# Florida Gulf Coast University

**College of Education**

**Vision Statement**: “*Learners and Leaders of Today and Tomorrow*”

*We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.*

**SECTION 1: Course Information**

* 1. **Course Number and Title:** MHS 6601 Consultation & Collaboration
	2. **Course Reference Number:** 50285
	3. **Semester and Year:** Summer 2011
	4. **College/Department:** Education
	5. **Required or Elective:** Required
	6. **Meeting Times/Location:** N/A
	7. **Format:** Virtual
	8. **Instructor Information:** Carolynne K. Gischel, Ed.D.

**Email:** cgischel@fgcu.edu

**Phone:** 239-590-7795

**Office Location:** AB3- 288

**Virtual Office Hours:** Mondays 2:00 – 4:00 pm; Other times by appointment

**SECTION 2: Course Outcomes and Expectations**

* 1. **Course Description:**

**MHS 6601 Consultation and Collaboration for the Counseling Profession** Consultation theory, models, and practice with an emphasis on collaborative problem solving particularly with educators, other professionals, families, community agency personnel, individually and in groups.

**EEX 6732 Consultation and Collaboration in special Education** Collaborative/consultative models for special education majors including theories and research pertaining to consultation, working with teams of other professionals, and collaborating with parents and professionals.

* 1. **Required Resources:**

Dettmer, P., Thurston, L., Knackendoffel, A., & Dyck, N.(2009). *Collaboration, consultation, and teamwork: For students with special needs. (6th edition)* Upper Saddle River, NJ: Pearson Merrill, Prentice Hall. ISBN# 9780205608379.

Liesveld, R., & Miller, J. (2005). *Teach with your strengths: How great teachers inspire their students.* New York: Gallup Press. ISBN# 1595620060.

* 1. **College Expectations:**
1. By bringing two distinct disciplines together which traditionally serve the same population from different perspectives, this course will provide cross-disciplinary knowledge and skills in the application of collaboration and consultation processes in education. Thus, it will simulate the workplace.

1. The objectives of this course focus on developing the ability of candidates to identify and practice the methods of collaborative consultation with colleagues, clients/students, and within organizations. Candidates are expected to research relevant material for use in consultation. Objectives include the development and presentation of a professional development webinar on a consultation topic.

1. Specific objectives for students completing this course are identified in the following table:

|  |  |
| --- | --- |
| **Learning Objective** | **Assessment Strategy** |
| 1. Identify the differences in roles and activities of counselors, consultants, teachers, administrators, collaborators, and families.
 | Virtual DiscussionsFinal Exam |
| 1. Identify the models and processes of consultation and collaboration - especially as applied to the schools and related mental health, organizational, and behavioral situations.
 | Virtual Discussions Final Exam |
| 1. Demonstrate the skills necessary to consult and/or collaborate with classroom teachers and school counselor for management, strategy development, and individual student assessment, and Individual Educational Plan.
 | Collaborative Case StudyProfessional Development Workshop |
| 1. Demonstrate skills requisite to consulting and/or collaborating with families regarding the developmental, academic, and behavioral needs of their children.
 | Collaborative Case Study |
| 1. Describe referral resources within the community.
 | Virtual Activities |
| 1. Demonstrate skills with regard to evaluation and research as a part of the consultation and collaboration process.
 | Professional Development Workshop |
| 1. Specify the legal and ethical issues pertaining to current consultation and collaboration practice.
 | Virtual ActivitiesFinal Exam |
| 1. Identify opportunities for the inclusion of career educational, psycho-educational, and developmental materials into the academic curriculum.
 | Collaborative Case Study |
| 1. Demonstrate skills and knowledge necessary to help students transition through school or to help clients through growth and developmental processes.
 | Virtual Activities |

1. Candidates will also acquire knowledge and skills as well as demonstrate their performance in the following **Florida Educator Accomplished Practices**:

*3.2 Improves practice through collaborating, reflecting and goal setting.* (Assessed in all assignments.)

**School Counselors:**

**KNOWLEDGE OF SUBJECT MATTER**: Knows and understands **the** **school counselor’s** subject matter thoroughly. (Assessed in all assignments.)

*8.1 Knows and understands* ***the******school counselor’s*** *subject matter thoroughly.*

*8.2 Facilitates student acquisition of* ***school counseling curriculum and*** *knowledge through appropriate and engaging* ***practices****.*

*8.3 Connects* ***school counseling practices*** *to* ***knowledge of*** *students’ backgrounds and* ***students’ academic performance and adjustment****.*

*8.4 Expands knowledge of* ***school counseling*** *by actively seeking resources to support* ***such practices****.*

1. See Appendix for CACREP 2001 Standards addressed in this course.
	1. **Critical Task Descriptions:**

**Collaborative Case Study** - Candidates will demonstrate knowledge of the consultation and collaboration process and strategies by participating in, documenting, and analyzing a school based case. The case involves designing strategies and interventions that improve student learning, student performance, family support, organizational policy, issues of curriculum, staff development, coordinating and collaborating with community and other school resources to accomplish goals.

**Professional Development Webinar -** Students will work in a cross-disciplinary team of three or four to prepare and present a professional development webinar for teachers, administrators, families, mental health professionals, and/or school staff.

