

**University of North Texas Dallas**  
**Summer 2<sup>nd</sup> 5 week term 2011**  
**SYLLABUS**

<b>EDSP 3240.D090 Family Communication and Professional Collaboration for Exceptional Learners - 3 hours</b> <b>July 11, 2011- August 12, 2011</b>			
<b>Department of</b>	<b>Special Education</b>	<b>Division of</b>	<b>Education</b>
<b>Instructor Name:</b>	<b>Ms. Marty Walter</b>		
<b>Office Location:</b>	<b>UNT-Dallas</b>		
<b>Office Phone:</b>	<b>214-801-8657</b>		
<b>Email Address:</b>	<b>mmw0127@unt.edu</b>		
<b>Office Hours:</b>	<b>By appointment</b>		
<b>Classroom Location:</b>	<b>Room 274</b>		
<b>Class Meeting Days &amp; Times:</b>	<b>Meets Mon., Tues. and Wed. on Dallas campus 10:00-11:50 a.m. and Thurs. on line plus requires 10 hours of observation</b>		
<b>Course Catalog Description:</b>	<p>Analysis of collaboration and communication models and strategies used in working with families, caregivers, and professionals concerned about students with exceptionalities. Focus on the changing definition of family, community resources, advocacy groups, political forces, legal mandates, and other factors that may impact students and their families are addressed. 10 hours per semester in field-work arranged.</p> <p>Course is 1/2 In class meetings, 1/4 Online activities, and 1/4 Observation requirement</p>		
<b>Prerequisites</b>	<b>Admission in to Education Department</b>		
<b>Required Text:</b>	<p><b>Required Reading:</b></p> <p>Smith, T.E.C., Gartin, B. C., Murdick, N. L., &amp; Hilton, A. (2006). <i>Families and children with special needs: Professional and family partnerships</i>. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN0-13-570003-5</p> <p>Overton, S. (2005). <i>Collaborating with families: A case study approach</i>. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN0-13-889445-0</p> <p>Other readings as assigned.</p> <p><b>TK-20:</b> <a href="http://www.coe.unt.edu/tk20">http://www.coe.unt.edu/tk20</a> - required for students in last 15 hours and in the education department. Subscriptions are effective for 7 years from date of purchase.</p>		
<b>Course Goals or Overview:</b>			
TExES Special Education Standards			
<b>Standard II--</b> The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.			

Ms. Marty Walter, M.Ed.

	<b><i>The beginning special education teacher knows and understands:</i></b>
2.2k	personal cultural biases and differences that may affect one's teaching;
2.3k	consumer and professional organizations, publications, and journals relevant to individuals with disabilities
2.5k	how to maintain the confidentiality of medical and academic records and respect for the privacy of individuals with disabilities.
	<b><i>The beginning special education teacher is able to:</i></b>
2.8s	use copyrighted educational materials in an ethical manner;
2.9s	safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);
	<b>Standard III--</b> The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
	<b><i>The beginning special education teacher knows and understands:</i></b>
3.1k	factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel;
3.2k	typical concerns of parents/guardians of individuals with disabilities and appropriate strategies to help parents/guardians deal with these concerns;
3.3k	the collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program/
3.4k	the types of information generally available from parents/guardians, school officials, the legal system, and community service agencies;
3.5k	collaborative and/or consultative roles of special education teachers, paraprofessionals, and other educators in the integration of individuals with disabilities into general education settings; and
3.6k	ethical practices for confidential communication about individuals with disabilities
	<b><i>The beginning special education teacher is able to:</i></b>
3.1s	demonstrate proficiency in oral and written communication;
3.2s	foster respectful and beneficial relationships between parents/guardians & professionals in the school and community;
3.3s	use collaborative strategies in working with individuals with disabilities, parents/guardians, and school and community personnel in various learning environments;
3.4s	communicate and collaborate effectively with paraprofessionals and other school and community personnel to deliver special education services;

- 3.5s encourage and assist parents/guardians to become active participants children's education;
- 3.6s plan and conduct collaborative conferences with parents/guardians;
- 3.8s serve as a resource person for parents/guardians, general education teachers, administrators, and other school personnel about the characteristics and needs of individuals with disabilities.

**Standard IV--**The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

***The beginning special education teacher is able to:***

- 4.1s access information on various cognitive, communicative, physical, cultural, social, and emotional conditions of individuals with disabilities

**Standard V--**The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

***The beginning special education teacher is able to:***

- 5.1s collaborate with parents/guardians and with other professionals involved in the assessment of individuals with disabilities;
- 5.4s gather background information regarding academic, medical and family history;
- 5.8s use information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications to learning environments;

**Standard VI--**The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.

***The beginning special education teacher is able to:***

- 6.15s direct the activities of an educational setting paraprofessional, aide, volunteer, or peer tutor; 6.16s coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities;
- 6.16s coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities;

**Standard VII--** The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

***The beginning special education teacher is able to:***

- 7.7s design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities; and

**Standard IX--**The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

***The beginning special education teacher knows and understands:***

- 9.1k how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs);

9.3k the programs and services available at various levels and how to assist students and families in planning for transition;

***The beginning special education teacher is able to:***

9.2s collaborate with professionals to ensure successful transitions for individuals with disabilities;

9.3s communicate with families about issues related to transition and strategies for helping their children make successful transitions; and

**Standard X--**The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

***The beginning special education teacher knows and understands:***

10.5k varied cultural perspectives that affect the relationship among parents/guardians, schools, and communities with regard to effective instruction for individuals with disabilities;

"All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>

**Class materials, resources, and some assessments will be available on WebCT Blackboard. This course requires an online component and 1/3 of your participation and attendance will be carried out on Blackboard each week. Please log on immediately and check to confirm that your computer is compatible with Blackboard. It is a REQUIREMENT that you be able to access blackboard online.**

**Go to: <https://ecampus.unt.edu> You will need your EUID and password. You may need to reset your password from the Fall.**

## Course Outline:

### ***Demonstrate professionalism- 20 Total Points***

Students show professionalism when they: (a) attend all classes and observations on time and remain in class/observation for the duration; (b) are prepared for class discussions; (c) attend to class discussion (online and in class) and timelines for assignments; (d) are flexible to schedule changes; (e) & respect the opinion & rights of others.

Due to the structure of this class- 50% in class, 25% online, and 25% practicum, it is imperative that you do not miss any class time. **Absence from class, online discussions, weekly online requirements, or observations all carry equal weight distribution. Participation IS attendance.**

All assignments should be turned in during the class period **on the day they are due** or via Ms. Marty Walter, M.Ed.

email on Blackboard on the days we do not meet. Assignments turned in after such times are considered *late*. Points will be deducted for each day the assignment is late. Special circumstances need to be discussed with the instructor ahead of time when possible.

Each student is expected to attend class, online activities, and practicum. Repeated absence from class or practicum will result in lowering of class grade or in the case of observation hours, possible failure of class. To successfully pass this class, practicum requirements for **EDSP 3240** require no fewer than 15 hours across the semester (minimum).

#### **4.2 Letter of Interest (LI)**

Each student will write a formal “letter of interest” explaining why they have chosen to go into the field of education as a career.

**Due Date: 7/27/11 32 Total Points**

Research article must be in this format

- I. Introduction (APA format) (6 pts.)
  - II. Problem (stated in question form) (4 pts)
  - III. Procedure (how you plan to answer the question) (5 pts.)
  - IV. Results (7pts)
  - V. Implications (for the field) (8 pts.)
- Follow directions on format (2 pts.)

#### **4.3 Blackboard Discussions (D)**

Students are responsible for participating in web-based small and large group discussions or contribute/share thoughts regarding particular class notes/activities in Blackboard. Dates and times will be provided on Blackboard and the syllabus calendar below. The student is responsible for attending to those discussions in a timely manner. Failure to do so will result in a point loss.

**Due Dates: weekly, see calendar below. Discussion will be due on Saturday's by 9 PM  
10 Discussions @ 20 points each= 200 Total Points Ch.- #2,3,4,5,6,7,8,9,10,11**

#### **4.4 Listening to Families Conversation (LF)**

Identify a family with a member who has exceptionality and arrange an opportunity to listen to their **family story** (using the Conversation Guide provided online). The purpose of listening to families is to gain a comprehensive understanding of (a) their family situation and (b) view of their perspectives of their strengths, preferences, and needs as a basis for providing personalized and relevant family support. Further details about this assignment will be provided in class. Directions will be found in the Directions folder on the homepage in Blackboard. Turn in via Assignment tool unless otherwise noted.

**Due Date: 8/1/11 70 Points**

#### **4.5 Video Reflection.(VR)**

Students will watch the video **For Love of Julian** held during class and answer the questions posted on Blackboard related to this assignment. Directions will be found in the Directions folder on the homepage in Blackboard. Should you miss the class when we view the video you will be responsible for checking it out and watching it IN the UNT Dallas library. Turn in via the Assignment tool unless otherwise noted.

**Due Date: 7/20/11 45 Points**

- 4.6a Practicum (P)**  
 Each student will complete a practicum during the semester. Hours will be conducted in an area school district arranged by UNT and Ms. Walter. This practicum will require 15 hours of observation/participation. You **MUST** successfully complete and document a minimum of 10 hours to successfully complete the course. A time sheet signed and verified by school personnel must be turned in. Once you sign up for a time, you will be held responsible for this visit. We are the guests of the school districts and must adhere to the times they have given us. Must do background check and be approved.  
**Due Date - Verification sheets to be turned in using TK-20 and signed on 8/8/11**  
**150 Points**
- 4.6b Practicum Journal (PJ)**  
 Each student will complete a reflective journal related to their individual practicum experience. Each practicum experience requires a journal entry and should address the specific topics found on Blackboard. Journal directions and rubric will be found in Directions folder on the homepage on Blackboard.  
**Due Date: 8/8/11 110 points Use TK-20 to enter this information online**
- 4.7 Exams (E)**  
 Each student will complete two exams, 1 midterm and 1 final. Study guides and PPTs in PDF format are available on WebCT. Exams will draw heavily from Study Guides!!!  
**Midterm online July 25th-anytime!! Due no later than 7-25-11 midnight Final given in class**  
**Aug. 10<sup>th</sup> 10:00-11:50 a.m. 2 exams @ 70 points each = 140 Total Points**
- 4.8 Para-educators Project (PP) TBA**  
**Directions will be listed under the Directions folder on the home pg. Also required is a tri-fold pamphlet describing your current job and a 5 min. presentation to the whole class sharing your job experience.**  
**Due: any time after directions given, no later than 8-8-11 35 Points**  
 Unacceptable = 15, Acceptable/Weak =25, Acceptable = 30, Excellent = 35
- 4.9 Case Study Activities (CS)**  
 Each student will be responsible for weekly online activities according to the syllabus dates and related to the reading of a case study (Overton book). These will be turned in via the **ASSIGNMENT TOOL** in Vista and will only be accepted through Vista. Please see calendar for specific dates. **Due Date: weekly due on Saturdays by 9 PM**  
**10@20 points=200 Points Covering these chapters-**  
**#3,4,5,6,7,8,9,10,11,12**
- 5.0 Grading Criteria and Conversion for Case Study/Discussions respectively**  
 Students will be evaluated using examinations, written papers, projects and class participation. Except for exams, all assignments will be graded on a point system associated with the quality/acceptability of the submitted assignment.

**10/5 or below=Unacceptable:** does not meet the intent of the assignment.

**15/10 =Acceptable/Weak:** meets the intent of the assignment but lacks detail, clarity or specifics necessary to demonstrate good understanding and integration of class content.

**20/15 =Excellent/Superior:** meets the intent of the assignment; shows understanding of class content and goes beyond the expected performance.

