**VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SEVERE DISABILITIES AND AUTISM**

Spring 2015
Collaborative Teamwork, 3 Credits

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)
EDSE 662:   Consultation and Collaboration (George Mason University)

Instructor: Dr. Donna Gilles & Dr. Beth Bader	**Meeting Dates:** 1/21/2015 - 4/29/2015
Phone: 804-828-8244 (Gilles); 804-828-9821 (Bader)	**Meeting Day(s):** Wednesdays
E-Mail: dlgilles@vcu.edu; babader@vcu.edu	**Meeting Time(s):** 7:20 pm-10:00 pm
Office Hours: By appointment	**Instructing University:** VCU

> ***Note:*** *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description
Provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Students should refer to their faculty advisor at their participating university.

Nature of Course Delivery
Learning activities include the following:
    1. Class lecture and discussion

2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, students will be able to:
• Define collaboration, consultation, and teamwork and explain the essential characteristics of each.
• Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings.
• Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts.
• Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs.
• Develop self-assessment techniques for improving consultative and collaboration skills.
• Plan activities that implement effective consultation and collaboration techniques.

Required Textbooks
Friend, M., & Cook, L. (2013). *Interactions: Collaboration skills for school professionals* (7th ed.). Boston: Pearson.

(GMU) Digital Library Option
The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN. To register your access code or purchase the Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at
  http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

Recommended Textbooks

It's about me! A step-by-step guide for creating my IEP (2009). Richmond, VA: Partnership for People with Disabilities, Virginia Commonwealth University (Purchasable on-line: www.vcu.edu/partnership)

Creating collaborative IEPs: A handbook (Rev. Second Edition, 2009). Richmond, VA: Partnership for People with Disabilities, Virginia Commonwealth University. (Purchasable on-line: www.vcu.edu/partnership)

Required Resources

Students are required to follow style rules for basic writing elements and organization according to the following reference books:

- APA style: *Publication Manual of the American Psychological Association* (6th ed.); students may use the Purdue Online Writing Lab (OWL) (http://owl.english.purdue.edu/owl/resource/560/01/) as a resource.
- General writing rules: Strunk, W., & White, E.B., *The elements of style* (variety of editions available, including 4th edition with Roger Angell as third author); students may use the Purdue OWL as a resource. (https://owl.english.purdue.edu/owl/resource/738/02/)

Additional Readings

Readings will be assigned from current books and journals and made available on the course Blackboard site. Refer to the class schedule and reference list for those readings. Readings may be added throughout the semester.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Visual Impairments PK-12, and Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, Standard 9: Professional and Ethical Practice and Standard 10: Collaboration.

Course Policies & Expectations
Attendance.

Attendance is mandatory for all class sessions and team meetings. If you are ill or have a family emergency, you must contact the instructors prior to the start of class or meeting. Failure to do so after 3 absences will result in points being deducted for 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 point deduction 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.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Teaming Project* (Adapted/VI) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester for GMU students. Note: Other universities may have different guidelines for Incomplete grading which will be honored and followed.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through UNIVERSITY email, so it is very important that you set up your UNIVERSITY email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

Grading Scale
Course grades will be calculated by summing the points earned on all assignments and class participation. The instructors reserve the right to grade on a scale should the distribution of scores warrant. Plus and minus qualifiers will be assigned and reported to the appropriate university sites (some use them, VCU does not). Grades for students in universities that do not use +/- designations will be rounded accordingly, using the letter grade earned. (See information on the relationship between attendance and grades under "Course Policies.")

Grading Scale

90 – 100 points	A (90-92, A-; 98-100, A+)
80 – 90 points	B (80-82, B-; 88-89, B+)
70 – 80 points	C (70-72, C-; 78-79, C+)

Assignments

*Performance-based Assessment (TaskStream submission required)

A.   Teaming Project

The Teaming Project is a comprehensive problem-solving activity in which teams of 4 to 5 students will investigate an issue that affects school age students with significant support needs, review relevant literature, propose and employ exemplary teaming strategies to resolve the problem, write up a final project, present the project to the class, and submit written reflections on the process. Each of your teammates will assume a specific team member role in the process during each team meeting.

Working with the cross-university team to which you are assigned, and with consensus of your team members, you will (a) be presented with a scenario that will require you to choose who will receive a desired service/support – Medicaid Waiver for Intellectual Disabilities/'Mental Retardation' (ID/MR) - among 4 well deserving students, (b) investigate the history, availability, and specific requirements of Medicaid Waivers that are available to school aged children; (c) design a plan that will bring resolution, i.e., a decision as to who will be selected to receive the Waiver, (d) describe how the team works together to get to resolution, and (e) reflect on the process and outcomes from the perspective of your role on your course team.

