CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Special Education</th>
<th>College/School</th>
<th>School of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Joanne Healy</td>
<td>Phone</td>
<td>474-1557</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:jhealy7@alaska.edu">jhealy7@alaska.edu</a></td>
<td>Faculty Contact</td>
<td>Joanne Healy</td>
</tr>
</tbody>
</table>

1. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>EDSE</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDSE</td>
<td>640</td>
<td>3</td>
</tr>
</tbody>
</table>

2. ACTION DESIRED:

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TITLE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PREQUISITES</th>
<th>CREDITS (including credit distribution)</th>
<th>FREQUENCY OF OFFERING</th>
<th>COURSE CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3+0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CROSS-LISTED</th>
<th>Dept.</th>
<th>(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STACKED</td>
<td>Dept.</td>
<td>Course #</td>
</tr>
<tr>
<td>OTHER (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<table>
<thead>
<tr>
<th>COURSE FORMAT:</th>
<th>6 weeks to full semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER FORMAT (specify all that apply):</td>
<td></td>
</tr>
<tr>
<td>Mode of delivery (specify all that apply):</td>
<td></td>
</tr>
</tbody>
</table>

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>S = Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

If YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted
W = Writing Intensive, Format 7 submitted

Natural Science, Format 8 submitted

5. COURSE REPEATABILITY:

<table>
<thead>
<tr>
<th>Is this course repeatable for credit?</th>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
</table>

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS
6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

EDSE F640 Collaboration and Consultative Methods
5 Credits
Offered Spring: At Demand Warrants
How to coordinate with regular education teachers, paraprofessionals, speech language therapists, Alaska Native Education Liaisons, coaches, principals, counselors and outside agencies. Prerequisites: Admission to the Master in Education in Special Education Program or the Special Education Certification Program or permission of instructor. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

EDSE F640 Collaboration and Consultative Methods
3 Credits
Offered Spring: As Demand Warrants
How to coordinate with regular education teachers, paraprofessionals, speech language therapists, Alaska Native Education Liaisons, coaches, principals, counselors and outside agencies. Prerequisites: Admission to the Master in Education in Special Education Program or the Special Education Certification Program or permission of instructor. (3+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

<table>
<thead>
<tr>
<th>YES/NO</th>
<th>NO</th>
</tr>
</thead>
</table>

If Yes, DEPT [ ] NUMBER [ ]

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER: X PASS/FAIL: [ ]

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No [ ] Yes [X] [10/10/08. Library has over 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.]

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Catalog needs to reflect the amount of fieldwork required for the course. Restrictions lifted to increase enrollment.
APPROVALS:

Signature, Chair, Program/Department of: ________ Date 8-24-10

Signature, Chair, College/School Curriculum Council for: ________ Date 9-07-10

Signature, Dean, College/School of: ________ Date 9/8/10

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee ________ Date

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of: ________ Date

Signature, Chair, College/School Curriculum Council for: ________ Date

Signature, Dean, College/School of: ________ Date
UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”
EDSE F640 Collaboration and Consultative Methods
Spring 2010

Credits: 3.0  Instructor: Joanne Healy, M.S.
Day & Time: Tuesday 5:20 - 8:20  Office: Gruening Building 714A
Location: Gruening 718 and/or Audio Conferences, Blackboard  Phone: (907) 474-1557
E-mail: jhealy7@alaska.edu  Office Hours: Monday 2:30-4:30 & by appointment
Prerequisites: None

Required Readings
Texts:

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION
State of Alaska
- Where to Turn: Governor's Council on Disabilities and Special Education
- Alaska State Department of Education
  - Alaska Special Education Website
- Special Education Handbook
Websites Related to Special Education
- Council for Exceptional Children
- National Clearinghouse for Professions in Special Education
- National Information Center for Children and Youth with Disabilities
- Alaska Department of Education and Early Development, special education
- U.S. Department of Education, Office of Special Education and Rehabilitative Services
- Governor’s Council on Disabilities and Special Education
- Autism Society of America, Golden Heart Chapter
- Alaska Statewide Special Education Conference
- National Down Syndrome Society
- Iris Center
- IDEA Partnership
- National Center on Response to Intervention
- ASHA Podcasts
- Center for Disease Control (CDC)
- Stone Soup of Alaska
- Classroom Design

Websites Related to Alaska Native Studies
- Alaska Federation of Natives
- Alaska Inter-Tribal Council
Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION
Students must demonstrate proficiency in communication to explore many collaborative and consultative models. Learn how to coordinate with regular education teachers, paraprofessionals, speech language therapists, Alaska Native Education Liaisons, coaches, principals, counselors, and outside agencies. A 15-hour field experience is required.

