

NEW COURSE PROPOSAL

PROGRAM: SPECIAL EDUCATION

1. Catalog Description of the Course.

**SPED 546 CONSULTATION AND COMMUNICATION WITH FAMILIES AND PROFESSIONALS (3)**

**Prerequisites: Admission to Education Specialist Credential Program**

**SPED 541, SPED 542, SPED 543, SPED 570**

Three hours of lecture/discussion per week

Strategies for effectively collaborating, communicating and working in partnership with individuals with disabilities and their families, other caregivers, school administrators, general and special education teachers, specialists and paraprofessionals and community agency and related service personnel. Planning for transition across the life span for learners with special needs.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>25</u>
Seminar			
Laboratory			
Activity			

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements)

This course is a required course in the Education Specialist Credential Program. It meets the standards set by the California Commission on Teacher Credentialing.

Students who successfully complete this course will be able to:

1. Identify roles, responsibilities, complexities, and reciprocal influences of family, caregivers, school administrators, general and special education teachers, specialists, paraprofessionals, community agency and related service personnel involved in the special education process
2. Examine and apply techniques and skills used in group process facilitation, problem solving, decision-making, collaboration, communication, and teamwork in order to effectively work in partnership with parents, families, professionals, paraprofessionals, and community agency personnel in the special education process
3. Examine and develop professional best practices that are sensitive and empowering to children and their families when developing and implementing individualized education plans and transition plans for learners with special needs.

4. Is this a General Education Course                      YES                       NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	

**5. Course Content in Outline Form**

Roles and responsibilities of family, caregivers, school administrators, general and special education teachers, specialists, paraprofessionals, community agency and related service personnel involved in the special education process  
Systems theory and the complexities and reciprocal influences of families, educational and social services  
Cultural and linguistic influences in family dynamics and child rearing  
Group process facilitation  
Effective communication strategies with adults  
Problem solving with families, caregivers, education and related service personnel  
Collaboration and teamwork in order to effectively work in partnership with parents, families, professionals, paraprofessionals, and community agency personnel in the special education process  
Professional best practices that are sensitive, supportive, and empowering to children and their families when developing and implementing individualized education plans and transition plans for learners with special needs.

**6. References**

Kroth, R. & Edge, D. (1997). **Strategies for Communicating With Parents of Exceptional Children.** Denver, CO: Love.  
Friend, M. & Cook, L. (2000). **Interactions: Collaboration Skills for School Professionals.** Longman: New York.

**7. List Faculty Qualified to Teach This Course.**

Joan Karp

**8. Frequency.**

a. Projected semesters to be offered: Fall   X   Spring   X   Summer   

**9. New Resources Required.**

None.

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.**

Joan Karp January 8, 2003  
Proposer of Course Date