

**University of North Texas at Dallas
 SPRING 2014
 SYLLABUS**

**EDSP 3240D.090 Family Communication and
 Professional Collaboration for Exceptional Learners – 3 Hours**

Department of	Special Education	Division of	Education and Administration
Instructor Name:	Dr. Paulette Walter		
Office Location:	UNT-Dallas		
Office Phone:	972-762-6265 (cell)		
Email Address:	Paulette.Walter@unt.edu (pw.pwalter@gmail.com for emergencies)		
Office Hours:	Monday 5:00 to 5:30, after class or by appointment		
Classroom Location:	DAL1 204		
Class Meeting Days & Times:	Mondays 05:30 pm-08:20 pm		
Course Catalog Description:	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. 15 hours per semester in field-work arranged.		
Prerequisites:	EDSP 3210		
Required Text:	Smith, T. E. C., Gartin, B. C., Murdick, N. L., & Hilton, A. (2006). <i>Families and children with special needs: Professional and family partnerships</i> . Upper Saddle River, NJ: Merrill Prentice Hall. Overton, S. (2005). <i>A case study approach: Collaborating with families</i> . Upper Saddle River, NJ: Merrill Prentice Hall. TK-20: http://www.coe.int.edu/tk20 - required for students in last 15 hours and in the education department. Subscriptions are effective for 7 years from date of purchase		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview:	<p>TEXES Special Education Standards</p> <p>Standard II-- The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</p> <p>The beginning special education teacher knows and understands:</p> <p>2.2k personal cultural biases and differences that may affect one's teaching;</p> <p>2.3k consumer and professional organizations, publications, and journals relevant to individuals with disabilities</p> <p>2.5k how to maintain the confidentiality of medical and academic records and respect for the privacy of individuals with disabilities.</p> <p>The beginning special education teacher is able to:</p> <p>2.8s use copyrighted educational materials in an ethical manner;</p>		

- 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);

Standard III-- The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

The beginning special education teacher knows and understands:

- 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

The beginning special education teacher is able to:

- 3.1s demonstrate proficiency in oral and written communication;
- 3.2s foster respectful and beneficial relationships between parents/guardians and 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;

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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;

Course Requirements

1.	<p>Demonstrate professionalism</p> <p>Students show professionalism when they: (a) attend all classes and practicum observations <u>on time</u> and remain in class or practicum assignment for the duration; (b) are prepared for class discussions; (c) attend to class discussion and timelines for all assignments; (d) are flexible to schedule changes; (e) and respect the opinion and rights of others.</p> <p>All assignments should be turned in during the class period or via email on the day they are due. Assignments turned in after such times are considered <u>late</u>. 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.</p> <p>Each student is expected to attend class, practicum, and/or online activities. Repeated absence from class or from practicum assignment will result in lowering of class grade or possible failure of class.</p> <p>60 Total Points</p>
2.	<p>Compare/Contrast</p> <p>Compare and contrast aspects of IDEA (and reauthorizations), Section 504 of the Rehabilitation Act, and Americans with Disabilities Act such as eligibility, services and/or</p>

	<p>placement, accessibility, location, due process, etc. Product may be in the form of a presentation, infomercial, or circular.</p> <p>DUE Date: 02/03/14 25 Total Points</p>
3.	<p>Article Review (AR)</p> <p>Each student will review a journal article. The students will select an article from an <u>educational journal</u> dealing with students and/or families of individuals with exceptionalism.. See guidelines posted on Blackboard</p> <p>Due Date: 02/10/14 30 Total Points</p>
4.	<p>Interest in a Career Teaching Students with Disabilities Statement (IS)</p> <p>Each student will write a personal statement of professional interest in working with students with disabilities. See instructions and rubric attached.</p> <p>DUE Date: 02/24/14 40 Total Points</p>
5.	<p>Midterm Project Book</p> <p>Collection of all assignments with improvements</p> <p>Due Date: 03/03/14 50 Total Points</p>
6.	<p>Reflection</p> <ol style="list-style-type: none"> 1. Students will watch the video For the Love of Julian held during class and prepare a 2-3 page response to one of 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 at class or by email. OR 2. Students will listen to a parent presentation and prepare a 2-3 page response on possible alternative actions to support the student and family. <p>Due Date: 03/24/14 25 Total Points</p>
7.	<p>Listening to Families Conversation</p> <p>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 the 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. See instructions and rubric attached. In exchange for the family's time, students are expected to offer some service or help. Turn in at class or by email.</p> <p>Due Date: 04/07/14 40 Total Points</p>
8.	<p>Practicum and Practicum Journal</p> <p>Students will be assigned to various activities. You will keep a journal, recording your observations during the activity and a reflection after the activity. The journal must be turned in by the due date.</p> <p>Due Date: 04/21/14 50 Total Points</p>
9.	<p>Webinar Review</p> <p>Select and listen to or watch one of the nine webinars hosted by the Southwest Educational Developmental Laboratory (SEDL). SEDL's National Center for Family and Community</p>