Alignment With School of Education Mission
The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska’s rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:
• Increase the number of qualified educators for Alaska’s schools
• Enhance the professional skills of Alaska’s K-12 educators
• Develop and support ongoing systemic educational collaborations with Alaska schools and communities
• Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education’s mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska’s students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES
1. Consultative
Goal: Present strategies for communicating with parents, regular education teachers and service providers.
Outcomes:
1.1 Develop record keeping system for tracking phone, face to face and written communication with parents.
1.2 Develop communication system to keep regular education teachers and service providers informed about changes in IEP.
1.3 Model teaching strategies, which are beneficial to all students in regular education.
1.4 Demonstrate how to adapt assignments, quizzes and tests for individual students.
1.5 Generalize accommodations and modification to disability areas.

2. Supervision
Goal: Present information on how to best utilize paraprofessionals to benefit all students in an inclusive model.

Outcomes:
2.1 Evaluate needs of caseload accessing regular education settings.
2.2 Create supportive settings for students with disabilities and all students.
2.3 Organize system for success in regular education settings.
2.4 Prepare system of reinforcing and generalizing the core concepts.

3. Collaboration
Goal: Coordinate team approach, which can address student needs daily.

Outcomes:
3.1 Understand the concepts of collaboration.
3.2 Utilize the steps of shared problem solving.
3.3 Demonstrate co-teaching and team-teaching approaches.

4. Communication
Goal: Foster inclusive practices and shared responsibilities through clear communication.
4.1 Organize methods of sending out information regarding students as soon as it is available from all stakeholders.
4.2 Promote self-advocacy of students.
4.3 Coordinate a crisis intervention plan if needed.
4.4 Celebrate success with all stakeholders.

Technology Focus
This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

IV. INSTRUCTIONAL METHODS
This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, classroom observation and participation.

V. COURSE POLICIES

Attendance and Class Participation
Students are expected to participate on time via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is responsible for getting information and completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

Readings
Assigned readings for each class are listed in the class outline. It is expected the material has been read prior to the start of class.

Assignments
Due the day indicated on the syllabus.

Plagiarism
Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person’s work and using them as one’s own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student’s dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.
Professional and Ethical Behavior
UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one’s teaching license.

Student Code of Conduct and Expect Classroom Etiquette
All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to http://www.uaf.edu/catalog/current/academics/regs3.html for further details.

Academic Support Services
Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: http://www.uaf.edu/sssp/

Disabilities Services
The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF’s Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UA F faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydsou@uaf.edu, or visit http://www.uaf.edu/chc/disability.html on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

ASSIGNMENTS

1. Faculty Expectations (30 points)
Read faculty expectation on course information on Blackboard and respond to them on the first Discussion Board.

2. Field Experience Journal (75 Points)
   You are required to complete a 15-hour (NO exceptions) field experience in a school’s special education setting. The field experience will be completed over no less than ten weeks and must consist of one session a week lasting from 1 to 1 1⁄2 hours. You will keep a journal while engaged in this experience.
   When you first contact your cooperating teacher, discuss how you can be can be involved while in the classroom. Record date and notes from this contact in your journal. Record the day you initially contacted your cooperating teacher and ask him/her to sign it the first day you visit the class. Use the attached time sheet to record the dates/times you are in your classroom. Ask the cooperating teacher to initial after every visit.
   You will be responsible for co-teaching and team teaching a lesson. Be sure to discuss what roles you will be responsible for when teaching. You will have to prepare a quick assessment to determine student learning as part of your lesson. A guideline for lesson follows the time sheet.
   While you are observing in class, give the students and activities your full attention. Do not write in your journal while there. Do your journal entries after you have left the classroom. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class.
   Avoid focusing on only on student or learning need. Be sensitive to confidentiality. Do not include real
names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry has a maximum point value of 5. Consult the checklist below for journal content. Each entry should average a full page.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes (1 Pt)</th>
<th>No (0 Pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry dated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of day’s observations, activities and professionals with whom you have collaborated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning characteristics/needs of students and how needs were met.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions and thoughts about experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mastery of written English conventions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Reflective Paper (75 Points)**

