

Syllabus  
Special Education 522  
Collaborative Consultation

Instructor: Dan Fennerty  
Office #208-3                      Office Phone #963-2255

**Catalog description**

EDSE 522, collaborative consultation (3). Prerequisites, EDSE 501 or permission of instructor. Designed as a reflective process for the teacher to identify specific strengths in the areas of inter/intra personal skills.

**Purpose**

The Special Education Master's Program at Central Washington University prepares educational leaders to assume management and instructional responsibilities needed to facilitate the culture of learning in a diverse world.

**Competencies:**

**Knowledge:**

1. Students will describe effective school consultation, collaboration and teamwork.
2. Student will explain the teacher's roles and responsibilities in consultation, collaboration and teamwork.
3. Student will explain the background, theory, and structure of school consultation.
4. Student will describe the effects of diversity on school consultation, collaboration, and teamwork.
5. Student will describe problem-solving strategies for consultation, collaboration and teamwork.
6. Student will explain effective communication processes for consultants and collaborators.

**Skills:**

1. Student will create an effective assessment and evaluation system for school consultation and collaboration.

2. Students will apply effective consultation, collaboration and teamwork procedures to their own school system.
3. Students will create an effective model for parent collaboration.
4. Students will create an effective model for in-service and staff development in consultation and collaboration.

### **Text/course materials**

Dettmer, P., Thurston, L. (1993). Consultation, collaboration, and teamwork. Needham Heights, Massachusetts: Allyn and Bacon.

### **Instructional Methods**

The course will consist of lectures, presentations, class discussions, class group work, both in and out of class activities and assignments.

### **Course activities:**

Each student will maintain a journal regarding communication skills, along with other pertinent information, actively participate in a group, and complete all assignments and tests.

Each group will present a topic of importance, approved by the professor, and present to the class.

## Evaluation/Grading/Professionalism

### CWU Grading Statement

A “C” grade indicates that a student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. The grades above “C” are used for those students who have demonstrated some degree of superiority. The highest grade, “A”, is reserved for those students who have excelled in every phase of the course. The “B” grade is for students whose work is superior but does not warrant the special distinctiveness of the “A”. The “D” grade is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner. The “F” is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

335-331	A	315-311	B-	295-291	D+
330-326	A-	310-306	C+	290-286	D
325-321	B+	305-301	C	285-281	D-
320-316	B	300-296	C-	below 281	F

### Grading Philosophy Statement:

The Special Education Division at Central Washington University believes that students who are pursuing a Master’s degree should be actively involved in evaluating their progress toward competencies determined by the Special Education faculty, professionals in the field, and students. The evaluation process, at a minimum, should include the following:

1. Journal writing- That allow the student to reflect on information received.
2. Projects- That allow the student to share information pertaining to specific competencies and areas of interest. For example, students are encouraged to share with local school districts, campus clubs and other organizations projects they have developed as part of their master’s program.
3. Oral presentations- That allow the student to actively teach in a way they deem relevant and pertinent to the competencies tied to the course content.
4. Portfolio- That physically represents the competencies obtained and information received in the master’s program.

Other forms of evaluation are encouraged. The evaluation process should allow the student and faculty member the ability to conclude together the competencies obtained by the student and provide evidence for further study. The evaluation process should be a collaborative venture which allows the student the opportunity to justify a grade as part of the summative evaluation process. This process

requires faculty and student communication, set up in advance, and requiring documented evidence from both parties supporting their grade position.

### **Course Requirements**

Course requirements are designed by the instructor to address the competencies associated with EDSE 522. Credit for class activities, examinations, assignments, participation, etc. is a function of the importance that the instructor and students assign to each, as well as to the demands of the field.

### **Professionalism**

One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments; being where you are supposed to be when you are supposed to be there; turning assignments in on time; coming to class on time; and being neat, accurate, and coherent in your writing. Professionalism also means involvement; involvement in discussions, sharing ideas, contributing over and above the requirements, etc. all indicate professional behavior.

Students who have special needs or disabilities that may affect their ability to access information and or materials presented in this course are encouraged to contact the instructor as soon as possible.

There may be time when you will need to be absent from class. All emergency absences should be reported through the Office of the Dean of Students.

