



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

**EDSE 662-671: *Consultation and Collaboration***

**CRN: 80899, 3 - Credit(s)**

Fall 2012

Instructor: Dr. Sheryl Asen	Meeting Dates: 09/12/12 - 11/14/12
Phone: w703-993-5448; c802-595-9663	<b>Meeting Day(s):</b> Wednesday
E-Mail: <a href="mailto:sasen@gmu.edu">sasen@gmu.edu</a>	<b>Meeting Times:</b> 4:30pm - 8:30pm
Office Hours: by appointment	<b>Meeting Location:</b> OCL

**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:**

1. Friend, M. & Cook, L. (2010) *Interactions: Collaboration skills for school professionals* (6th ed). Boston: Allyn and Bacon, Pearson.
2. Gibb, G. S. & Dyches, T.T. (2007) *Guide to writing quality individualized education programs* (2nd ed.). Boston: Allyn and Bacon, Pearson.
- 3.

**Recommended Textbooks:**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Required Materials:**

TBD, relevant to individual and team assignments.

**Additional Readings:**

As assigned; see the course Blackboard site.

**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 at and preparedness for all sessions are very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class.
- Students are required to (a) attend all classes during the course, (b) arrive on time, including back from break(s), (c) stay for the duration of the class time, (d) participate in all class activities (both face-to-face and electronic means), and (e) complete and submit all assignments on time. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.
- Attendance, preparedness (assignments are: submitted on time; complete; of sufficient quality), participation, and professional disposition are required in each class session to be eligible to earn points for that class session (including for receiving points for homework assignments due that session). The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).
- Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices: Please be *fully* present in class. It is impossible to participate fully in this class while texting, engaging in Facebook, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counter. Students engaging in such conduct during class time will not be permitted use of devices in class and the breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, please seek permission from the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.
- Class starts at 4:30 p.m. and ends at 8:30 p.m. as per the clock on the classroom wall (which may differ from your time piece). It will not be considered disruptive or disrespectful to leave at 8:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
- Please alert the instructor prior to class of impending late arrival, early exit from class, or absence (see information below).
- As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class—you must make your own decision. All students are granted one absence. More than one absence for any reason will result in the final grade dropping by 5 points per absence. If there are extreme extenuating circumstances, please consult with the instructor.

- Students who are absent or who miss partial class time are held responsible for the material covered and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures, etc.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot at least three hours per course meeting hour (or at least 13.5 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.
- If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester or under agreed upon conditions.
- Use the GMU Blackboard site to refer to, post, and access important information for this course (<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>). Many course materials (e.g., handouts; slide presentations) and class assignments will be posted on Blackboard. Students are responsible for accessing these materials and having materials available for each class.
- All learning activity assignments are required to be completed and submitted on time. This includes posting the assessment/signature assignment to TaskStream by 4:30 p.m. the last day of class. When the format for assignment response includes print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session at which the assignment is due. In fairness to students who make the effort to submit papers on time, If an assignment is not submitted on time **IN PRINT/HARD COPY** it is **LATE** even if submitted on time electronically. **Exceptions must receive prior instructor approval.**
- For late submissions of assignments:
  - Major Learning Activities:
    - Five (5) points will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension (which may be used one time only for one assignment only). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.
    - The date that the assignment was **received in hand as a print/hard copy** by the instructor will be considered the date submitted.
    - Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.
  - Assignments Due Weekly (e.g., responses to readings):
    - One-half of the point value will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension.
    - The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.

- As noted in this syllabus, students are responsible for electronically submitting major learning activity assignments to the instructor via Blackboard and to TaskStream (assessment/signature assignment only) as per set timelines. Electronic submissions are required to use designated file name protocols. One (1) point will be deducted for each day late of not adhering to the Bb and TaskStream electronic submission timelines. One (1) point will be deducted for each incidence of not adhering to file name guidelines stated in the syllabus. One (1) point will be deducted for each incidence of not including identifying information (name, date, course, section) on your submitted work.
- Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at <http://masonlive.gmu.edu>. ALL communication regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information. Failing to check your Mason email or citing technical difficulties does not relieve you of this responsibility. Please make sure your *GMU email is activated and checked daily* for communications from the instructor as well as for university announcements. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and [support@gmu.edu](mailto:support@gmu.edu). ITU information is available at <http://itservices.gmu.edu/>.
- It is your responsibility to communicate with the instructor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.
- Please send outgoing email messages only through your GMU email account when related to this course and GMU business. Do NOT send course related email through your personal or professional email account(s) unless you have a documented issue using GMU email. You may activate and forward your GMU email to your most-checked account; however, send any reply/outgoing message via your GMU email account. (To forward email: Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.)
- Subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Please subscribe to the GMU/GSE Special Education list serve to receive important program updates and announcements. You can subscribe or unsubscribe the listserv via email:
  - Address an email message to [listserv@listserv.gmu.edu](mailto:listserv@listserv.gmu.edu)
  - Put the following in the body of the message: subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname
  - A confirmation message will be sent to your email address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.
- Written Language: APA Style is the standard format for any written work in the College of Education. If unfamiliar with APA format, it would benefit you to purchase the Publication

Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>.

- Oral Language: Use person-first language in class discussions and written assignments. Use “person-first language” in class discussions and written assignments (and ideally in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non-handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.
- 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 APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. 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 Dean’s Office.
- Be an Informed Student: Negotiating all the requirements for your Master’s and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with one of the Special Education Advisors, Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu); 703-993-2387) or Danielle Williamson ([dwilli19@gmu.edu](mailto:dwilli19@gmu.edu); 703-993-4361). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.
- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site: [http://gse.gmu.edu/programs/sped\\_cohort\\_program/cohort\\_home/](http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/). This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker ([pbaker5@gmu.edu](mailto:pbaker5@gmu.edu)).
- All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to the student authors for their work.

### **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

<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:**

The course calendar, which notes topics and assignments, are described and distributed in an appendix (and, therefore, part) of this syllabus.

### **Course Assignments:**

General directions for assignments as well as major learning assignments and course assessments are noted and described and distribute in an appendix (and, therefore, part) of this syllabus.

### **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.*