



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>Education</b>	<b>Academic Organization (Department):</b> <b>EDS</b>	<b>Date:</b> 11/27/07
<b>Type of Course Proposal:</b> New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	<b>Department Chair:</b> <b>Bernice Bass de Martinez</b>	<b>Submitted by:</b> <b>Rachael Gonzales</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>For Catalog Copy:</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <b>CCE:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Semester Effective:</b> Fall <input checked="" type="checkbox"/> 2008 Spring <input type="checkbox"/>

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b>	<b>Title:</b>	<b>Units:</b>
<b>Change to:</b>	<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> EDS 101B	<b>Title:</b> <i>CONSULTATION STRATEGIES FOR EDUCATORS OF STUDENTS WITH DISABILITIES - LAB</i>
		<b>Units:</b> 1

**JUSTIFICATION:**

The Education Specialist Credential Program: Mild/Moderate, will be changing this course from a 3-unit lecture to a 2+1 lecture/lab paradigm. This action is consistent with other methodology courses in the program and is in response to community feedback, student surveys, and as a reaction to mandated CCTC Standards for the Mild/Moderate Educational Specialist Credential. Course has theoretical and field based component.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crsp1.htm> - Guidelines for Catalog Course Description)

Field-based practice lab (30 hours). Lab will be a synthesis and application of course content (EDS 101A) in the development of basic collaboration strategies for individuals with mild/moderate disabilities. Students are required to participate in class visitations, interviews, and other field assignments.

Note:

**Prerequisite:**  
Enforced at Registration: Yes  No

**Corequisite: EDS 101A**  
Enforced at Registration: Yes  No

**CAN (California Articulation Number):**

<b>Graded:</b> Letter <input type="checkbox"/> Credit/No Credit <input checked="" type="checkbox"/>	<b>Instructor Approval Required?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Course Classification (e.g., lecture, lab, seminar, discussion):</b> Lab S-48	<b>Title for CMS (not more than 30 characters):</b> Consult Skills in Ed - Lab
<b>Cross Listed?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, do they meet together and fulfill the same requirement, and what is the other course.</b>

**How Many Times Can This Course be Taken for Credit?** once

Can the course be taken for Credit more than once during the same term? Yes  No

# FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

EDS 101B, p. 2

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able through field based application to:

1. demonstrate knowledge of concepts and processes for effective collaboration with diverse populations through in-class and/or online activities, website reviews, field visitations or other instructor developed assignments related to ethics, cultural responsiveness, advocacy, and the practical realities of employment in a system of changing legal requirements and service policies.
2. document use of specific communication skills (e.g. active/passive listening, questioning, non-verbal affirmation, confrontation, meeting facilitation, etc), suggested by research as essential for effective collaboration with families and agency professionals from diverse backgrounds.
3. demonstrate skills for participating effectively as a team member
4. demonstrate knowledge and skills for delegating and facilitating the work of paraprofessionals
5. document (portfolio) information section listing selected related agency service providers and insert **Field Assignments** and **Signature Writing Assignments**

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

{Based upon a K-12 student receiving special education services}

1. **Field Assignment:** Interview a family/student with disabilities from a non-dominant culture
2. **Signature Writing Assignment:** Post a WebCt response (confidentiality requirements addressed)
3. **Field Assignment:** Interview an experienced special education paraprofessional
4. **Signature Writing Assignment:** Post a WebCt response (confidentiality requirements addressed)
5. **Field Assignment:** Visit/interview a related agency service provider
6. **Signature Writing Assignment:** Post a Web CT response (confidentiality requirements addressed)

For whom is this course being developed?

Majors in the Dept  Majors of other Depts  Minors in the Dept  General Education  Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No

If yes, identify program(s): **Education Specialist Credential: Mild/Moderate Disabilities**

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes  No

If yes, attach a description of resources needed and verify that resources are available.

