



**College of Education and Human Development  
Division of Special Education and disAbility Research**

**EDSE 662-5S2: *Consultation and Collaboration***

**CRN: 72630, 3 - Credit(s)**

**Fall 2012**

<b>Instructor: Dr. Pamela Baker</b>	<b>Meeting Dates: 08/30/12 - 12/13/12</b>
<b>Phone: (703) 993-1787</b>	<b>Meeting Day(s): Thursday</b>
<b>E-Mail: <a href="mailto:pbaker5@gmu.edu">pbaker5@gmu.edu</a></b>	<b>Meeting Times: 4:30pm - 7:10pm</b>
<b>Office Hours: Before/after class or by appointment</b>	<b>Meeting Location: KA 103</b>

**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):** Teaching licensure, or enrollment in graduate degree program in education.

**Advising Contact Information:**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

**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.
- Develop an Individualized Education Plan

**Required Textbooks:**

Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill

Gibb, G.S. & Dyches, T. T. (2007). *Writing quality individualized education programs*  
Boston: Allyn and Bacon.

American Psychological Association. (2009). *Publication manual* (6<sup>th</sup> ed., 2<sup>nd</sup> printing).  
Washington, DC: Author.

**Recommended Textbooks:**

None

**Required Materials:**

Students are expected to access and complete any materials and/or activities provided in the weekly folder in the course content section of the course Blackboard site available at <http://courses.gmu.edu>

**Additional Readings:**

Students are expected to access and complete any readings provided in the weekly folder in the course content section of the course Blackboard site available at <http://courses.gmu.edu>

**Course's Relationship to Program Goals and Professional Organizations:**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program 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, Special Education – Adapted Curriculum K-12, Special Education: Visual Impairments PK-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 are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> 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. \*NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

### **Policies (Attendance and Late Work Policies):**

#### **Attendance**

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, (e) exhibit professional behavior (see Professional Disposition Criteria), and (f) complete all in-class assignments with professional quality in a timely manner to earn full points for class participation.

When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.

#### **Late Work**

Points will be deducted for work submitted late (up to 10% per day). This includes any items that are not submitted upon request due to class absence or tardiness. This includes items initiated or modified during class as well as those listed in the syllabus.

### **STUDENT RESPONSIBILITIES**

*George Mason University Email:* Every student is required to establish a GMU email account to access Blackboard (BB) and other important university correspondence that will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account. Students are responsible for any information shared electronically and should check e-mail regularly. Emails sent via BB may not forward to your regular account.

*George Mason Blackboard:* <http://courses.gmu.edu>. From this link, you will find a variety of materials related to this course. The site will be updated as the course progresses. **Students are responsible** for any information shared via Blackboard and should check the site regularly.

*George Mason Patriot Web:* <https://patriotweb.gmu.edu>. This is a self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

*Advising Contact Information:* Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. When contacting your designated advisor, please be prepared to provide your G number.

<b>Danielle Williamson</b> <a href="mailto:dwilli19@gmu.edu">dwilli19@gmu.edu</a> <b>703-993-4361</b>	<b>Jancy Templeton</b> <a href="mailto:jtemple1@gmu.edu">jtemple1@gmu.edu</a> <b>703-993-2387</b>
Prince William cohort students	Fairfax cohort students
Teach for America cohort students	Loudoun cohort students
Non-cohort students with last names A-M	Non-cohort students with last names N-Z

*APA Style:* The standard format for any written work in the College of Education is APA. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

*Academic Integrity:* Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to **turnitin** or **safeassign**, plagiarism detection services, for an integrity assessment as needed.

### **IMPORTANT NOTES:**

- The use of electronic devices that produce sound or otherwise interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.
- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class.

- For each in-class hour devoted to this course content, students are expected to spend at least 3 hours outside of class on course related assignments, which is a typical in-class to out-of-class ratio for graduate level coursework.
- If viewing this document online, you may have some difficulty navigating the document due to “frozen” sections.
- Exemplary work may be requested as exemplars for future students.

## OVERVIEW OF COURSE REQUIREMENTS

### Student Evaluation

Evaluation	Points
Participation	150
Online Modules and/or Quizzes	50
Interview and Self-Reflection Paper	100
Group Professional Development Project	150
IEP Assignment *	100
<b>Total possible points</b>	<b>550</b>

\*This is the “signature” assignment for the course. As such, students are required to post the signature assignment to TaskStream. See TaskStream section for more details.

### Participation (150 points—10 points per class)

Participation during each class session is required. Participation takes many forms and does not mean always raising a hand and speaking in the class. Engagement with the material, participation in activities, and quality discussion with peers and/or professor constitute participation as well. Such engagement can occur in electronic settings as well. Therefore, requisite participation is expected during both face-to-face and online sessions. You must arrive on time and stay for the duration of the class session to earn full participation points. If you are not in class, you do not earn points. For online situations, you must engage with all aspects of the posted module to earn full points.

