I. TITLE: Family-Professional Partnerships

II. COURSE DESCRIPTION: 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.

III. PURPOSE: The course will focus on the families of individuals with disabilities. Family characteristics will be explored and related to strategies for meaningful family inclusion in education/programs for individuals with disabilities. A variety of programs for families will be overviewed.

IV. COURSE OBJECTIVES: Following each objective, and enclosed in parentheses, are the number of the Kentucky Teacher Standards for Preparation and Certification (KTS). Additionally, enclosed in brackets, are numbers which reference the 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. (8, 10)[8.1]

B. Use formal and informal instruments to gather family input and priorities for educational programming. (2, 5, 6, 10)[8.2]

C. Design and implement an effective system of home-school communication in collaboration with family members resulting in parent/family partnerships. (5, 6)[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. (2, 3, 9, 10)[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. (2, 3, 4, 9, 10)[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). (2, 3, 4, 9)[8.6]

G. Identify and discuss lifespan, transition periods, and planning issues. (2, 3, 4)[8.7]

H. Discuss resolution of programmatic barriers through negotiation with administrators, instructional personnel and family members in a positive and constructive manner. (2, 3, 5, 6, 9, 10)[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. (2, 3, 5, 6, 10)[14.5]
J. Demonstrate communication of rights to students with disabilities and their families.

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.

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.

V. 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

VI. INSTRUCTIONAL ACTIVITIES:
The class format will be web-based. Lessons will be on the Blackboard site.

VII. 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.

VIII. RESOURCES:
Internet

IX. GRADING PROCEDURES:
The grading scale below will be used to determine the final grade for the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>E</td>
<td>0 - 59%</td>
</tr>
</tbody>
</table>

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

Resource File Assignments: 20%
Family Focused Interview: 20%
Unit Exam 1: 20%
Unit Exam 2: 20%
Discussion Board: 20%

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

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU *Graduate 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.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU *Graduate Bulletin*.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
none

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on grounds of race, color, gender, sexual orientation, religion, national origin, age, disability, or veteran's status in providing any educational or other benefits services of Murray State University to students or those applying for admission at Murray State University. Murray State University attempts to provide equal opportunity in all areas of student admissions, financial aid, employment, and placement and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.
Below is a list of requirements and the final day that I will accept each of them. Late assignments will not be accepted. Assignments must be turned in via the Assignment link in Blackboard.

Watch the discussion board for weekly discussion activities. Participation is required.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Reading/Discussion Topic</th>
<th>Assignment/Due Date</th>
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| Tues, July 1st – Thurs, July 3 | Getting Acquainted with Blackboard  
Chapter 1 : Family Characteristics                                                  | Introduce yourself on the Discussion Board/Participate in the Scavenger Hunt       |
| Mon, July 7 – Fri, July 11  | Chapter 2 : Family Interaction  
Chapter 3 : Family Functions  
Chapter 4 : Family Life Cycle                                                        |                                                                                     |
| Mon, July 14 – Fri July 18 | Chapter 5 : Historical and Current Roles of Families and Parents  
Chapter 6 : Policies Shaping School Reform  
Chapter 7 : Partnerships as Archways                                                  | Unit Exam 1 : due by Fri July 18th. Must be taken on Blackboard.                    |
| Mon, July 21 – Fri, July 25 | Chapter 8 : Trust as the Keystone for Partnerships  
Chapter 9 : Communicating and Collaborating Among Partners  
Chapter 10 : Meeting Families’ Basic Needs                                              | Resource File : Due by Mon, July 21st.                                               |
| Mon, July 28 - Fri, Aug 1   | Chapter 11 : Families as Partners in Student Evaluation  
Chapter 12 : Individualizing Education in Partnership with Families  
Chapter 13 : Supporting Students’ Individualized Achievement and Performance          | Family Focused Interview : due by Wed, July 30th.  
Unit Exam 2 : due by Fri, Aug 1st. Must be taken on Blackboard.                         |