EDSE 662: CONSULTATION AND COLLABORATION

TIME: Thursday, 4:30-9:30 PM  Tuesday- April 5th, April 26th 4:30 – 9:30
PLACE: Prince William County Public Schools Administrative Center
        Building 100, Room 32

NOTE: This syllabus may change according to class needs.

COURSE DESCRIPTION
This course focuses on assisting students to develop and/or enhance their collaborative, consultative, and
teaming skills. The expectation is that students will refine selected skills for communication and continue
to develop the skills needed to provide professional development opportunities for colleagues.

STUDENT 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 while 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; and
- Plan a professional development activity.

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS
EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for
teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the
Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC), performance-based
standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is
aligned primarily with Standard #10 (Collaboration) of CEC’s Common Standards for Beginning Teachers
of Special Education (as well as for teachers of students with learning and emotional disabilities).
Acknowledging the multidimensional nature of teaching, EDSE 662 draws secondarily from most
CEC/NCATE Standards.

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html
EXPECTATIONS

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete and submit all assignments on time. Failure to meet these expectations may result in a reduction in grade.

- In-depth reading and study require outside class time. Students are expected to allot approximately nine hours per week for class study and preparation.

- Use APA guidelines for course assignments. This website links to APA format guidelines. [http://www.psywww.com/resource/apacrib.htm](http://www.psywww.com/resource/apacrib.htm)

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

- Consumption of food will be confined to the dinner break at 6:00.

- Cell phones should be turned off or put on “vibrate” during class time. Use shall be limited to emergencies only.

- Student 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](http://www.gmu.edu/student/drc) to access the DRC.

- 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](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

NATURE OF COURSE DELIVERY

Course sessions include a variety of formats including lecture, discussion, guest presenters (when appropriate), role plays, small group activities, and student presentations.

REQUIRED TEXT

Dettmer, P., Dyck, N., & Thurston, L.P. (2005). Consultation, collaboration, and teamwork for students with special needs (5th Ed.) Boston, MA: Allyn and Bacon

EVALUATION POINTS

- Class attendance and participation 20
- Consultation Journal 15
- Paraprofessional interview 5
- Co-teaching presentation 20
- Professional development activity 30
- Exam 10

Note: All assignments should be typed and are due on the dates indicated. In fairness to students who make the effort to submit papers on time, five (5) points per day will be deducted for late papers.

It is recommended that students retain copies of all course products to document their progress through the GSE special education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

GRADING CRITERIA

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<td>95-100%</td>
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ASSIGNMENTS:
1. Weekly readings from the text and other sources will be required. The student is expected to share acquired information and reactions during class discussion. All text material will not be covered in class, but students are expected to complete all readings.

2. Using the Ten-Step Consulting Process to address an educational issue, students will provide consultative services to a colleague. The student will develop and maintain a consultation journal to document the process.

3. Students will interview a paraprofessional currently working in special education. Responses from the interview will be recorded and shared with class members.

4. Two group presentations will be required. The first will demonstrate the art of co-teaching with a classmate. The other will focus on developing and presenting a professional development activity with a small group of classmates.

5. A final exam will be given to assess knowledge and understanding of student outcomes.