### Blackboard Assignments and/or Quizzes (50 points)

Each class member is expected to participate online via Blackboard when *Online Modules* are posted (see course schedule). The instructor reserves the right to utilize quizzes as needed should it become apparent that retention of materials and readings is not occurring as required.

### Interview and Self-Reflection Paper (100 points)

Interview at least three (3) school professionals, such as a general education teacher, a special education teacher, related services professional (e.g., speech/language, occupational therapy, vision), or instructional assistant. The focus of the interview should be to find out their views about and experiences with consulting personnel in schools, collaboration among school educators, teamwork among educators, and inclusive education. Use no names of school personnel, schools, or towns. Attach your list of interview questions as an appendix to the assignment. Summarize and synthesize what you learned from your interviews.

Reflect upon the interviews, readings, materials, and course activities to date. Contextualize what you have learned in the interviews by applying your own lens to the narrative. Include a self-assessment regarding the strengths you bring to consultation and collaboration opportunities in your setting. Add comments on the challenges you face and how you can help address the problems that may exist in your setting. Refer to course content and other readings to support your position. See Blackboard for specific directions.

### **Group Professional Development Project (150 points)**

Design a professional development experience for your classmates. The purpose of this assignment is twofold: (1) to develop and deliver a staff development session (approximately 45-60 minutes long) that extends course concepts (inclusive of original handouts), and (2) to provide students with an opportunity to hone their collaborative skills. This project will provide the opportunity to work in and reflect upon group dynamics and teamwork.

Your presentation should include a cover sheet, an agenda or outline, related reading(s), definitions of related terms that might be unfamiliar to your audience, an evaluation form and contributions from each member of the group to an information packet that supplements the visual presentation and/or activities shared. The entire packet should be in APA format. All materials and activities should reflect key concepts from the presentation. See Blackboard for specific directions.

### **IEP Assignment *\*\*signature assignment\*\** (100 points)**

In this assignment/project, you will demonstrate your ability to develop an Individualized Education Program (IEP) for a hypothetical student with a mild to moderate exceptional learning need. You will be presented with a case study and the Virginia Department of Education Sample IEP Form. Using the information in your selected case study, you will write an IEP that thoroughly and appropriately addresses the needs of the student. Subsequently, you will reflect upon the IEP process and connections to the CEC Standards. See Blackboard for specific directions and the TaskStream rubric.

### **TaskStream Submission:**

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

**Grading Scale:**

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

&lt;70% = F

**Evidence-Based Practices:**

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

**Schedule:****Tentative Class Schedule**

<b>Date</b>	<b>Topic</b>	<b>Readings/Activities and <i>Assignments Due</i></b>
Week 1 8/30	Introduction to Text Discussion of Syllabus Overview of Collaboration	<b>F &amp; C Chapter 1</b> <b>Check BB</b>
Week 2 9/6	Differing Perspectives and Self-Awareness	<b>F &amp; C Chapter 13</b> <b>Check BB</b>
Week 3 9/13	Teaming and Consultation	<b>F &amp; C Chapters 3 and 4</b> <b>Check BB</b>
Week 4 9/20	Communication 101	<b>F &amp; C Chapter 9</b> <b>Check BB</b>
Week 5 9/27	Specific Communication Techniques	<b>F &amp; C Chapters 10 and 11</b> <b>Check BB</b>
Week 6 10/4	Problem Solving	<b>F &amp; C Chapter 2</b> <b>Check BB</b>
Week 7 10/11	Working with Families  IEP Overview	<b>F &amp; C Chapter 8 (bring the IEP book)</b> <b>Check BB</b> <i>Interview Paper</i>
Week 8 10/18 <b>ONLINE</b>	The IEP: Mastering the Component Parts	<b>IEP Book</b>  <i>Online Module</i>

Week 9 10/25	Building an Effective IEP for a Specific Learner	<b>IEP Book</b> <b>Check BB</b>
Week 10 11/1 <b>ONLINE</b>	From Planning to Implementation: More on the IEP	<b>IEP Book</b>  <i>Online Module</i>
Week 11 11/8	Co-teaching	<b>F &amp; C Chapter 5</b> <b>Check BB</b> <i>IEP Project Due</i>
Week 12 11/15	Para-educators and other Practical Considerations	<b>F &amp; C Chapters 6 and 7</b> <b>Check BB</b>
No Class 11/22	THANKSGIVING HOLIDAY	<b>ENJOY YOUR BREAK!</b>
Week 13 11/29 <b>ONLINE</b>	Dealing with Difficult Situations	<b>F &amp; C Chapter 12</b> <b>Check BB</b> <i>Online Module (which will include posting of PD materials)</i>
Week 14 12/6	Looking to the Future of Collaboration	<b>Check BB</b> <i>PD Presentation 1</i> <i>PD Presentation 2</i>
Week 15 12/13	Looking to the Future of Collaboration	<b>Check BB</b> <i>PD Presentation 3</i> <i>PD Presentation 4</i>

Note: Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus. Inclement weather will shift content to online delivery format and does not excuse students from completion of requirements.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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. <http://cehd.gmu.edu/values/Revised 06/25/12>

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].*

**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.*