The components for the Teaming Project are:

(a) Medicaid Waiver Paper (Individual Assignment) - Points = 20

Each student will investigate the history of federal and state policy that makes it possible for Virginia to offer the ID/MR Medicaid Waiver that provides community-based services for eligible individuals with disabilities. **Develop a 3-5 page paper that presents a brief synopsis of the history of Medicaid Waivers**, a description, including eligibility for the ID/MR Medicaid Waiver in Virginia, and the process for selection. Include information that is specific to how selection/prioritization occurs in the County in which you teach or reside.

(b) *Final Team Project Paper (Team Assignment) - Points = 25

You will receive a brief synopsis of 4 school-aged individuals with significant support needs and the situation that has caused their family to request services through a MR/DD Medicaid Waiver. Using the information you have collected on effective collaboration in class, the information collected on the ID/MR Waiver, and after thorough discussion of the issues facing the families of

the 3 students, you will, as a team, **select 2 students for recommendation to receive Waiver services**.

Time will be made available as specified on the class schedule for **team meetings** via a variety of technologies. Teams are free to meet in addition to the specified times. During the period of discussion, course instructors will make 2 real-time scheduled **observations** of your team process.

As a team, you will describe the process that you used in making your waiver recommendations in a **Final Team Project paper**. In this single paper, submitted by your team, you will provide a justification of why the 2 students are selected and why the 3rd student was not selected. Included will be a brief description of what Waiver services you think could be put in place for the 2 selected students, as well as stop-gap measures that could be provided within and outside of the school setting that can support the student that was not selected.

Teams will present their Final Team Projects to the entire class using a **PowerPoint format** at the end of the semester. The expectation is that each team member will contribute to the oral presentation and that the remaining students will ask questions of the presenting team.

PLEASE NOTE: The expectation for this project paper is for submissions that are well written and worthy of graduate student work. We strongly encourage you to work together to proofread and edit your work. Strunk and White will be your grammar, punctuation, etc. reference, and the APA manual your structure and organization (including headings, citations, and reference list) guide. Both were listed under "Other Resources." Both are available through the Purdue online writing lab (Purdue OWL). We are more than willing to read early drafts to ensure quality work. **Experience has shown that students who receive feedback along the way typically do better on the final paper. Submissions for early feedback are due no later than one week before the final submission deadline.**

(c) Reflections on Team Process (Individual Assignment) - Total Points = 25

Each student will provide his or her individual reflective notes about experiences as a team member and enter the reflection into the **designated space** on the Blackboard site at 3 different points during the semester.

Journal Entry #1 (5 points) will focus on your reflections as to how the team initiated 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.

Journal Entry #2 (5 points) will focus on the process that the team is using to resolve conflicts or issues that are emerging. Also, the entry will include a description of the teaming environment when the team is meeting – leadership, meeting set deadlines, roles of team members.

Journal Entry #3 (15 points) is completed at the end of the Final Team Project. It is an overall reflection of what you have learned about yourself and your participation on the project team. Included will be a reflection of what you, and the team, could have done differently, and whether you would have expected the same outcome.

a.	Individual Medicaid Waiver Paper	(20 points)
b.	*Final Team Project Paper	(25 points)
c.	Individual Reflections	(25 points)
	#1 (5 points)	
	#2 (5 points)	
	#3 (15 points)	

TOTAL POINTS FOR TEAMING PROJECT   70 points

Performance-based Common Assignments (No TaskStream submission required for Individual Medicaid Waiver Paper or Individual Reflections).

Other Assignments.

(d)   Mid-Term Exam

A take-home midterm examination will be given. The questions will require that you "apply" the knowledge that you have gained in class and in your readings to a situation(s) that you will be described on the exam. You will be permitted to use all of your readings and notes from class, but will pledge that your answers on the exam are your own work. You must abide by page limits with your answers. The exam and instructions will be made available on Blackboard, and will be due by the date and time indicated on the Course Schedule.

