I. TITLE: Family-Professional Partnerships

II. COURSE DESCRIPTION AND PREREQUISITE(S): The course content will focus on the family as an aid in the program or education of their child. Family characteristics will be investigated and related to the implications for meaningful inclusion of the family in the education of a child with a disability. Differential programs for families will be overviewed. Field hours are required.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to, those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), IECE standards, and Assessment Literacy. Following each objective, and enclosed in parentheses, are the number of the Kentucky Teacher Standards for Preparation and Certification (KTS), CHETL, and IECE Standards which are addressed. Upon successful completion of the course, the student will be able to

A. identify family rights and responsibilities as defined by federal and state mandates. (KTS #8, 10; CHETL #5; IECE 8.1);

B. use formal and informal instruments to gather family input and priorities for educational programming (KTS #2, 5, 6, 10; IECE 8.2);

C. design and implement an effective system of home-school communication in collaboration with family members resulting in parent/family partnerships (KTS #5, 6; CHETL #2; IECE 8.3);

D. identify critical family issues, events, and decisions from the family perspective including those from varied cultural backgrounds (e.g., transitional stages, family systems approach (KTS #2, 3, 9, 10; IECE 8.4);

E. identify personnel, agencies, organizations and publications in the community, state, and nation to assist families in meeting the needs of individuals with disabilities, including those with severe disabilities (KTS #2, 3, 4, 9, 10; IECE 8.5);

F. identify and discuss how to include families at all levels of the educational process (e.g., assessment, IEP/IFSP development, programming, and transitions) (KTS #2, 3, 4, 9; CHETL #2; IECE 8.6);

G. identify and discuss lifespan, transition periods, and planning issues (KTS #2, 3, 4; IECE 8.7);

H. discuss resolution of programmatic barriers through negotiation with administrators, instructional personnel and family members in a positive and constructive manner.
(KTS #2, 3, 5, 6, 9, 10; IECE 14.3, 15.3);
I. evaluate professional behavior using the CEC Code of Ethics and Standards for Professional Practice and other writings on ethical behavior (KTS #2, 3, 5, 6, 10; CHETL #5; IECE 14.5);
J. demonstrate communication of rights to students with disabilities and their families (KTS #8, 10; IECE 11.11);
K. discuss issues related to siblings of children and youth with disabilities;
L. identify strategies for empowerment, advocacy, and building reliable alliances in school and community settings; and
M. write professionally for the field of special education (CHETL #2).

The COE Theme of Educator as Reflective Decision Maker is addressed through assignments requiring students to discuss and reflect on collaboration and partnership with parents family members, personnel, agencies, and organizations.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored through various chapters within the text and more specifically in topics such as Family Characteristics, Roles of Families, Cultural Backgrounds in Families, Family as Partners in Assessing the Student with Disabilities, and Supporting Student Achievement and Performance.

IV. CONTENT OUTLINE:
A. Historical and Current Roles of Families and Parents
B. Schools as Systems: The Context for Family-Professional Collaboration
C. Empowerment and Building Reliable Alliances
D. Understanding Families: Characteristics, Interaction, Functions, and Life Cycles
E. Collaborating for Empowerment

V. INSTRUCTIONAL ACTIVITIES:
The class format will be web based. Lessons will be on the Canvas site.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Each student will conduct a family-focused interview with a family who has a child with a disability. The instructor will provide the interview format. This must be a face-to-face interview with as many of the immediate family members present as possible. This is an assignment that is to be conducted by the individual student and not as a joint interview with other university students in attendance. No audio or video taping of this assignment is permitted. Submit a written permission form signed by the family members with the assignment.

VII. TEXT(S) AND RESOURCES:

Internet
VIII. EVALUATION AND GRADING PROCEDURES:
The grading scale below will be used to determine the final grade for the course:

A = 93 - 100%
B = 86 - 92%
C = 79 - 85%
D = 72 - 78%
E = 0 - 71%

Each item is worth the following points of your final grade:

Resource File Assignment: 100
*Family Focused Interview: 100
Midterm and Final Exam: 50 each (total 100)
Quizzes (2): 25 each (total 50)
Discussion Board (12): 5 each (total 60)
Total = 410

Resource File

The resource file project involves organizing information into a resource file that will be especially helpful to you in addressing one or more topics. These topics can be anything around which you would like to have information that is more current. Some examples include how to deal with problem behavior, how to access the government benefits to which you are entitled, how to help your child make friends, how to help your extended family and friends understand the nature of your child’s special needs, or how to prepare a church school program to accommodate to your child’s special needs. Again, the topic can be whatever is important to you—it does not need to be restricted to this list alone.

1. Choose five topics that relate to your chosen family and/or your current school assignment.
2. For those five topics, find five different sources of information regarding the topic.
   a. You may use web sites from organizations, school districts, etc. You may not use Wikipedia or similar sources. For example, if choosing the topic of behavioral issues, Council for Children with Behavioral Disorders would be an appropriate web site.
   b. Include specific information about the web site such as the purpose and history of the organization, and the URL must be included.
   c. Each of those five different sources must include 4-5 specific examples of how this is applicable.

Family Focused Interview

Each student will conduct a family-focused interview with a family who has a child with a disability. The instructor will provide the interview format. This must be a face-to-face interview with as many of the immediate family members present as possible. This is an
assignment that is to be conducted by the individual student and not as a joint interview with other university students in attendance. No audio or video taping of this assignment is permitted. Submit a written permission form signed by the family members with the assignment. The written description of the interview must include what type of disability the child has.

*Family focused interview will be assessed as a LiveText course assignment.

Students are expected to actively participate in Discussion Board. They are not only encouraged to post discussion topics but respond to others’ topics as well. Discussion topics will be supplied by the instructor.

Academic dishonesty or plagiarism will result in a grade of zero on the task.

**IX. ATTENDANCE POLICY:**
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.
The Professor reserves the right to call face-to-face sessions as deemed necessary. A minimum of two weeks notice will be given if such a session is to be scheduled.

**X. ACADEMIC HONESTY POLICY:**
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.
Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.