As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make special education your future career. It will be double spaced with size 12-point font. It will have a cover page and be a final paper with no “redo” accepted. See Rubric on next page.
### Papers and Critiques

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLARITY</strong></td>
<td>The paper is incomprehensible even after repeated readings.</td>
<td>Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.</td>
<td>The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.</td>
<td>The paper is easy to understand; it is concise and well organized.</td>
</tr>
<tr>
<td><strong>GRAMMAR</strong></td>
<td>The paper has many grammatical errors. The errors interfere with comprehension.</td>
<td>The paper has a number of major grammatical errors. Some of the errors interfere with comprehension</td>
<td>The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.</td>
<td>The paper has no major grammatical errors.</td>
</tr>
<tr>
<td><strong>AUDIENCE</strong></td>
<td>There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.</td>
<td>Many parts of the paper include colloquial expressions, the use of first person, etc.</td>
<td>The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.</td>
<td>The paper is written for scholar/practitioners.</td>
</tr>
<tr>
<td><strong>COMPLETENESS</strong></td>
<td>The paper does not address all the areas required by the assignment.</td>
<td>The paper addresses most of the areas required by the assignment</td>
<td>The paper addresses all of the areas required by the assignment.</td>
<td>The paper addresses all of the areas required by the assignment in an engaging manner.</td>
</tr>
<tr>
<td><strong>CONCISENESS</strong></td>
<td>The paper presents a significant amount of irrelevant information.</td>
<td>The paper contains some irrelevant information.</td>
<td>The paper contains irrelevant information but the information does not significantly compromise the paper.</td>
<td>The paper has no irrelevant information.</td>
</tr>
<tr>
<td><strong>APA FORMATTING</strong></td>
<td>The paper has many departures from the APA Publication Manual, 5th Edition.</td>
<td>The paper has some departures from the APA Publication Manual</td>
<td>The paper has a small number of departures from the APA Publication Manual.</td>
<td>The paper is written in accordance with the APA Publication Manual.</td>
</tr>
<tr>
<td>Date</td>
<td>Time In / Time Out</td>
<td>Cooperating Teacher’s Signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Co-Teaching and Team Teaching Lessons (50 points each) Template follows

Lesson Guidelines for Co-teaching

Date:

UAF Student:
District Teacher:

Number of Students Presented to:
Length of Presentation:

Unit Presented:
UAF Student responsibilities:

District Teacher responsibilities:

Summary of Presentation:

Assessment of Presentation
(Include assessment scores confidentially)

To be filled out be District teacher: Please Initial: ______

Appropriateness of lesson for students: (UAF student chose topic after discussion with teacher or reviewed with teacher)

Recommendations for future lessons presented by this UAF student:
Lesson Guidelines for Team Teaching

Date:

UAF Student:
District Teacher:

Number of Students Presented to:
Length of Presentation:

Unit Presented:
UAF Student responsibilities:

District Teacher responsibilities:

Summary of Presentation:

Assessment of Presentation
(Include assessment scores confidentially)

To be filled out by District teacher: Please Initial: _______

Appropriateness of lesson for students: (UAF student chose topic after discussion with teacher or reviewed with teacher)

Recommendations for future lessons presented by this UAF student:
## Class Presentations

