

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

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-1557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

**1. COURSE IDENTIFICATION:**

Dept	EDSE	Course #	640	No. of Credits	3
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COURSE TITLE	Collaboration and Consultative Methods
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**2. ACTION DESIRED:**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE		DESCRIPTION	
PREQUISITES				FREQUENCY OF OFFERING	
CREDITS (including credit distribution)	3+0 +1			COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		Course #	
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)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)						

**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.)

H = Humanities ☐

S = Social Sciences ☐

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 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**

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)

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+1)**

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☐ No

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.**

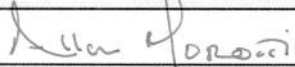
**JUSTIFICATION FOR ACTION REQUESTED**

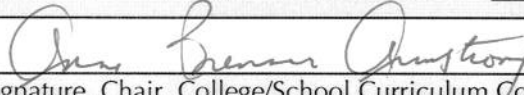
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. 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.

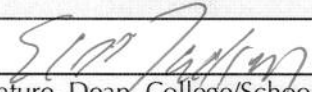
Catalog needs to reflect the amount of fieldwork required for the course. Restrictions lifted to increase enrollment.

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**APPROVALS:**

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

	Date	9-07-2010
Signature, Chair, College/School Curriculum Council for:		

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

	Date	
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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, UAF Faculty Senate Curriculum Review Committee		

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

	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](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)
- [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 \(SESA\)](#)
- [National Down Syndrome Society](#)
- [American Speech-Language-Hearing Association \(ASHA\)](#)

**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 UAF 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, [fydso@uaf.edu](mailto:fydso@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 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.

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 <sup>th</sup> 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.

School: \_\_\_\_\_

[illegible]

**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)

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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)

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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
<b>KNOWLEDGE OF MATERIAL</b>	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.
<b>AUDIENCE ENGAGEMENT</b>	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.
<b>PRESENTER PARTICIPATION</b>	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.
<b>USE OF TEACHING TOOLS</b>	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
<b>Total</b>	<b>600</b>

**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
10	Communication Habits	Cramer Chapter 10	Discussion Board #5
11	Improved Collaboration With Parents	Cramer Chapter 11	
12	Life Cycle of Your Interdisciplinary Team	Cramer Chapter 12	Discussion Board #6
13	TBA Guest speaker Present Communication Systems	Bateman 54-77	Communications System Paper
14	Present Communication Systems	Bateman 78-103	
15	Collaboration A Final Discussion		Fieldwork journals and reflective paper