Instructor: Tyran W. Butler, Ph.D.
Office: 1403 Norman Hall
Phone: 386.365.4316
Email: Use the Canvas mail tool
Virtual Office: by appointment
Hours: Skype username: Dr.TButler or via Canvas Conference Tool

Instructor Response
I respond to email within 24 hours. If you email on the weekend, it may be 48 hours before I am able to respond. If you email and I do not respond within 24 hours (48 hours), please resend the email, as I may have overlooked it. All assignments will be graded within one of week of the due date. Should I need more time, I will notify you.

Course Description
In this online course, knowledge and skills are developed for collaboration, transition planning, and professional development for serving children and youth with disabilities.

Learning Outcomes
Students will be able to:
1. define models and dimensions of collaboration and consultation;
2. apply effective communication skills;
3. work effectively with professionals including paraeducators and other support personnel in school settings;
4. apply knowledge of team planning for transition.

Required Textbook:

Recommended Reference Book:
Online Delivery System
This course will be delivered using the Canvas course management system.

Technology Problems
This is a completely online class. It is your responsibility to ensure that you have the technology required to view all the course information on the site. If you have problems with any aspect of technology please contact technical support http://education.ufl.edu/help/.

Technology Requirements
Reliable and consistent computer and Internet access is needed to successfully participate and complete online courses. You will need a **working webcam and microphone** for some of the assignments in the course. These can be purchased through Amazon.com, and other retailers. Ensure that your computer meets the minimum system requirements. Please use the following checklist to determine your computer readiness.

You should have access to:
- An email account
- Computer with high-speed access to the Internet
- Microsoft Word
- Software and plug-ins that may include
  - Adobe Acrobat Reader
  - Flash Player
  - Java
  - QuickTime
  - Real Player
  - Shockwave Player
  - Windows Media Player

Accessibility
Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to contact me as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disabilities Resource Center https://www.dso.ufl.edu/drc to assist in planning modifications.

Canvas is a web accessible learning management system. More information can be found here: [http://www.instructure.com(canvas-vpat)](http://www.instructure.com(canvas-vpat))
Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 6</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>January 12</td>
<td>Last Day to Add a Class</td>
</tr>
<tr>
<td>January 12</td>
<td>Last day to drop classes with no record and a refund</td>
</tr>
<tr>
<td>January 19</td>
<td>HOLIDAY: Dr. Martin Luther King, Jr. Day</td>
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<tr>
<td>Feb 28 - Mar 7</td>
<td>SPRING BREAK</td>
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<tr>
<td>April 10</td>
<td>Last day to drop to receive a 'W'</td>
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<td>April 22</td>
<td>Classes End</td>
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<tr>
<td>April 24-28</td>
<td>Final Exam</td>
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Assignments

Modules. Students are expected to complete each course module according to the schedule provided. Each module contains readings and other activities intended to develop knowledge and skills related to course content. The first page of each module contains the directions for successful completion of the module. Each module will conclude with a quiz and/or assignment to be completed independently. If you miss a quiz, you will not have the opportunity to take it again, thus, you will lose 25 points.

This is the format for each of the modules:

a. Module Number and Name  
b. Learning Outcomes  
c. Steps for Completing the Module

For each of the modules, you will have:

1. Discussion prompt section in which I will provide a topic for discussion;  
2. Additional readings to supplement module content and textbook;  
3. Content Module Quizzes for the modules  
4. Assignments to be completed:
   - Module 3: upload: Informational Interview  
   - Module 4: upload: Collaborative Inquiry Based Project Proposal  
   - Module 6: upload: IEP Meeting Observation  
   - Last Day of Class: upload: Final Collaborative Inquiry Project Paper  
   - Final Exam: online

Quizzes. There will be a quiz at the end of each module. The questions will cover content from the readings, module, videos, and discussions. The quizzes will include short answer, cloze, true/false, matching, and multiple-choice questions, and will be timed. Quizzes will be open from three days prior to the closing of the module until the last day of the module. They will close on the last day of the module at 11:59 PM (see calendar for dates). Please plan
ahead to complete quizzes prior to the deadline. They will close at the time designated and not be re-opened. *(25 points each) *One quiz (the Syllabus Quiz) is worth 20 points.* The instructor reserves the right to extend a quiz deadline *should she deem it necessary.* A quiz deadline extension is not an extension of the module.

**Discussions.** You will be provided with a prompt. You are *encouraged to read discussion posts* from all classmates.

*For each discussion forum, you must provide three posts.* Your *first post* should address the issue posed for discussion, from your own perspective. The rationale for your first post is to demonstrate the depth of your analysis of the issue. Your *second and third post* should be a response to a post given by other members of your group. The rationale for the second and third posts is to demonstrate the degree to which you can be responsive and apply your knowledge to a post already made by a member of the class. The readings should be cited in your posts. A response to your own post does not count as a discussion post.

**Activities.** Four course activities are designed to extend the module content to apply them in your school settings. Detailed descriptions of these assignments follow and due dates are listed in the course calendar. *(Two are worth 25 points each, one is worth 10 points, and the last one is worth 40 points.)*

**Collaborative Inquiry-Based Project:** As you continue to develop as a practitioner, you will inevitably have questions about best practices when working with other professionals. You may have questions about a variety of issues in your school and this is an opportunity to engage in exploration of those questions. **You will need to get approval from the instructor prior to beginning your project.** *(50 points total)*

**Exam**
There will be one comprehensive final exam. You will have 120 minutes to complete the exam and one attempt.

Please understand that completing an assignment, activity, post etc. *is not the sole requirement for obtaining a high score on individual work or an A in this course.* This is a graduate-level course and graduate-level work in terms of both form (writing conventions, writing cohesion) and content is evaluated. Errors in spelling should not occur in on-line coursework when you have the time and resources to check your work.
Course Agenda

We will move quickly through the modules on different topics. Readings for each module are listed on your web course agenda page. A topic to be discussed for each module will be presented by me for the “discussion forums.” For this reason, it is **highly recommended** that you start these readings ahead of time and pace yourself accordingly to ensure that you are able to finish the required readings for each module in a timely manner.

Reminders/Late work

Posts for the modules need to be made during the timeframe of the module. Quizzes and assignments must be completed during the timeframe of the module. Assignments all have a hard deadline. **Late work will not be accepted.** Modules do not all open on the same day of the week. Please look closely at the schedule to ensure that you have the correct dates.

Grading Scale: Total 410 points possible

Grades are computed by weighting assignments groups based on the point total of each assignment within these groups.

Letter grades are assigned based on the percentage of the total possible points earned within each assignment group.

<table>
<thead>
<tr>
<th>Percentage of Final Grade</th>
<th>93%-100%=A</th>
<th>73%-76.9%=C</th>
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</thead>
<tbody>
<tr>
<td>90%-92.9%=A-</td>
<td></td>
<td>70%-72.9%=C-</td>
</tr>
<tr>
<td>87%-89.9%=B+</td>
<td>67%-69.9%=D+</td>
<td></td>
</tr>
<tr>
<td>83%-86.9%=B</td>
<td></td>
<td>63%-66.9%=D</td>
</tr>
<tr>
<td>80%-82.9%=B-</td>
<td>60%-62.9%=D-</td>
<td></td>
</tr>
<tr>
<td>77%-79.9 %=C+</td>
<td>Below 60%=E</td>
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Course Assignments and Percentage of Final Grade

<table>
<thead>
<tr>
<th>Assignments/Points per Assignment</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>30% of grade</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Activity 1: Informational Interview</td>
<td>40% of grade</td>
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<tr>
<td>Activity 2: IEP Observation</td>
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<td>Activity 3: Collaborative Inquiry-Based Project Proposal</td>
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<tr>
<td>Activity 4: Collaborative Inquiry-Based Project Final Submission</td>
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<tr>
<td>Final Exam</td>
<td>30% of grade</td>
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Honor Code
It is the expectation that you will adhere to the University of Florida honor code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:
"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Calendar of Activities
*The instructor reserves the right to modify the Calendar as necessary. You will be notified of changes via Canvas, of changes. Please note: Sometimes you will be reading chapters from your books at the same time that you are reviewing other content in your modules. Hence, you will not always see a clear connection between all of your reading materials.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1/6-11</td>
<td>Module 1: Introductions/Course Overview</td>
<td>Syllabus</td>
<td>Syllabus Quiz</td>
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<td></td>
<td>Video Introduction</td>
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<td>1/11</td>
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<tr>
<td>1/12-18</td>
<td>Module 2: Foundations</td>
<td>Online Module Chs. 1 &amp; 8</td>
<td>Foundations Quiz</td>
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<td>1/18</td>
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<td>1/19</td>
<td>HOLIDAY: Dr. Martin Luther King, Jr. Day</td>
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<td>1/20-2/3</td>
<td>Module 3: Communication</td>
<td>Online Module Chs. 2, 3, &amp; 4</td>
<td>Communication Quiz</td>
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<td>Activity 1</td>
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<td>2/3</td>
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<tr>
<td>2/4-18</td>
<td>Module 4: Empowering Team Members</td>
<td>Online Module Chs. 6, 7, &amp; 10</td>
<td>Empowering Quiz</td>
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<td>Activity 2</td>
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<td>2/18</td>
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<tr>
<td>2/19-27</td>
<td>Module 5: Developing Leadership and Service Coordination Skills</td>
<td>Online Module Ch. 13</td>
<td>Leadership/Coordination Quiz</td>
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<td>2/27</td>
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<td>Activity 3</td>
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<td>3/15</td>
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<tr>
<td>2/28-3/7</td>
<td>UF SPRING BREAK</td>
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<tr>
<td>3/16-22</td>
<td>Module 7: Community and Intra-agency Contexts</td>
<td>Online Module Ch. 12</td>
<td>Intra-agency Contexts Quiz</td>
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<td>3/22</td>
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<tr>
<td>3/23-4/16</td>
<td>Module 8: Dealing with Conflict</td>
<td>Online Module Chs. 5, 9</td>
<td>Conflict Quiz</td>
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<td>4/16</td>
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<tr>
<td>4/17-22</td>
<td>Wrap Up</td>
<td>Complete the Collaborative Inquiry Paper</td>
<td>4/22</td>
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<td>Activity 4</td>
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Activity Descriptions

Activity 1: Informational Interview
Learning Outcome 2
Include a report of an informational interview conducted with a school professional, other than your cooperating teacher. For example, you could interview a speech-language pathologist, school psychologist, or adaptive P.E. teacher. Gather information about this professional’s specific role in your school, as well as his or her role in supporting, facilitating, informing, and/or prescribing collaboration. Specific guidelines for this activity are attached, and additional information regarding interviews is found on pages 86, 102-104 in your textbook. This assignment will also be addressed in Module 2.

Evidence Based Practice: Collaboration

Activity 2: Inquiry Based Collaboration Project Proposal
Learning Outcome 3
Include a proposal to conduct a collaborative inquiry with another professional in your school, other than your cooperating teacher (i.e., paraprofessional, behavior specialist, general educator). Specific guidelines for this activity are attached. This assignment will also be addressed in Module 3.

Evidence Based Practice: Co-Teaching, Collaboration

Activity 3: IEP Meeting Observation
Learning Outcomes 2 & 3
Include a report on your observation of an IEP of a student, preferably in your class this semester. You will observe the communications and interactions of IEP team members and discuss the process of reviewing/assessing IEP goals and related services recommended for the student. Specific guidelines for this activity are attached. This assignment will also be addressed in Module 3.

Evidence Based Practice: Co-teaching, Collaboration

Activity 4: Inquiry Based Collaboration Project Final Report
Learning Outcomes 1, 2, and 3
Include a final report on the inquiry-based collaboration project you began with Activity 2. Provide the outcomes, your personal reflection, and thoughts on future actions. Specific guidelines for this activity are attached. This assignment will also be addressed in Module 3.

Evidence Based Practice: Co-Teaching, Collaboration
Activity 1: Informational Interview

Directions: Conduct an informational interview with another professional in your school setting (see pages 86-104 in your textbook for more detailed guidelines). The report for this activity should include:

1. Professional's position, date, and length of meeting

2. Anecdotal summary of procedures
   a. Preplanning (what did you do to prepare for the interview?)
   b. Establishing rapport (how did you initially foster a bond characterized by trust and understanding?)
   c. Stating purpose (what did you say when you stated the purpose of the interview?)
   d. Providing information (what information did you provide about yourself and your reasons for contacting this professional?)
   e. Obtaining information (what questions did you ask during the interview, and what responses did you receive?) Include your “during interview” notes.
   f. Summarize & establish link for future communication (what did you say?)

