



Syllabus for SPED 505: Supervision & Consultation in Special Education (2 Credits) Summer 2016 Online

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Office Hours:	Available by course e-mail.

Required Text:

Dettmer, P., Thurston, L.P., Knackendoffel, A., and Dyck, N.J. (2012). *Consultation, collaboration and teamwork for students with special needs* (7th ed.) Boston, MA: Allyn & Bacon.

Catalog Description:

Students in this course study the various organizational models for special education services. It includes examination of consultant models throughout the processes of referral, appraisal, placement, implementation and evaluation.

Course Goal:

Sped 505 provides pre-professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, collaborative and consultative skills. Use of electronic file exchange will be required. Sped 505 is designed to prepare graduate students to interact with other professionals regarding students with special needs. Graduate students will refine targeted skills for professional growth, communication and provision of professional development for colleagues.

CEC Standards Addressed:

CEC Advanced Preparation Standard 5 Leadership and Policy - Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

CEC Advanced Preparation Standard 6 Professional and Ethical Practice - Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC Advanced Preparation Standard 7 Collaboration - Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Student Outcomes:

The successful student will:

- Define collaboration, consultation and teamwork and explain the essential characteristics of each
- Identify variables, including cultural diversity, that may facilitate or constrain participation in collaboration, consultation or teamwork settings
- Use assessment information in making eligibility, program and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive and resolving conflicts
- Develop and modify individual professional skills for problem solving and conflict resolution
- Apply problem solving techniques while 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 with families from diverse backgrounds
- Utilize various communication techniques to gather relevant background information from families with cultural and linguistic diversity
- Design and present a professional development activity

- Articulate an understanding of the ethical interaction emphasized for collaborative consultation in the school setting with families from cultural and linguistic diversity
- Articulate an understanding of the ethical interaction emphasized for collaborative consultation in the school setting with families from culturally/linguistically diverse backgrounds
- Demonstrate an understanding and ability to collaborate effectively with other professionals, parents and community members when the learner is culturally/linguistically diverse
- Articulate an understanding of historical, attitudinal and perceptual factors in partnerships

Course Assignments:

1. Class participation, discussion and reflections (100 points)

Discussion questions: Class participation, discussion and reflections (5 at 20 points each = 100 points)

- For every module there will be a class discussion and/or reflection on an important topic or issue concerning special education. Thorough reading and study of course readings and thoughtful discussion/interaction with fellow classmates is expected. Quality of contributions in group discussions will be assessed and the instructor will monitor all activity during discussions and when necessary facilitate, intercede, or contribute feedback. To access a discussion click on the “Discussion link” on the “Course Tools Menu.”
- Netiquette
 - Keep paragraphs and messages short and to the point.
 - Focus on one subject per message and always include a pertinent subject title for the message, that way the user can locate the message quickly.
 - Use the jargon associated with the course, but otherwise keep your language simple.
 - Reply to others by using their name and include your signature at the bottom of messages.
 - Capitalize words only to highlight an important point or to distinguish a title or heading. *Asterisks* surrounding a word also can be used to make a stronger point. Capitalizing whole words that are not titles is generally termed as SHOUTING!
 - Avoid control (special non-language) characters.
 - Be professional and respect the views and opinions of others.
 - Be careful what you say about others. Course mail is easily forwarded.
 - Cite all quotes, references, and sources and respect copyright and license agreements.
 - Be careful when using sarcasm and humor. Without face to face communications your joke may be viewed as criticism.

- Flaming is an often-angry, mean-spirited attack on another person via email. It is a major breach of netiquette to flame someone. It's rather counterproductive and usually the result of either a quick move to judgment or a sadistic temperament. Unfortunately, there is little you can do when you have been flamed. Responding in kind brings only joy to the flamer and provides you with only momentary satisfaction. My advice is to contact the instructor and register a complaint.

2. Informational Packet (100 points, see rubric)

Design a research based (include references) information packet for informing one of the following:

- a para-educator about their role in inclusionary school settings
- a general education teacher about their role as a co-teacher
- a special education teacher about their role as a co-teacher
- a parent regarding a skill set that is relevant to most students either at the elementary stage or the high school stage of learning

3. and 4. Midterm & Final Exam: Participants will construct written responses to an instructor-developed exam. The exam will cover information explored throughout the course. (2 @ 100 points = 200 points)

5. Quizzes: Participants will take 4 quizzes throughout the semester. The format of the quizzes will be multiple choice and/or true and false. (5 x 30 = 150 points)

Grade Scale:

The following table lists the assignments due for this course and the points possible for each assignment. In an effort to track your progress in this class, please record your point totals below.

SPED 505 Assignments	Points
1) Discussions (5 x 20 points each)	100
2) Informational Packet	100
3) Midterm Exam	100
4) Final Exam	100
5) Quizzes (5 quizzes x 30 points each)	150
TOTAL POSSIBLE POINTS	550

The total number of points for this course is 550. Grades will be assigned on the following distribution.

A 93-100% Exceeds expectations. Content and technical merit is outstanding. Reflects mastery of material.

B 84-92% Meets expectations. Content and merit are good. Reflects acceptable grasp of material.

C 76-83% Borders expectations. Content and technical merit is adequate. Reflects familiarity of material with gaps in application.

D 68-75% Below expectations. Content and technical merit is marginal.

F 0-67% Failure.

Course Policies:

Communication Requirements

The instructor will respond to course communications within 48 hours. Students are expected to meet the same standard. Please use the course email to contact the instructor and/or submit assignments.

Library

You will be involved in extensive writing and editing processes, and will be required to access many literature resources, both in the MSU library and on the Internet. If you are not familiar with how to do so, please contact the instructor.

Technology Requirements

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Lesson pages. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. Plug-ins (PDF, PowerPoint Reader, etc.) necessary for the operation of software in this course can be downloaded for free by selecting the Software Downloads link under the Web Links on the Home Page.

Help Desk

Direct your inquiries about course operations to the instructor. MSU Online students have access to help with their Online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU Online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at helpdesk@minotstateu.edu The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the [North Dakota University System Help Desk](#) at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.
- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

ADA Accommodation Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Title IX Statement:

Minot State University is committed to a safe and violence free campus. If you experience any form of violence or sexual harassment. Please don't hesitate to reach out or contact one of the resources available at <http://www.minotstateu.edu/keepusafe/>.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley
Title IX Coordinator
Memorial Hall, 4th floor, Room 412
701-858-3447
lisa.dooley@minotstateu.edu

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352

Tentative Class Schedule:

See course modules on Blackboard