GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Alternative Education Program

EDAE 604
Multi-disciplinary and Interagency Collaboration
Second Semester, 2006
Tuesdays
Burke Center, Room 106

PROFESSOR:
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Office hours
Email address: Joan.Ledebur@fcps.edu

COURSE DESCRIPTION:
A. Prerequisites
B. Course description from the University Catalog:

This course is designed to engage students in a better understanding of the Comprehensive Services Act (CSA) of Virginia and other legislation, which focuses on helping at-risk youth and their families. CSA mandates interagency cooperation and directs the control of funding for at-risk students and their families. Special attention will be placed on working successfully with the staff from other agencies such as the Community Management & Policy Team, Family Assessment Planning Teams, Juvenile Court Services, Alcohol & Drug Services, Social Services, Department of Family Services, and others. Additional focus will be placed on the importance of collaboration and cooperation with other alternative education school staff, as well as the students’ base school staff; understanding and implementing a “team” concept in the alternative education programs; and networking with other alternative education programs within and beyond the local school system.

NATURE OF COURSE DELIVERY:

The course will be delivered through lecture, discussion, projects, simulations, cooperative learning groups, interview, and frequent guest speakers.

STUDENT OUTCOMES:

This course is designed to enable students to:
1. Know and understand the Comprehensive Services Act of Virginia along with other legislation related to providing services to at-risk students and their families.

2. Know how to assist the key agencies in case management, what services these agencies can provide to at-risk youth and their families, how to successfully access these services, as well as when these services may be appropriate.

3. Have developed a skill for collaboration with immediate school personnel and with representatives of the other agencies serving at-risk students and their families.

4. Have enhanced specific communication skills that result in problem solving with and on behalf of at-risk youth and their families.

5. Have developed a knowledge base about the art and science of collaboration and the importance of working together as a team in the alternative education programs.

6. Have practiced collaboration skills as a member of a class team by developing (1) a team project and (2) making a presentation in a safe environment.

7. Have explored personal strengths with supportive alternative education colleagues while working as a team member.

8. Understand the importance of developing a network of alternative education colleagues that extends beyond one’s own school to other area school systems and school system and have taken steps to become a member of such a network.

PROFESSIONAL STANDARDS: (e.g., professional organization, INTASC, etc.)
[This information is available from your program coordinator or the Associate Dean.]

REQUIRED TEXTS:


*Services for Children, Youth, and their Families under the Comprehensive Services Act in the Fairfax-Falls Church Community: A Guide for Parents.*

SUPPLEMENTAL TEXT:

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

Course Requirements:

1. Attendance in class is mandatory, as discussions, lectures, small group and hands-on activities are all-important parts of the course.
2. Each student is expected to complete all readings and participate in all class activities.
3. Each student is expected to participate in and complete all classroom projects.
4. Students who must miss a session are responsible for notifying the instructor (preferably in advance) and for completing any assignments, readings, etc. before the beginning of the next session.
5. All written assignments must be completed on a word processor. Assignments are to be turned in at the beginning of the session on the date due. Late assignments will not be accepted without making prior arrangements with the instructor.

Course Assignments:

1. Collaboration Notebook/File. 25 points

   Students are expected to use the class as a catalyst for developing a resource/reference notebook that includes sections pertaining to the Comprehensive Services Act, the key agencies involved in providing services to at-risk students and their families, to collaboration, consultation, and teaming in the schools (10 points). Each section should include suggestions, ideas, and forms ready for practical implementation (10 points).

2. Collaboration Toolkit Technique. 25 points

   Following the Collaboration Toolkit strategies, each student will work in a small group to identify a challenging area related to interagency or school/community issues in alternative education during the first two weeks of class. Groups will design a project that will utilize the tools of collaboration. The details of this group project will be discussed during subsequent classes. During the last few class sessions, groups will creatively share their challenges, solutions, and results. Individuals will submit personal records and reflections on the process, and the group will provide a collective reflection summary.

3. Interviews. 25 points each = 50 points

   Conduction of the interview (10 points), articulation (5 points), reflective critique (10 points). Students are expected to interview two persons (one agency hosting the alternative education program and one from an alternative education program) to learn as much as possible about the nuances of consultation and collaboration.
from two different perspectives. Identify where the agency and alternative education program are compatible as well as where they could be more compatible.

**Evaluation**

Since this is a graduate level course, high quality work is expected on all assignments and in class. Points for all graded assignments will be based on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of the class session indicated. Late assignments will not be accepted without prior arrangements with the instructor.

Points will be assigned to all graded assignments using a rubric process. Class participants and/or the course instructor will be involved in assessment of graded assignments. Prior to the date for any assignment, the class will participate in the development of an assessment rubric. This rubric will result from a discussion of applicable course objectives and an elaboration of qualities and components associated with excellence in completion of the assignment.

When assignments are presented on the designated due date, class participants and/or the instructor will complete an assessment of the assignment using the rubric created in class. When class participants are involved in using the rubric as well as the instructor, class participants’ ratings on the rubric will be averaged. Then the class participants’ average will be averaged with the instructor’s ratings on the rubric to compute a final point value for assignments. In this way, the development of the rubric will inform the final completion of the assignments as well as serve as the instrument for assessment and determination of points awarded.

Total Class Pts = 100

**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 90</td>
<td>A</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>79 – 70</td>
<td>C</td>
</tr>
<tr>
<td>69 – 60</td>
<td>D</td>
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**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
# PROPOSED CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td>Introduction to topic, Discuss scope of course</td>
<td></td>
</tr>
<tr>
<td>1/17</td>
<td>Review Comprehensive Services Act Plan for Interviews</td>
<td>Read: A Guide for Parents, Write on index card how you might use this at your site.</td>
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<tr>
<td>1/24</td>
<td>Review Collaboration Tool Kit</td>
<td>Read: Sections 2 and Sections 3 of Collaboration Tool Kit. Apply the fundamentals of Stakeholders and Trust to a collaboration you are familiar with through a one-page, double-spaced document.</td>
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<tr>
<td>1/31</td>
<td>Guest speaker</td>
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<tr>
<td>2/7</td>
<td>Guest speaker</td>
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<tr>
<td>2/14</td>
<td>Collaboration Activities</td>
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<td>2/21</td>
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<td>2/28</td>
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<td>3/7</td>
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<tr>
<td>3/14</td>
<td>Class Presentations</td>
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<tr>
<td>3/21</td>
<td>Class Presentations</td>
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<td></td>
<td>How to make up Class Missed</td>
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</tbody>
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## ASSESSMENT RUBRIC(S)

**COURSE Assignment rubric**

Name: __________________________________________

Date: __________________________________________

<table>
<thead>
<tr>
<th>No Evidence</th>
<th>Beginning (Limited evidence)</th>
<th>Developing (Clear evidence)</th>
<th>Accomplished (Clear, convincing, substantial evidence)</th>
<th>SCORE</th>
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CRITERIA

Comments: