



Special Education Department

Sanford College of Education

Course Outline

MMS623 Case Management and Collaboration

Course Prerequisite – MMS620 Assessment and Differentiation

Course Description

Candidates Examine the roles and responsibilities of the educational specialist in a multi-disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across K-12 grade levels for students with MMSN.

OER Statement

The course readings have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students.

Required Textbook

Friend, M. (2023). Interactions: Collaboration skills for school professionals.
eText ISBN: 9780135752623

Course Learning Outcomes (CLOs)

Upon the successful completion of this course, candidates will:

CLO 1: Develop in collaboration with other professionals in a multidisciplinary team, IEP/IFSP goals, based on assessment data with an array of technology, to monitor growth of K-12 Learners with mild to moderate support needs. (BL 6)

CLO 2: Evaluate national, state, and community resources, agencies, and services appropriate to support the academic, behavioral, and social emotional needs of; K-12 Learners with mild to moderate support needs and their families. (BL 5)

CLO 3: Design educational plans for K-12 Learners with mild to moderate support needs per the special education process: from referral assessment, eligibility, IEP/ITP development, transition plans, placement, programs, and services and advocacy. (BL 6)

CLO 4: Develop with other service providers including paraprofessionals, general education teachers, and community agencies, instructional plans to provide optimal learning experiences and successful transitions for K-12 Learners with M/M. (BL 6)

CLO 5: Explore conflict resolution techniques that use communication, collaboration, and mediation approaches to ensure effective IEP/ITP meetings in a multidisciplinary team (BL 4)

CLO 6: Reflect on the collaborative and consultative practices among multidisciplinary team members (e.g., MTSS) and the impact on learning for the whole child with mild to moderate support needs. (BL 5)

This course is built on the premise that learning is a process that involves acquiring knowledge, applying that knowledge and skills and integrating that knowledge and skills into real experiences. You are expected to fully participate in and complete all learning activities graded or non-graded to meet the requirements of the course. Grades are based upon points accumulated from all assignments, collaborative activities, participation, case studies, and presentations. Each candidate may accumulate 100 points.

Course Specific Expectations

- Candidates are expected to: actively participate in weekly online sessions or view the recordings and complete a summary; and complete assessment measures and assignments as scheduled.
- Candidates are expected to obtain a Mastery level (80% of criteria) on all assignments and have the opportunity for resubmission to accomplish that goal.
- Candidates are expected to integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate assignment requirements.

Faculty Feedback Expectations

Substantive and Regular Interactions: National University is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities:

- Participate in regularly occurring class meetings.
- Participate in a regularly occurring online discussion about academic course content.
- Offer faculty-scheduled consultations with a student to discuss academic course content.
- Provide substantive and personalized feedback on student assignments.
- Provide regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience.
- Participate in regularly scheduled learning sessions (synchronously); or
- Provide proactive and scheduled communication initiated by faculty in response to student progress.
- Respond to students within 48 hours of an inquiry.

Fieldwork Assignments

To fulfill the California Commission on Teacher Credentialing (CCTC) required 200 hours of early fieldwork, fieldwork is required throughout the MMS623 course. Please email your instructor directly with any questions about your fieldwork requirement.

Course grade definition and definition of Grades for Graduate Courses

Please refer to the most recent National University, Course Catalog, (available at www.nu.edu under the “Our Programs” tab) for policy on Grading, Incompletes, Withdrawal, et cetera.

Course Grading Policy

GRADE	Percentage	Point Range
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

GRADE	Percentage	Definition
A	90 – 100%	Outstanding Achievement
B	80 – 89%	Commendable Achievement
C	70 – 79%	Marginal Achievement
D	60 – 69%	Unsatisfactory Achievement

The final grade evaluation in this course will be based on points as follows:

Assignments		Points
Collaboration – Weekly synchronous and asynchronous opportunities to collaborate through Brightspace, a virtual learning management platform, facilitated by the instructor.	3 x 4	12
Discussion Forum – Candidates engage with resources designed to promote higher order thinking and meaningful interactions	5 x 4	20
Activities – Designed to access, analyze, and synthesize course resources to demonstrate application of course concepts using a variety of mediums.	3 x 05	15
Field Work – Designed to provide hands-on opportunities to learn about students with special needs to make connections between course offerings to actual real-life situations.	2 x 10 3 x 5	35
QUIZ - Check for Understanding – Types of collaborative practices	ungraded	00
End of Course Survey & Reflection	1 x 3	03
Signature Assignment – Designed to assess candidate’s mastery of core concepts covered in collaboration sessions, discussions, presentations, and assigned readings and resources.	1 x 15	15
TOTAL		100