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE OF MATERIAL</strong></td>
<td>The presenters appear to lack a basic understanding of the topic.</td>
<td>The presenters have a basic understanding of the topic.</td>
<td>The presenters have a very good understanding of the topic.</td>
<td>The presenters have an excellent understanding of the topic and include extra information in the presentation.</td>
</tr>
<tr>
<td><strong>AUDIENCE ENGAGEMENT</strong></td>
<td>The audience is not engaged and appears bored during the presentation.</td>
<td>The audience is minimally engaged, paying attention at times and not paying attention at other times.</td>
<td>The audience is engaged throughout the presentation.</td>
<td>The audience is actively engaged and appears to enjoy the presentation.</td>
</tr>
<tr>
<td><strong>PRESENTER PARTICIPATION</strong></td>
<td>Some members of the presentation team do not appear to participate.</td>
<td>All members of the presentation team participate, but some are not as involved as others.</td>
<td>All member of the presentation team participate equally.</td>
<td>All members of the presentation team present equally and the members appear to work as a team.</td>
</tr>
<tr>
<td><strong>USE OF TEACHING TOOLS</strong></td>
<td>Only one teaching tool is used.</td>
<td>More than one teaching tool is used but there is a lack of cohesion between the two tools.</td>
<td>Two or more teaching tools are used together effectively.</td>
<td>Two or more teaching tools are used together with a high level of audience response.</td>
</tr>
</tbody>
</table>

### 5. Communication System Paper 50 points
Explains all the levels of communication, preferred methods of keeping in touch, and record keeping of contacts with parents, staff, and service providers. It will be 3-4 pages double-spaced with size 12-point font. It will have a cover page and be a final paper.

### 6. Discussion Boards 6 x 20 points = 120 points
The instructor will post six discussion board topics. Students are required to read and provide a written response to the topic, either directly to the posting or as an attachment to the Discussion Board. Responses should be a minimum of 300 words. Students are required to make at least three thoughtful responses to classmate’s postings.

Assignments:

- Faculty Expectations 30
- Fieldwork 75
- Reflective Paper 75
- Co-Teaching Lesson 50
- Team Teaching Lesson 50
- Communication System 50
- 6 Discussion Boards 120
- Class Attendance 150

**Total** 600
Evaluation is based on a percentage of the total class points listed above using the following grading system.

GRADING SYSTEM: The grading system is on a 10-point scale.
A 90 - 100%
B 80 - 89%
C 70 - 79%
D 60 – 69%
F 59%
## VI. COURSE CALENDAR

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment</th>
<th>What’s Due Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course overview, syllabus, introductions, Q&amp;A Improving the School Climate Through Collaboration</td>
<td>Cramer Chapter 1 Bateman 5-26</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Collaboration: Relevant Trends and Events</td>
<td>Cramer Chapter 2 Hill pp. 7-35 Bateman 28-53</td>
<td>Discussion Board #1</td>
</tr>
<tr>
<td>3</td>
<td>Problem Solving: Intrapersonal and Interpersonal Skills</td>
<td>Cramer Chapter 3 Hill pp. 36-79</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Applications to Use in Your School Setting</td>
<td>Cramer Chapter 4 Hill pp. 80-99</td>
<td>Discussion Board #2</td>
</tr>
<tr>
<td>5</td>
<td>Collaboration Component Checklists</td>
<td>Cramer Chapter 5 Hill pp. 100-146</td>
<td>Co-Teaching Lesson</td>
</tr>
<tr>
<td>6</td>
<td>Guidelines for the Collaboration Project</td>
<td>Cramer Chapter 6</td>
<td>Discussion Board #3</td>
</tr>
<tr>
<td>7</td>
<td>Effective Communication Strategies: Something for Everyone</td>
<td>Cramer Chapter 7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Success of Your Plan</td>
<td>Cramer Chapter 8</td>
<td>Discussion Board #4</td>
</tr>
<tr>
<td>9</td>
<td>Projects Incorporating Reinforcement</td>
<td>Cramer Chapter 9</td>
<td>Team Teaching Lesson</td>
</tr>
<tr>
<td>10</td>
<td>Communication Habits</td>
<td>Cramer Chapter 10</td>
<td>Discussion Board #5</td>
</tr>
<tr>
<td>11</td>
<td>Improved Collaboration With Parents</td>
<td>Cramer Chapter 11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Life Cycle of Your Interdisciplinary Team</td>
<td>Cramer Chapter 12</td>
<td>Discussion Board #6</td>
</tr>
<tr>
<td>13</td>
<td>TBA Guest speaker Present Communication Systems</td>
<td>Bateman 54-77</td>
<td>Communications System Paper</td>
</tr>
<tr>
<td>14</td>
<td>Present Communication Systems</td>
<td>Bateman 78-103</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Collaboration A Final Discussion</td>
<td></td>
<td>Fieldwork journals and reflective paper</td>
</tr>
</tbody>
</table>