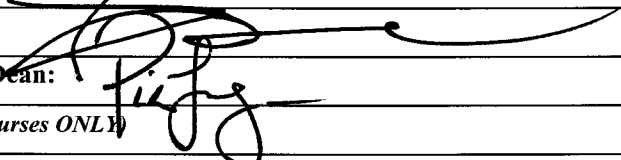
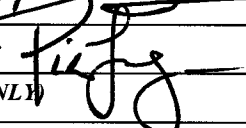
Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

**Date**

Department Chair:		12-20-07
College Dean or Associate Dean:		12/21/07
CPSP (for school personnel courses ONLY)		
Associate Vice President and Dean for Academic Programs		

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

## **EDS 101B Consultation Skills in Inclusive and Supportive Educational Environments.- Lab**

### **Suggested Text Options:**

- Bursuck W. D., & Friend, M. (2002). *Including students with special needs*. Boston: MA, Allyn & Bacon.
- Cramer, S. (2006) *The special educator's guide to collaboration: Improving relationships with co-teachers, teams and families (2/e)*. Buffalo State College, NY: Corwin.
- Dettmer, P., Dyck, N., Thurston, L.P. ( 2004) *Consultation, collaboration, and teamwork for students with special needs (4/e)*. Boston, MA. Allyn & Bacon.

### **Suggested Options for Field Assignments and Signature Writing Assignments**

- Babyak, A. E. & Koorland, M. A. (2001). Working together: Mental health and special education collaboration. *Children and Youth Services Review*, 23, 8, 633-649.
- Duchnowski, A.J., & Kutash, K. (1996). A mental health perspective. In C.M. Nelson, R.B. Rutherford, and B. Wolford, *Comprehensive and collaborative systems that work for troubled youth: A national agenda*. Richmond, KY: National Juvenile Detention Association.
- Dunst, C. J., C.M. & Deal, A. G. (Eds) (1994). *Supporting and strengthening families: Methods, strategies and practice Vol 1*. Cambridge, MA: Brookline Books.
- Etscheidt, S. (2005). Paraprofessional services for students with disabilities: A legal analysis of issues. *Research and Practice for Persons with Severe Disabilities*, 30(2), 60-80.
- Giangreco, M. F. (2003). Working with paraprofessionals. *Educational Leadership*, 61(2). 50-53.
- Giangreco, M. F. & Broer, S. ( 2006) Questionable utilization of paraprofessionals in inclusive schools? Are we addressing symptoms or causes? *Focus on Autism and Other Developmental Disabilities*, 20 (1), 10-26.  
[http://www.uvm.edu/~cdci/parasupport/reviews/FOAODD0520\(1\)10-26.pdf](http://www.uvm.edu/~cdci/parasupport/reviews/FOAODD0520(1)10-26.pdf)
- Henderson, A. T. & Mapp K.L. (2002). A new wave of evidence: The impact of school, family and community connections on student achievement, Southwest Educational Development Lab, Austin, TX.  
<http://www.sedl.org/connections> & Model Standards for school, family and Community Partnerships,2006.
- [http://parent.sdsu.edu/Model\\_Standards.pdf](http://parent.sdsu.edu/Model_Standards.pdf)
- Kalyanpur, M. & Harry, B. (1999). *Culture in special education: Building reciprocal family-professional relationships*. Baltimore, MD: Brookes.
- Mainzer, N. T. & Tucker-Smith, N. (2006) Promoting effective collaboration between general educators: A toolkit for administrators. Council for Exceptional Children (2006) Conference. Boundless Learning.  
<http://olms.cte.jhu.edu/olms/data/resource/585/Promoting%20Effective%20Collaboration.ppt>
- See Also: <http://olms.noinc.com/olms/output/page.php?id=3087>
- McCormick L, Noonan, M.J., Ogata, V, Heck, R. (2001). Co-teacher relationship and program quality: Implications for preparing teachers for inclusive preschool settings. *Education and Training in Mental Retardation and Developmental Disabilities*,35(2), 119-132.
- Thousand, J.S., & Villa, R.A., Nevin, A.I. (2002). *Creativity & collaborative learning: The practical guide to empowering students, teachers, and families (2<sup>nd</sup> ed.)*. Baltimore, MD: Brookes
- VanDenBerg, J.E., & Grealish, E.M. (1996). Individualized services and supports through the wraparound process: Philosophy and procedures. *Journal of Child and Family Studies*, 5(1), 7-22
- Research on cultural competence - [http://cecp.air.org/cultural/Q\\_research.htm](http://cecp.air.org/cultural/Q_research.htm)
- National Agenda on SED - <http://cecp.air.org/resources/ntlagend.asp>
- <http://cecp.air.org/preventionstrategies/conflict.htm>
- [www.urbancollaborative.org/](http://www.urbancollaborative.org/)
- <http://cecp.air.org/wraparound/family.html> Questions to ask family during interviews
- [http://www.strengtheningfamilies.org/html/lit\\_review\\_1999\\_toc.html](http://www.strengtheningfamilies.org/html/lit_review_1999_toc.html)
- <http://ici.umn.edu/products/spedpara/section5.html>
- <http://www.ncset.org/publications/viewdesc.asp?id=1097>