Summary: Assignments, points, and Due Dates

Module	Activities/Assignments	Points	Due Date
1	Session 1 - Case Managers as Members of Collaborative Teams <ul style="list-style-type: none"> Articulate the definition of collaboration in education and types of collaborative practices. Understand federal and statewide pursuit of inclusive and equitable educational systems. Examine the role of special education teachers as advocates for students with disabilities. 	03	Specified by Instructor
1	Discussion Forum – What is Ableism? <ul style="list-style-type: none"> What assumptions do you make about people’s abilities based on their appearance or disability? How do you recognize and challenge your own ableist thoughts and behaviors? U6.2; U6.5; U6.7; MM6.3	05	Sunday*
1	Readings, Media, & Resources	✓	
1	Fieldwork 1 – Inventory of Range of Collaborative Practices <p>Conduct an inventory of collaborative practices within a school that you work or of your choice and the role of special education teachers and general education teachers within them.</p> U4.6; U6.3; U6.4; U6.7; MM1.1; MM2.8; MM4.6; MM6.1; MM6.3	10	Sunday
1	Fieldwork 2 – Examine the Role of Student Voice in the IEP Process <p>Select a focus student to encourage self-advocacy habits promote an active voice In the IEP process. Candidates provide a description of the student, including strength and needs and administers the <i>I’m Determined One-Pager</i> making adaptations as needed.</p> U1.1; U1.3; U1.6; MM1.3; MM1.6; MM1.7	05	Sunday
2	Session 2 – Acquire Effective Communicative Practices with Parents <ul style="list-style-type: none"> Enhance the effectiveness of interviewing parents/families. 	03	Specified by Instructor

	<ul style="list-style-type: none"> • Address professional roles and responsibilities for interacting with families • Identify strategies to promote family participation 		
2	<p>Discussion Forum – Indicate ways to Promote Family Input</p> <ol style="list-style-type: none"> 1. How can special education teachers learn about families’ unique aspects and become familiar with the community in which they live to forge responsive relationships between school and families? 2. Researchers Avendano and Cho (2020) present a Practitioner-Collaborative Checklist to be used by practitioners before, during, and after parent coaching. How would you use this check list to support actions to facilitate the development of collaborative relationships in a practitioner-parent relationship in your role as a case manager? <p>U1.2; U1.3; U6.2; U6.4; MM1.5; MM6.1</p>	05	Sunday*
2	<p>Fieldwork 3 – Conduct interview with Parents(s)/Family Member(s) & Reflection</p> <ul style="list-style-type: none"> • Craft 8-10 questions following the guidelines offered by Friend (2021) and Francis et al. (2017) to gather information from family member(s) to better serve a student with MMSN. • Conduct the interview, summarize findings, and reflect. <p>U1.2; U1.3; U6.2; U6.4; MM1.5; MM6.1</p>	10	Sunday
2	Readings, Media, & Resources	✓	
2	<p>Fieldwork 4 – Administer a Tool to Promote Metacognitive Skills</p> <p>Candidates adapt and administer the <i>I’m Determined Good Day Plan</i> intended to promote meta-cognitive skills (choice-making, decision making) for students with MMSN.</p> <p>U1.1; U1.3; U1.3; MM1.3; MM1.6; MM1.7</p>	05	

