



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

Summer 2013

EDSE 662 674: Consultation and Collaboration

CRN: 41790, 3 - Credit(s)

Instructor: Dr. Sheryl Asen	Meeting Dates: 05/29/13 - 07/31/13
Phone: w703-993-5448; c802-595-9663	Meeting Day(s) and Time(s): W 4:30 p.m. -9:00 p.m.
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Office Hours: by appointment	Meeting Location: Chantilly H.S. room 242
NOTE: Class will NOT be held on July 3, 2013.	
<p><i>"Innovation is fostered by information gathered from new connections; from insights gained by journeys into other disciplines or places; from active, collegial networks and fluid, open boundaries. Innovation arises from ongoing circles of exchange, where information is not just accumulated or stored, but created. Knowledge is generated anew from connections that weren't there before."</i></p> <p align="right">-Margaret Wheatley, organizational behavior theorist and consultant</p> <p><i>"I not only use all of the brains I have, but all I can borrow."</i> -Woodrow Wilson</p> <p><i>"Every collaboration helps you grow."</i> -Brian Eno, musician</p> <p><i>"Leaders are problem solvers by talent and temperament, and by choice."</i></p> <p align="right">-Harlan Cleveland, diplomat, educator, and author</p> <p><i>"Some folks succeed because they're destined to, but most succeed because they're determined to."</i></p> <p align="right">-Roy Reiman, founder, Reiman Publications</p>	

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

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

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

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.

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* (6th ed). Boston: Allyn and Bacon, Pearson.

Gibb, G. S. & Dyches, T.T. (2007) *Guide to writing quality individualized education programs* (2nd ed.). Boston: Allyn and Bacon, Pearson.

Recommended Textbooks

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

Required Resources

TBD, relevant to individual and team assignments.

Additional Readings

As assigned; see the course Blackboard site.

Course Relationship 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 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.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/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/>].

Course Policies & Expectations

Attendance.

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. The class attendance policies and expectations reflect the importance of being present.

- Students are required to (a) arrive on time, including back from break(s), (b) stay in the classroom/activity area for the duration of the class time, and (c) participate in all class activities (both face-to-face and via electronic means) in order to be considered “in attendance” for the class session. 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. The GMU CEHD Professional Dispositions serve as the minimum standard for class member behavior (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).
- Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices and materials: Please be *fully* present in class. It is impossible to participate fully in this class while texting, engaging in social media sites, 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 counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, please discuss the situation with 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 9:00 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 9:00 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).
- Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a graduate 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. For any absence, please notify the instructor by email prior to the start time of a missed class session. For the first absence, a student does not earn the participation point for that session and takes on the potential consequences resulting from subsequent absences. A second absence ***for any reason*** will result in the final grade dropping by 5 points. Three absences (including the granted absence—i.e., two absences in

addition to the granted absence) will result in a base grade of C, equivalent to 70 points, from which unearned points will be deducted. If there are truly extreme extenuating circumstances you must consult with the instructor.

- Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, 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 materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
- In-depth reading, study, and work on course requirements require outside class time. GMU graduate students are expected to allot per week three+ hours per course meeting hour (or at least 12 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 completing the course under agreed upon conditions or for withdrawing.

Late Work.

- All learning activity assignments are required to be completed and submitted on time. This includes submitting the final copy of the NCATE assignment, the Individualized Education Plan components, by 4:30 p.m. the last day of class. All assignments, to be considered on time, must be posted to Bb according to the course calendar. When the format for assignment response includes print/hard copy required for class, 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. Each student is granted one class for which paper copies are late; however, to be considered on time, the electronic copy must have been posted (see above). ***Exceptions must receive prior instructor approval.***
- For late submissions of assignments:
Major Learning Activities:
 - o 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). For reading response logs and quizzes, one (1) point will be deducted for late submissions. The maximum extension is 7 days, after which an assignment is not awarded any points toward a final grade.
 - o The date that the assignment was received in hand as a print/hard copy by the instructor will be considered the date submitted. The instructor may choose to accept the Blackboard submission as the “time stamp” but assignments will not be read and graded until the hard/print copy is submitted. The instructor may not provide feedback on late submissions.
 - o Presentations and related materials are due in class and posted to Blackboard according to the class schedule.

o Submitting an assignment late does not alter the due dates of the other assignments. It 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.

Other Grading Considerations.

- Points will be deducted for not adhering to the Bb electronic submission timelines as outlined above.
- One (1) point may be deducted for each incidence of not adhering to file name guidelines stated in assignment directions and in syllabus appendices.
- One (1) point may be deducted for each incidence of not including identifying information (name, date, course, section) on your submitted work.

Communication.

• **Written Language:** Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. 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 as noted in the assignment descriptions; however, APA format always is required when resources are cited in all course submissions. Most major assignments are written in third person (see below). This website links to APA format guidelines: <http://apastyle.apa.org>.

• APA format is *not* required for reading response logs. Response logs and “take aways” are written in first person.

• **Oral Language:** 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) or 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>.

• ***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 the responsibility to communicate via your GMU account. 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. 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. It also is your responsibility to contact the appropriate GMU technical support staff and to retain documentation of the communications about your technical difficulties.
- 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 to the instructor via your GMU email account.*** (To forward email: Go to <http://mail.gmu.edu>. Click on the “Options” tab at the top of the page. Click on “Settings” link on the left of the page. In the box labeled “Mail Forwarding” type in your most-checked email account.)
- 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/. 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).
- All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to student authors for their work.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement 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.

Grading Scale

93 – 100 points = A

90 – 92 points = A-

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

Assignments

NCATE/TaskStream Assignments.

In this assignment/project, EDSE 662 students demonstrate:

- their abilities to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need and
- understanding of how these components come together to build a framework for the K-12 student subject's educational program.

EDSE 662 students must register the experience with the GMU GSE field placement office.

<http://cehd.gmu.edu/endorse/ferf>

Common Assignments.

An EDSE 662 common assignment is the Group Professional Development Presentation. This assignment is described in the appendix to the syllabus, "Major Learning Activities".

Other Assignments.

Major learning assignments and course assessments are described in appendices to this syllabus. (and, therefore, are considered part of the course syllabus).

Schedule

The course calendar, which is a part of the course syllabus, is included in an appendix to this syllabus (and, therefore, is considered part of the course syllabus).

Appendices

Major learning assignments, course assessments, and the course schedule are described in appendices to this syllabus (and, therefore, are considered part of the course syllabus).

