

Submit originals and one copy copy and electronic copy to Governance/Faculty Senate Office
 See <http://www.uaf.edu/uafgov/faculty/ed/> for a complete description of the rules governing

CHANGE COURSE JOURNAL and DISCONTINUATION PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-3444
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

1. COURSE IDENTIFICATION

Dept	EDSE	Course #	640	No. of Credits	3
------	------	----------	-----	----------------	---

COURSE TITLE: Collaboration and Instructional Methods

2. ACTION DESIRED:

Change course Discontinue Change indicate below what change New Course

NUMBER	TITLE	DESCRIPTION
PREREQUISITES		FREQUENCY OF OFFERING
CREDITS (including credit distribution)	C-4+1	COURSE CLASSIFICATION
CROSS-LISTED		Requires approval of our departments and deans involved. Add lines at end of row.
STACKED (add below)		COURSE 2
Include syllabi.		
OTHER (please specify)		

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.

COURSE FORMAT: (check all that apply)

1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)

4. COURSE CLASSIFICATION

If justification is needed, attach on separate sheet.

H = Humanities S = Social Science Science

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

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

Is this course repeatable for credit? YES NO

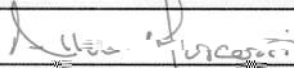
Justification: Indicate why the course can be repeated (for example, the course follows a semesterly theme each year)

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 credits that may be earned for this course? CREDITS

--	--

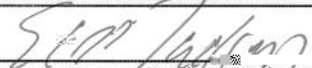
APPROPRIATE:

	Date	8-24-10
---	------	---------

Signature, Clinic Director/Program Director of:

	Date	9/10/10
---	------	---------

Signature, Chair, College/School Curriculum Council for:

	Date	9/15/10
---	------	---------

Signature, Dean, College/School of:

	Date	
--	------	--

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.

	Date	
--	------	--

Signature, Chair, Faculty Senate Curriculum Review Committee

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

	Date	
--	------	--

Signature, Chair, Program/Department of:

	Date	
--	------	--

Signature, Chair, College/School Curriculum Council for:

	Date	
--	------	--

Signature, Dean, College/School of:

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:

Bateman, B. D., From Gobbledygook to Clearly Written Annual IEP Goals. Attainment Company, Inc. ISBN: 1578615917

Conderman, G. Purposeful Co-Teaching. Corwin Press. ISBN: 9781412964494

Cramer, S. F., The Special Educator’s Guide to Collaboration: Improving Relationships with Co-Teachers, Teams, and Families. Corwin Press ISBN: 0761939407

Putnam, J. Cooperative Learning & Strategies for Inclusion Brookes Publishing Company. ISBN: 9781557663467

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](#)

[IDEA Partnership](#)
[National Center on Response to Intervention](#)
[U.S. Depart. Of Ed.: Building the Legacy: IDEA 2004](#)
[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](#)

[Alaska Native Heritage Center](#)
[Alaska Native Knowledge Network](#)
[Justice Center Website](#)

List of Professional Organizations

[Council for Exceptional Children \(CEC\)](#)
[American Psychological Association \(APA\)](#)
[Learning Disabilities Association of America \(LDAA\)](#)
[American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
[The Association for the Severely Handicapped \(TASH\)](#)
[International Reading Association \(IRA\)](#)
[Disability Law Center - Alaska](#)
[Special Education Service Agency \(SESA\)](#)

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, read

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.

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

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

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 5 th Edition.	The paper has some departures from the APA Publication Manual	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Name: _____

School: _____

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 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:

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

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

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

Class	Topic	Assignment	What's Due Activity
1	Course overview, syllabus, introductions, Q&A Improving the School Climate Through Collaboration	Cramer Chapter 1 Bateman 5-26	
2	Collaboration: Relevant Trends and Events	Cramer Chapter 2 Hill pp. 7-35 Bateman 28-53	Discussion Board #1
3	Problem Solving: Intrapersonal and Interpersonal Skills	Cramer Chapter 3 Hill pp. 36-79	
4	Applications to Use in Your School Setting	Cramer Chapter 4 Hill pp. 80-99	Discussion Board #2
5	Collaboration Component Checklists	Cramer Chapter 5 Hill pp. 100-146	Co-Teaching Lesson
6	Guidelines for the Collaboration Project	Cramer Chapter 6	Discussion Board #3
7	Effective Communication Strategies: Something for Everyone	Cramer Chapter 7	
8	Success of Your Plan	Cramer Chapter 8	Discussion Board #4
9	Projects Incorporating Reinforcement	Cramer Chapter 9	Team Teaching Lesson