3	Session 3 – Optimize Special Education Teacher’s Role as a Collaborator <ul style="list-style-type: none"> Optimize inclusive practices within TK-12 schools. Contribute to build collaborative practices. Direct the Goal Plan to set short/long term goals. Justify co-teaching as an inclusive practice. 	03	Specified by Instructor
3	Discussion Forum – Advocate to Build Collaborative Practices <ul style="list-style-type: none"> In your current and previous experiences, which reasons the authors give why general education teachers do not attend IEP meetings do you agree with? Why or why not? Give examples. Do you agree with the proposed strategies given by the authors (Menlove et al., 2001)? Why or why not? Give examples. U4.5; MM1.1; MM2.4; MM4.6;MM4.7	05	Sunday*
3	Readings, Media, & Resources	✓	
3	Activity 1 – Critique Co-Teaching & Reflection <ul style="list-style-type: none"> Complete the California State University, Chico, School of Education & U.S. Department School of Education Office of Innovation and Improvement (2015, July 22) Co-teaching overview modules. Reflect on “lessons learned” to improve collaborative practices and to ensure that you retain appropriate accountability for the progress of students equally served by the general education co-teacher. U4.6; U6.2; MM4.6; MM7.3	05	Sunday
3	Activity 2 – Investigate the Role of Paraeducators <ul style="list-style-type: none"> Reflect on decision-making process to consider the roles of paraeducator to support students with special needs U6.3; U6.4; MM6.1; U4.6; MM4.6	05	
3	Fieldwork 5 – The Goal Setting Plan <p>Candidates continue to work with their focus student to administer the <i>I’m Determined Goal Setting Plan</i> to their focus student to develop short and long-term goals.</p>	05	Sunday

	U1.1; U1.3; MM1.6; MM1.7; U4.5; MM4.7		
4	Session 4 – Review Strategies to Increase Collaboration <ul style="list-style-type: none"> Clarify tools to increase collaboration. Review understanding of the role of an advocate. Assess results of a conflict management style. Operationalize a toolkit of collaborative practices. 	03	Specified by Instructor
4	Discussion Forum – Determine Understanding the Role of an Advocate. <ul style="list-style-type: none"> Select one of the SIP and Sam Inclusion Coffee Talk Podcasts (SIP, 2023). Share what you learned or what confirmed your current position/claims, and how the learning will strengthen your ability and desire to be a “systems change” agent to positively impart the educational system for students with disabilities. U4.5; U6.2; MM4.7	05	Saturday
4	Readings, Media, & Resources check	✓	
4	Activity #3 – What’s your Conflict Management Survey <ul style="list-style-type: none"> Complete the Conflict Management Style Survey (Chapter 9, Difficult Interactions, Friend, 2021, pp. 242-245, Appendix 9.1) Interpret the findings and reflection. U6.2; MM6.2	05	Saturday*
4	Signature Assessment – Generate a Toolkit of Collaborative Practices <ul style="list-style-type: none"> Candidates work in groups of 3-4 to strategically prepare steps to ensure building positive, effective collaborative partnerships with general education teachers, support staff, agencies, and parents/families. Groups will prepare a practical toolkit of research-based strategies to promote effective collaboration behaviors using technology tools, such as a Padlet, Google Drive, Google Interactive Notebook, etc. U1.3; U1.6; U5.4; U6.3; U6.4; MM1.1; MM1.3; MM1.6; MM6.1	15	Saturday**
4	Activity 4 – End of Course & Program Survey Candidates complete an end of course and program survey.	3	Saturday**

*Initial discussion forum thread and response postings are due as specified by instructor.

**Module 4 assignments are due Saturday unless otherwise specified by the instructor.

Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Respond to others in the way that you yourself would want to be addressed.

Professionalism

Candidates are expected to:

Demonstrate the dispositions expected of teacher candidates.

- Demonstrate professionalism by being on time to live sessions and in turning in assignments.
 - Be honest in all coursework.
 - Bring the following skills and attitudes to the class discussions:
 - Willingness to accept the challenge of reading text and research concerning teaching and
 - Willingness to discuss, read and write independently and in small and large groups.
 - Willingness to listen with an open mind to the ideas and informed options of others
 - Attendance (online courses)

It is expected that candidates will:

- Login to the class at least twice a week (many candidates find that it important to login into the class most every day).
- Attend Collaborate sessions and be on time or complete summary assignment. Actively participate when called upon and have access to a microphone and a web camera throughout the session (netiquette).
- Mute microphone when not in use. Limit background noises and be attentive in class.
- Notify the professor immediately if technology problems prevent your attendance in the class.
- Notify the professor should any issues that arise that may affect on-time submission of work prior to the due date of the assignment. If the professor does not receive prior notification, no credit will be given for the work done for that class session or for an assignment that is due.
- Acknowledge that an absence is assessed each time a Candidate does not submit a Weekly Discussion Board prompt.
- Acknowledge that in accordance with National University policy, more than three absences, excused or unexcused, will result in a less than satisfactory

grade.

