of origin and/or citizenship, race, ethnicity, religious affiliation, gender/sex, gender identity, sexual orientation, age, or dis/ability. Thank you for enriching our world, sharing your vital experience, and contributing to the diversity that makes our intellectual community vibrant and evermore creative.

Your success as an educator will be based largely on the working relationships you build and your ability to work collaboratively with others. Learning how to work effectively and efficiently with other professionals, families, and students—who may or may not share your background,

perspectives, educational preparation and experience, beliefs, etc.—are the most critical parts of your professional preparation. It is important to listen to the perspectives of others and discuss ideas in a professional and respectful manner. Challenge yourself to think about things from others' vantage points and use constructive feedback from each other and the instructor to hone your skills. We will address some controversial issues and topics that may hold special significance for some class members. Be respectful of everyone's perspective. Some of you are experienced teachers, some are just starting out, some are self-advocates with disabilities, and some are parents of children with disabilities. All your experiences with disability are valued, and I want to have truly engaging and substantial discussions where we can learn from others' experiences. Be proud of what you already know and humble with regard to what you can learn.

Attendance/Participation

Anyone who misses more than two classes will have their final grade for the class lowered by one letter grade. Regardless of the work produced, you cannot pass the class if you miss more than three unexcused classes. Significant tardiness or early departure will count as an absence.

Late Work

Due dates: All assignments are due by 11:59 pm the due date indicated in the course schedule. Please contact the instructor ahead of the due date if you need help to complete or submit an assignment.

Other Requirements
- All assignments will be submitted via Blackboard.

- Feel free to email or set up a meeting if you have any questions or need help with any assignments.

- Assignment Review: Candidates can choose to ask faculty to review drafts of key assignments for feedback. Please provide the draft assignment <mark>seven</mark> days prior to the due date. I will not be able to review draft assignments two days before submission.

- All due dates, unless otherwise specified, are by 11:59 pm night. Please be proactive and read the syllabus and course schedule carefully and PLAN your assignments now. Please reach out to me in advance if you are unable to submit your assignment on time.

- Finally, please make certain you follow APA format for all papers. This includes using a cover page, page numbers, headers etc. Consult your APA manual (7th ed.) and/or the Purdue OWL website and ask questions

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_form
atting_and_style_guide/general_format.html

- Email Policy: All candidates must use their official university email accounts to send/receive emails and access materials on Blackboard and Zoom. If you have a personal issue or private matter, please e-mail me. I aim to respond to emails within 24 hours. If you do not receive any reply, please don't hesitate to send the second email to facilitate communication.

Grading

Grading Scale		
93-100% = A (139.5-150)	87-89% = B+(137.9-130.5)	70-79% = C (119.9-105)
90-92% = A- (139.4-138)	80-86% = B (130.4 -120)	< 70% = F (104.9)

*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/). 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.

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

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

2024 Class Schedule

Date	Topics	Team Meeting Goals	Resources Reading and Activities	Assignment Due
5/14	● Introduction to collaboration and teamwork ● Collaborative Model in the school system	● Goal: Team introduction and getting to know your team ● Creating Group Norms	● Friend and Cook Chapters: 1 Foundations and Perspectives	● **In-Class Activity #1:** Getting to know your team. ● Homework: Complete the VIA Character Strength due 5/21/24
5/21	● Conducting Meeting	● Work on Chapter Summary Infographic ● Choose Case Study	● Friend and Cook Chapter 2: Interpersonal Communication & Chapter 6: Teams	● **In-Class Activity #2:** Let's communicate with our teams. ● Work with your team on Chapter Summary Infographic.
5/28	● Understanding Waivers and collaborating with other agencies	● Teamwork Case Study	● Friend and Cook Chapter 4: Integrating Communication Skills in Interviews	● Journal Reflection # 1 Due on 6/3/24 ● Team Chapter Summary Due 6/4/24 (30 Points)
6/4	● Communication ● How to work with an interpreter.	● Teamwork Case Study	● Friend and Cook: Chapter 3: Listening, Responding and Giving Feedback; Chapter 5: Group Problem Solving, & Chapter 9: Difficult Interactions	● What is your Communication style? (6/11/24)
6/11	● Team Building with Para-Professionals			
6/18	● Having Difficult Conversations & Conflict Resolution.	● Goal: Work on Team Assignment		● Journal Reflection # 2 Due on 6/25/24

Date	Topics	Team Meeting Goals	Resources Reading and Activities	Assignment Due
	● Goal: Work on Team Assignment:			
6/25	"Effective Use of Related Services Professionals and Paraprofessionals in the Classroom Setting" Guest Panel OT, PT, SLP, and Adaptive Special Ed Teacher	Goal: Work on Team Assignment		● Journal Reflection # 3 Due on 7/2/24
7/2	● Life Course Activity Cultural Humility & Cultural Agility	● Goal: Work on Team Assignment	● Friend and Cook Chapter 11Families; Chapter 12 Community and Interagency Collaboration	
7/9	● Class Presentation			● Collaborative Team Presentation Due 7/9/24 Please submit your presentation on Blackboard

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 Honor Code and 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/).

- 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/).

- 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 Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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/).

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 fails to access information on moderate	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	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 moderate to severe exceptionalities including pertinent laws and regulations.	to severe exceptionalities including pertinent laws and regulations.	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 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 | Candidate describes the models and strategies of consultation and collaboration that were used to address potential team conflicts and those conflicts that might occur | 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 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.	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.	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. 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 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 his or her commitment to developing the highest education and quality-of-life potential of individuals with moderate to severe exceptional learning needs.