### **GRADING STRUCTURE**

Professionalism	20 points	100-92%= A	920-1002
Letter of Interest	32 points	91-83%= B	830-919
WebCT Discussion	200points	82-74%= C	740-829
Listening to Families	70 points	73-65%= D	650-739
Video/reflection	45 points	▼ 65%= F	649
Practicum	150 points		
Practicum Journal	110 points		
Exam2 (2@70 points)	140 points		
Para Educators Project	35 points		
Case Study Activities	<u>200 points</u>		

**1002 points**

This class will be what you make of it. This is an excellent opportunity to fully realize the importance of families and the direct impact that extended family can have on students. The only road to success for students is for you to be the professional and to establish a strong foundation by showing you care first; the rest will follow naturally.

### **EXTRA CREDIT:**

Points will be awarded for joining the Student Council for Exceptional Children (SCEC) here on campus and actively participating in club activities. You will learn of different activities related to this school throughout the summer. Other opportunities for extra credit will be announced throughout the semester.

### **University Policies and Procedures**

#### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

#### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

**Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*



**Course Calendar Summer 2<sup>nd</sup> 5 week term 2011**

<b>Date</b>	<b>Where</b>	<b>Online Assignments Due</b>	<b>Please Read in Text</b>	<b>Due in class</b>
7/11/11	<b>Class Meets</b>	Review Course syllabus Read Overton Ch. 1 & Smith	Ch. 1 Smith Ch. 1 Overton	Purchase textbooks in advance
7/12/11 7/13/11	<b>Class Meets</b>	Discussion Ch. 1 & 2 Smith	Ch. 2 Smith	Use Blackboard to find discussion and answer online Ch. 2
7/14/11	Online	Case Study 3 Mr. Derstrom p. 37 Overton	Ch. 3 Overton	Case Study 3 due via email
7/18/11 7/19/11 7/20/11	<b>Class Meets</b>	Discussion Ch. 3 Smith Discussion Ch. 4 Smith  Discussion Ch. 5 Smith	Ch. 3 Smith Ch. 4 Smith  Ch. 5 Smith	Read Ch. 3 Smith Read Ch. 4 Smith Video over Julian Read Ch. 5 smith <b>(VR) Video reflection due</b>
7/21/11	Online	Case Study 4 Bright Star Case Study 5 Aunt Rhonda	Ch. 4 & 5 Overton	Readings, View video Discussion Post-email answers
7/25/11	Online	Mid term Exam Ch. 1-5	Ch. 1-5 Smith Ch. 1-5 Overton	Readings, Discussion Post exam answers
7/26/11 7/27/11	<b>Class Meets</b>	Discussion Ch. 6 Smith Discussion Ch. 7 Smith	Ch. 6 Smith Ch. 7 Smith	Readings, Case study due online <b>(LI) Letter of Interest due</b>
7/28/11	Online	Case Study 6 Frank's story Case Study 7 PowerPoint over ADHS- 6 slides total	Ch. 6 Overton Ch. 7 Overton	Readings, Discussion post email answers
8/1/11 8/2/11 8/3/11	<b>Class Meets</b>	Discuss Ch. 8 Smith  Discuss Ch. 9 Smith Discuss Ch. 10 Smith	Ch. 8 Smith  Ch. 9 Smith Ch. 10 Smith	<b>(LF) Listening To Families due</b>
8/4/11	Online	Case Study 8 Maria's Story Case Study 9 Shelly's Story Case Study 10 Mrs. Stack	Ch. 8 Overton Ch. 9 Overton Ch. 10 Overton	Readings, Case study due online
8/8/11	<b>Class Meets</b>	Procedural Safeguards, Child Find, Confidentiality	Discussion	TEA handout <b>(P) Practicum and (J) Journal due</b>
8/9/11	<b>Class Meets</b>	Case Study 11 Grace & Janet Case Study 12 Last chapter	Ch. 11 Overton Ch. 12 Overton	Readings, Case study due online
8/10/11	<b>Class Meets</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>	<b>FINAL EXAM</b>