* 1. **Course Outline (tentative):**

|  |  |  |
| --- | --- | --- |
| **Timeline** | **Event** | **Topic** |
| May 09 – May 15 | Introductions & Grouping |  |
| May 16 – May 29ent/Timeline rces portfoliohis | Module 1 | Contexts for Working Together  |
| May 30 – June 12 | Module 2  | Processes for Working Together |
| June 13 – June 26  | Module 3 | Content for Working Together |
| June 27 – July 10 | Module 4 | Synthesis for Working Together |
| May 16 – July 10 | Ongoing Collaborative Assignment | Collaborative Case Study |
| May 16 – July 10 | Ongoing Collaborative Assignment | Professional Development Webinar |

* 1. **Primary Methods of Instruction:**
* Cooperative learning activities
* Web-based activities
* Analysis and reflection

**PRIMARY METHODS OF INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x  | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|   | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| X | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
| x | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| x | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

* 1. **Required Assignments:**

**Professionalism (10%):** Professionalism grade will be based on fulfillment of professionalism expectations (**as described in Section 2.10 of this syllabus)** in individual course performance as well aswhen interacting with classmates and course instructor.

**Virtual Modules (40%) –** Candidates will complete **4** virtual modules as indicated in the tentative course outline **(Section 2.5).** Each module includes readings, activities/assignments, and a quiz. Additional information on module assignments is provided under each module in Angel. All module deadlines are midnight Sundays as indicated on the schedule.

**Collaborative Case Study** **(25%**) – Teams will be formed with at least one counselor and at least one special educator. Each team will select a student case study from those provided by course instructor. Teams will work collaboratively and consultatively to address the issue. Additional information will be provided in the assignment folder in Angel.

**Professional Development Webinar (25%) –** A major aspect of consultation and collaboration is teaching others what you know. To that end, each cross-disciplinary team (at least one counselor and at least one special educator) will collaborate to prepare and deliver a professional development webinar for teachers, administrators, school counselors, and/or family members. This collaborative team will consist of the same team members as the Collaborative Case Study project. Additional information will be provided in the assignment folder in Angel.

* 1. **Grading Criteria:** Course grade will be calculated based on the completion of all assignments and the quality of the assignments submitted for evaluation and performance. All assignments must be completed to a satisfactory degree and submitted to earn a passing grade for this course. Final course grade will be based on the following scale:

A 93 – 100% C+ 77 – 79%

A- 90 – 92% C 73 – 76%

B+ 87 – 89% C- 70 – 72%

B 83 – 86% F 69% or less

B- 80 – 82%

* 1. **Attendance Policy:**This course is a virtual course and therefore there is no attendance policy.
	2. **Professionalism:**

In addition to following the University Student Code of Conduct as defined in the Student Guidebook (<http://studentservices.fgcu.edu/judicialaffairs/conduct.html>), and the Florida Department of Education Code of Ethics and Principles of Professional Conduct (<http://coe.fgcu.edu/certificates/files/COECodeofEthics-2008.pdf>), it is expected that the teacher candidate will treat fellow teacher candidates, faculty, educators, and students with respect. Respect may be manifested in many ways including both verbal and non-verbal communications. Negative or disruptive comments, usurping authority in class, physical intimidation, inappropriately aggressive behavior or comments will not be tolerated.

* 1. **Assignment Expectations:**

Educators are expected to be proficient in their use of oral and written Standard English. All written assignments and projects are expected to reflect Standard English grammar, spelling, punctuation, appropriate vocabulary, and sentence structure. All written assignments are expected to be of graduate level quality. ***Unless otherwise specified***, written assignments must be typed, font of 12, double-spaced, and follow all guidelines provided for the assignment.

***All assignments must be completed to a satisfactory degree according to assignment directions and submitted in order to receive a passing final grade for the course.*** However, compliance with this requirement does not guarantee a passing grade. Assignments are to be submitted on or before the due date. Late assignments will be accepted for **partial credit** at instructor’s discretion; the typical deduction for late assignments is 10% per day late with a maximum deduction of 40%.

Incompletes will not be granted except in rare cases of an extreme nature. Please refer to the university policy on incomplete grades in the syllabus (above) and also in the FGCU catalogue.

* 1. **Technology Expectations:**
1. Access to a computer and the internet is required. Access to a webcam and computer microphone is desired but not necessarily required as candidates may choose to share these tools in completion of collaborative projects.
2. All email communication regarding this course will be made via Angel.
3. All written assignments are to be submitted as a **Microsoft Word document (.doc or .docx) or Rich Text Format** (.rtf) and submitted via Angel as indicated in specific assignment instructions, unless otherwise specified.
4. Teacher candidates are responsible for confirming assignments have been submitted successfully in the appropriate Angel dropbox, discussion forum, etc. To confirm successful submission, (a.) exit the assignment folder, (b.) re-enter the assignment folder, (c.) access and open the uploaded file. If you are able to access and open your file, your submission has been successful.
5. Teacher candidates without access to the technology required may use any of the open FGCU labs when they are on campus. Allow time to complete your work on campus if necessary. Computer and internet malfunctions are not acceptable excuses for submitting late assignments.

**SECTION 3: College and University Statements**

* 1. **College of Education LiveText Syllabus Statement:**

The College of Education has adopted the use of LiveText software to provide for the improvement of teacher candidate performance and program quality. **As a degree-seeking teacher candidate** you are responsible for purchasing a membership to LiveText during your first course in the FGCU’s College of Education. If you do not have a membership to LiveText, you will need to purchase it immediately**. This is a one-time only purchase.**

All teacher candidates enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in LiveText that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

* 1. **Academic Behavior Standards and Academic Dishonesty:**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

* 1. **Disability Accommodations Services:**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930

* 1. **Student Observance of Religious Holidays:**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

* 1. **Incomplete Grade:**

A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.

To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete and retain a copy of an Incomplete Grade Agreement Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation, whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.

* 1. **FGCU Writing Center:**

The FGCU Writing Center assists student writers through free, accessible, learning-based writing consultations.  <http://www.fgcu.edu/WritingCenter/index.html>

* 1. **Online Tutorials:**

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support>

**3.8 Standards Matrix**