TOTAL POINTS FOR MID-TERM   20 points

(e)   Participation

TOTAL POINTS FOR PARTICIPATION   10 points

TOTAL POSSIBLE POINTS FOR COURSE = 100 POINTS

COURSE SCHEDULE
Spring 2015

DATE	TOPICS/ACTIVITES	ASSIGNED READINGS	CLASS ACTIVITIES ASSIGNMENTS DUE
1/21	*Introduction Syllabus Overview GMU Blackboard*		**Read syllabus**
1/28	*Teamwork Essentials*	**F&C Chapters 1, 6 (7th Ed.)** **View the following:** http://www.youtube.com/watch?v=xgHmSdpjEIk http://www.youtube.com/watch?v=RH1_9FWux4g	**Be prepared to discuss the two 'YouTube' videos by listing the similarities and differences between the two.**
2/4	*Introduction to Waiver Supports (necessary for Individual and Team Projects)*	**Two readings:** *Waiver Guide 3.2013: "There's No Place Like Home" Medicaid Waivers VA: "Virginia's Medicaid Waivers for Persons with Disabilities, Their Families and Caregivers"*	**Guest Speaker: To be announced**
2/11	**Team Assignments; Team Meetings**	**F&C Chapter 10, 13 (7th Ed.)**	**Reflection #1 due 2/13 at 5P**
2/18	*Issues in Collaboration: Team Action & Problem-Solving*	**F&C Chapter 5 (7th Ed.)**	**Submit three questions for Panel through Blackboard due 2/20**

2/25	*Educational and Clinical Teams; Consultation*	F&C Chapters 7, 8 (7th Ed.)	**Interdisciplinary Panel – To be announced** **Individual Medicaid Waiver Paper due 2/27 at 5P** *Mid-term available for download 3/2*
3/4	**Team Assignments Team Meetings and Observation**		**Reflection #2 due 3/6 at 5P**
3/11	*CONSORTIUM SPRING BREAK*		
3/18	*Communication*	**F&C Chapters 2, 3 (7th Ed.)**	**Mid-term due 3/20 at 5P**
3/25	**Team Assignments; Team Meetings and Observation**	**F&C Chapter 4 (7th Ed.)**	
4/1	*Family and Multicultural Perspectives in the Teaming Process*	**F&C Chapter 11 (7th Ed.)**	**Guest Speakers (to be confirmed)**
4/8	**Team Assignments; Team meetings**		**Reflection #3 due 4/17 at 5P**
4/15	*Resolving Conflict*	**F&C Chapters 9, 13 (7th Ed.)**	**Optional Early Draft (due no later than 4/17 at 5p)**
4/22	*Problem solving in the IEP*		**Final Written Project and PowerPoint due 4/24 at 5P**
4/29	**Project Presentations**		**Course wrap-up**

*   **F&C = Friend & Cook 7th edition (textbook)**

SD 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 also 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).
A complete copy of each university's Honor System document is available through
GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
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

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact your home university before the first night of class to secure your accommodations letter and then make it available to the instructors by the first night of class (can be through email). 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

Inclement Weather
If classes are cancelled at George Mason University, where the satellite signal originate, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). Do not email us; we will email you regarding weather as soon as it is announced. Except for the above situation of a GMU closure, please note, the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational (and GMU is open) then you are expected to attend class.

Cell Phones and Weapons
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available both on Blackboard and on a class CD), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; PowerPoints should be available on Blackboard by noon of the class day or sooner. All of 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 also expected to have an active email account and to check university-based email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu

NON GMU Students: Your login for Blackboard Organizations is: *x_first name.last name* For example John Smith's username would be: x_john.smith Your password is: *bbcommunity*

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.

TaskStream Submission
TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. **EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignment(s) for this class is: *Teaming Project*

Remote Site Student
It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a "remote site" student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university site (under normal circumstance). OR have a documented medical need.** In addition, **t**here are several technology and procedural requirements that are detailed on the Consortium website:

and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

Course Facilitators
Each class will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email us ahead if at all possible (or later if need be). Because of the potential of confusion caused by people speaking at the same time in this multi-site course, it will be important to raise hands before asking questions or making comments. Along with the facilitators, we will try hard to enforce this rule and to be alert to questions from the distance sites. Facilitators will also email in-class written tasks following class or early the next day to us. When in class assignment forms or handouts are send the day of the class, facilitators will need to download and copy them for class members.

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 in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

Remote Site Viewing
All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for specific class.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:
- Teaching Strategies: http://webcon.gmu.edu/teaching/
- Teamwork: http://webcon.gmu.edu/teamwork/
- Communication: http://webcon.gmu.edu/communication/
You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).

The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

(GMU ONLY) POLICIES AND RESOURES FOR STUDENTS:

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/