3. Observations of the interaction – provide examples of the types of verbal communication used with a focus on your use of communication:
   a. empathy – how did you show that you were empathetic during the interview?
   b. equality – how did you establish parity as you communicated?
   c. descriptive statements – how did you describe your ideas and clarify statements that may have needed further explanation?
   d. spontaneity – how did you respond when spontaneous situations or responses occurred during the interview?

4. Observations of nonverbal communication (e.g., sitting posture and position, eye contact, etc.), provide examples of the types of nonverbal communication used during the interview, with an emphasis on your use of nonverbal communication.

*Your interview guide and notes taken while interviewing should be included. If you choose to video record your interview, you may submit the recording the place of an interview guide.
Activity 2: Collaborative Inquiry-Based Project Proposal

Directions: Select one professional in your school with whom to conduct a collaborative, inquiry-based project. This proposal should include a detailed plan including:

1. Professional's position, the question you two choose to explore, specific information about your plan for collaboration (use pseudonyms for students) if you include information about them
2. Summary of proposal, including:
   - Background Information: Identify the issue (What question(s) do you have that you attempt to solve collaboratively?)
   - Design: How will you systematically study the issue? What roles will each collaborator play?

3. Discuss problems encountered during the initiation of collaboration with a thorough description of each one. Include your perceptions of the causes for these problems and ways you might deal with the problems better in future collaborative endeavors. These problems are ones experienced between the adults involved in the collaborative relationship.

Your paper should have these headings:

*Background Information*
In this section, provide the context for your inquiry. What process did you both use to come up with this question? Help me understand why you are doing studying what you are studying.

*Design*
In this section, share how you and your colleague will study the question you have. Share how you will collect information (data) to support your study. Explain the roles of each collaborator. Tell what each one will do.

*Challenges in Planning*
Discuss problems encountered during the initiation of collaboration with a thorough description of each one. Include your perceptions of the causes for these problems and ways you might deal with the problems better in future collaborative endeavors. These problems are ones experienced between the adults involved in the collaborative relationship.
Activity 3: IEP Meeting Observation

Date: Start Time: End Time:
Directions: Complete the table with information regarding who attended the meeting how they participated. Consider the questions below as you listen and observe. Be sure to attend to verbal and non-verbal communication (page 81).

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<thead>
<tr>
<th>Name/Role</th>
<th>Participation (Notes on Comments/Questions)</th>
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</table>

Who Led the Meeting?
How would you describe the communication among the participants?
How involved were the parents/guardians? In what ways did the professional leading the meeting include the parent/guardian?
How were the needs (and future needs) of the student addressed?
What went well at this meeting?
What would you have liked to see improved?

Post-Observation Summary Directions: As soon as possible after your observation, address the questions above and share your general reactions/reflections. Be sure to support your summary by referring to the readings on communication and coordination.
Activity 4: Collaborative Inquiry-Based Project

Directions: Please provide a follow-up paper on the collaborative, inquiry-based project you started in Activity 2. Be sure that your final project includes all of the sections below. It should be written in the past tense since the project has been completed.

Background Information
In this section, provide the context for your inquiry. Include the process you both used to come up with this question. The readers should be able to understand why you are studied what you are studied. You may include a connection to the literature here.

Design
In this section, share how you and your colleague will study the question you have. Share how you will collect information (data) to support your study. You will share the roles of each collaborator. Clearly explain the nature of the collaboration.

Findings
Share here what you and your colleague found after having studied your question. You may list your findings one by one. You should include at least one citation from a peer-reviewed source to support each of your findings. (You should look in refereed journals).

Concluding Thoughts
Share here what worked well through this process of collaborative inquiry. Discuss what worked well and what was challenging. Be sure to include the benefits for you and your collaborator. Include the problems encountered throughout the process with a thorough description of each one. Include your perceptions of the causes for these problems and ways you might deal with the problems better in future collaborative endeavors. These problems are not the ones you experience that are related to the student’s academic and/or behavioral issues, they are the ones experienced between the adults involved in the collaborative relationship.

References
Use APA style to provide full citations for your references.