## ***EDS 101B Consultation Skills in Inclusive and Supportive Educational Environments.- Lab***

### **ACTIVITIES**

(Based upon a K-12 student receiving special and general education services)

**Field Assignment:** Interview a family/student with disabilities from a non-dominant culture using an instructor developed protocol and pre-reading requirement to increase knowledge and cultural responsiveness.

**Signature Writing Assignment:** Post a response (confidentiality requirements addressed) on Blackboard WebCT using an instructor developed format summarizing both content, learnings and self-reflections related to the family/student interview process AND post a response to at least two (2) classmates related to their postings (Thoughtful web interactions)

**Field Assignment:** Interview an experienced paraprofessional who is currently employed in a classroom/program serving students with disabilities (own classroom/school excluded) using an instructor developed protocol and pre-reading requirement to increase knowledge and cultural responsiveness.

**Signature Writing Assignment:** Post a response (confidentiality requirements addressed) On Blackboard WebCT using an instructor developed format summarizing both content, learnings and self-reflections related to the paraprofessional interview process AND post a response to at least two (2) classmates related to their postings (Thoughtful web interactions)

**Field Assignment:** Visit/interview a related agency service provider appropriate to the candidate's service population and geographic location using an instructor developed protocol and pre-reading requirement to increase knowledge and skills for interagency and transdisciplinary collaboration and teaming

**Signature Writing Assignment:** Post a response (confidentiality requirements addressed) on Blackboard WebCT using an instructor developed format summarizing both content, learnings and self-reflections related to the related agency visit/interview AND post a response to at least two (2) classmates related to their postings (Thoughtful web interactions)

# **EDS 101B Consultation Skills in Inclusive and Supportive Educational Environments.- Lab**

## **CCTC STANDARDS MET**

### **CEC 2003 Standard 10**

*Special educators routinely and effectively collaborate with families and other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with special learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services. (p. 10).*

**CCTC 1996 <http://www.etc.ca.gov/educator-prep/standards/speced.pdf>**

### **Core Standard 16 - Effective Communication and Collaborative Partnerships**

Each candidate demonstrates the ability to collaborate and communicate effectively with:

- 1) individuals with disabilities and their parents, other family members and primary caregivers,
- 2) school administrators, general and special education teachers, specialists, paraprofessionals, and
- 3) community agency and related service personnel.

Each candidate works in partnership (on) integrated services ... across the life span... for all learners.

### **ECSE Standard 31 –Communication and Interpersonal Skills Collaboration**

Each candidate demonstrates the ability to build supportive relationships through effective communication and interpersonal skills with families, children, professional colleagues and community members.

### **Core Standard 12 - Educating Diverse Learners**

Each candidate demonstrates an understanding and acceptance of differences in culture...

### **ECSE Standard 27 – Interdisciplinary Teaming**

Each candidate demonstrates ability to participate and collaborate as a member of an interdisciplinary team in providing services to infants/young children with disabilities and their families.

### **ECSE Standard 28 – Service Coordination and Interagency Collaboration**

Each candidate demonstrates the ability to collaborate with various agencies and the family in advocating for and coordinating services to infants/young children with disabilities and their families.

### **Core Standard 13 - Special Education Field Experiences w/Diverse Populations (Lab)**

The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations...Each candidate participates in and reflects on a variety of activities representing different roles of special educators including interactions with parents.