Written Assignment Expectations

All assignments are to be:

- Submitted as Microsoft Word documents, Times New Roman or Arial style font, font size 12, double spaced with Candidate name and date indicated. (No PDFs.)
- Completed in standard English following APA 7th Edition guidelines, error free in sentence construction, grammar, punctuation, and spelling.
 - Submitted in Brightspace, not as email.
- **For guidance with APA format, an excellent tutorial is available at** <https://apastyle.apa.org/? ga=2.83849877.287074803.1633215642-116669889.1633215642>

Late Work

Guidelines for late work are as follows:

- All assignments are due by 11:59 p.m. on Sundays unless noted differently by the instructor.
- Unless prior permission has been given to the candidate, late work will not be accepted, and no credit will be given for that assignment. Late assignments are accepted only with prior approval. To obtain that approval, you must request this approval via email, and the professor will respond by either approving or denying the request.
- If this request is approved, the instructor reserves the right to determine the timeframe to complete the assignment.
- Permission to submit work late applies to that assignment only and does not change the due dates for the subsequent assignments.
- If the request is denied, or if you fail to obtain approval, no credit is earned for the assignment.
- Late work that is accepted is subject to a grade deduction. Discretion is up to the course instructor.

Academic General Policies

At the start of the course, within the first week, make sure to read the [Academic Policies and Procedures \(NU\)](#).

Code of Conduct for Online Students

Freedom of speech and expression is valued not only throughout the society but also, and particularly, in the academic setting. Equally valued is the respect given to university computer systems and information technology. To that end, students will adhere to the following online code of conduct:

- Access National University courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the University's computer systems.
- Respect the diversity of opinions among the instructor and members of the class and

respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print may be considered unprofessional and a form of verbal abuse.

- Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the instructor and members of the class. This includes but is not limited to demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature, and unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in the General Catalog.

Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
 - There are to be no offensive comments, language, or gestures. Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the course.

Diversity

Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

Ethics

Ethical behavior in the class is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Disability

National University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodations due to a documented disability, please contact Student Accessibility Services. Student Accessibility Services provides disability consultation and coordination of support services and accommodations for all eligible students with disabilities. Student Accessibility Services (858) 642-8058 or (specialservices@nu.edu).

Academic Integrity

Students are required to cite the use of materials written by others in all written communications for courses. Plagiarism is the presentation of someone else's ideas or work as one's own. This includes using ideas, words, or phrases without proper

attribution. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the work in question or for the entire course. Inadequately or improperly cited work receives no credit. In cases of plagiarism, the burden of proof rests on the student, not the instructor. In other words, the student will be required to prove that plagiarism has not occurred. For more information on proper citation and writing research papers see the web sites listed below:

- [Plagiarism](http://owl.english.purdue.edu/handouts/research/r_mla.html) (http://owl.english.purdue.edu/handouts/research/r_mla.html)
- [Quoting, Paraphrasing, and Summarizing](http://www.owl.english.purdue.edu/handouts/research/r_mla.html) (http://www.owl.english.purdue.edu/handouts/research/r_mla.html)

Technology Requirements

National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please access the [Online Course Technical Requirements](#) housed in the National University Knowledge Base.

Computer Skills/Digital Literacy

Candidates are expected to be competent in using current technology appropriate for this discipline. In the SCOE, candidates are expected to have headphones and microphone, or computer audio enabled for speaking and listening to participate orally in Collaborate sessions. Candidates must be competent using word processing, spreadsheet, and presentation software. Examples of these types of programs include Microsoft Word, Excel, and PowerPoint. You must also be able to use an Internet browser and email program.

Writing Standards

Students are expected to demonstrate writing skills in describing, analyzing, and evaluating ideas and experiences. Written material must follow specific standards regarding citations of authors' work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials. Grades will be assigned for written material in accordance with the University catalog and the general criteria adopted by the School of Health and Human Services. The following website provides information on APA writing and citation styles required for written work: [NU Library Guides](#).

People First Language/Course Etiquette¹

The language we use both in written and oral format, reflects our attitudes and beliefs. Faculty and students are expected to refer to persons with disabilities with respect. We are expected to use "people first language". People First language refers to the person first and not as a label or category. As an example, refer to a student with Down Syndrome rather than a Down Syndrome student and a student with a disability rather than a disabled student.

¹ Assembly Concurrent Resolution 60 was introduced by Assembly Member Miguel Santiago (Los Angeles) on April 28, 2015. ACR 60 affirms the Legislature’s intent that state policies and procedures should utilize “People First Language” to the greatest extent possible when referring to students with disabilities.