	<p>Connections with Schools hosted the <i>Achieving Excellence and Innovation in Family, School, and Community Engagement</i> webinar (http://www.sedl.org/connections/) series to provide stakeholders Representing national, regional, and local organizations to learn about family, school, and community, engagement research, best practices from the field, and new innovations that are making a difference in school improvement and student learning. Prepare a presentation for the class with a summary of the webinar that addresses the following: (a) major issues addressed, (b) research findings cited about the topic, (c) what are the practical implications for teachers, students and families (How might you use in a classroom).</p> <p>Due Date: 04/28/14 30 Total Points</p>
10.	<p>Final Project Book</p> <p>Scavenger Project</p> <p>Collection of resource information demonstrating communication and collaboration. Full instructions for this project will be provided.</p> <p>Due Date: 05/05/14 50 Total Points</p>

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by email.

TOPICS	Due in Class	Date
Introductions: Syllabus, Expectations, Texts		01/13/14
Martin Luther King, Jr. Day (holiday)		01/20/14
Discussion: Smith: Ch. 7 Legislation for inclusive schools		01/27/14
Discussion: Overton: Ch. 1 & 2	Compare/Contrast	02/03/14
Discussion: Smith: Ch. 1 & 2 Family & School Partnerships	Article Review	02/10/14
Discussion: Overton: Ch. 3		02/17/14
Discussion: Smith: Ch. 5 Working with Diverse Populations	Interest Statement	02/24/14
Discussion: Overton: Ch. 8 or Case Study TBA	Mid Project Book	03/03/14
Spring Break		03/10/14
For Love of Julian or Case Study Reflection		03/17/14
Discussion: Smith: Ch. 9 & Working with Paraprofessionals	Reflection	03/24/14
Discussion: Overton: Ch. 9		03/31/14
Discussion: Smith: Ch. 11 Transition and Interagency Coop.	Listening to Families	04/07/14
Discussion: Overton: Ch: 11		04/14/14
Discussion: Co-Teaching and Collaboration	Practicum Journal	04/21/14
Presentations of Webinar Review	Webinar Review	04/28/14
Last class	Final Project Book	05/05/14

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Assignments – *specific directions/rubrics/guides available to students posted on Blackboard.*

Projects – *collection of assignments that have been previously graded and corrections made*

Professionalism – *daily attendance, practicum assignment, and participation in class discussions*

Grading Matrix:

Instrument	Value (points or percentages)	Total
1. Professionalism	Attendance/Participation 15 x 4	60
2. Compare/Contrast	Instructions posted on Blackboard	25
3. Journal Article Review	Review rubric/outline and guide posted on Blackboard	30
4. Interest Statement	Review directions & rubric.	40
5. Midterm Project Book	Collection of improved assignments	50
6. Reflection	Series of questions and/or directions posted on Blackboard	25
7. Listening to Families	Assignment directions on Blackboard. Review directions and rubric,	40
8. Practicum Journal	Review directions & rubric	50
9. Webinar Review	Review Directions	30
10. Final Project Book		50
Total:		400

Grade Determination:

A = 400 – 360 pts; i.e. 90% or better

B = 320 – 359 pts; i.e. 80 – 89 %

C = 280 – 319 pts; i.e. 70 – 79 %

D = 240 – 279 pts; i.e. 60 – 69 %

F = 239 pts or below; i.e. less than 60%

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.

Assignment Policy:

*All assignments must be **word processed** and in the format described in instructions. APA must be followed as indicated in the assignment instructions.*

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 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. 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.

Blackboard Policies:

- *The Blackboard system enables the student to have access to resources and to other students and to me while on Blackboard. However, if you need to message me while I am not accessing Blackboard, it is best that you use the email given above.*

Contact Policies:

- *Please text me if you are unable to be on time to class. This is very important to me as I will initiate a search for you. So if you cannot make it to class or if you are running late, you will text me so I won't have to worry.*
- *Please feel free to use my cell phone or personal email if you are having an emergency or need to contact me about a private matter.*