

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EEX 2758
COURSE TITLE:	Families, Professionals, and Exceptionalities
PREREQUISITE(S):	EDF 1005 and EDG 2701
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

CATALOG COURSE DESCRIPTION:

This course is a study of the theory, research, and best practices as they relate to the family-professional partnerships in both general and exceptional student education. The focus is on a family systems perspective and emphasizes the importance of parent/family and professional collaboration with a multicultural approach. In addition to class meetings, a minimum of ten (10) hours of Field Experience is required.

SUGGESTED TEXT(S):

(Any one of these could be used successfully to accomplish/cover the course topics):

Berger, Eugenia Hepworth (2008) Parents as Partners in Education. Upper Saddle River, New Jersey: Pearson, Merrill, Prentice Hall

Smith, Tom E. C., Gartin, Barbara, Murdick, Nikki L., Hilton, Alan (2006). Families and Children with Special Needs. Upper Saddle River, New Jersey: Pearson, Merrill, Prentice Hall

Turnbull, Ann, Turnbull, Rud, Erwin, Elizabeth, and Soodak, Leslie (2006). Families, Professionals, and Exceptionality. Upper Saddle River, New Jersey: Pearson, Merrill, Prentice Hall

IMPLEMENTATION DATE:

Fall Term, 2008 (20091) Proposal 2008-44

REVIEW OR MODIFICATION DATE:

COURSE TOPICS

CONTACT HOURS
PER TOPIC

I. The Family as a System	3-6
A. Characteristics	
B. Interactions - Subsystems	
C. Family functions	
D. Family Life Cycle	
II. Family Roles and Policies	4-6
A. Historical role of the family	
B. Current role of the family	
C. Policies Shaping School Reform and Today's Family-Professional Partnerships	
III. Partnerships - The Seven Principles of Partnership	5-6
A. Communication	
B. Professional Competence	
C. Respect	
D. Trust	
E. Commitment	
F. Equality	
G. Advocacy	
IV. Communicating and Collaboration among Partners	3-4
A. Positive Interpersonal Communication Skills	
B. Strategies for Communicating Positively	
V. Family Support	3-4
A. Social Emotional	
B. Information	
C. Economic	
D. Preventing Abuse and Neglect	
VI. Families as Partners in Student Evaluation	5-6
A. Referral	
B. Evaluation	
C. Analyzing	
D. Evaluating Results	

COURSE TOPICS (Continued)

CONTACT HOURS
PER TOPIC

VII. Planning Process for Individualizing Education	5-7
A. IDEA	
B. Transition Plans	
C. Multicultural Implications	
D. Conference Procedures	
VIII. Collaborating with Families to Promote Student Achievement and Performance	6-7
A. Homework	
B. Assistive Technology	
C. Positive Behavior Support	
D. Coordination of Services	

COURSE OBJECTIVES

1. To provide students with historical and organizational foundations related to family roles and school reform.
2. To provide students with an empowerment framework for understanding collaboration.
3. To understand family systems principles and to apply these principles to family professional partnerships.
4. To examine the issues and communication skills necessary to develop productive interaction with parents
5. To understand seven opportunities for family-professional partnerships including: communicating among reliable allies, meeting families' basic needs, referring and evaluating for special education, individualizing for appropriate education, extending learning in home and community, attending and volunteering at school, and advocating for systems improvement.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: EEX 2758	SEMESTER CREDIT HOURS: 3
COURSE TITLE: Families, Professionals, and Exceptionalities	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4
INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

<i>Section 5</i>	
LEARNING OUTCOMES	METHOD OF ASSESSMENT
Students will be able to name state and federal legislation and case law that have affected the education of students with disabilities	Students will demonstrate mastery of outcomes by:
Students will be able to identify appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free appropriate public education)	<ol style="list-style-type: none"> 1. Participation in group activities and discussions 2. Graded assignments and projects 3. Graded tests 4. Reflective writing integrating theory with observations 5. Reflection upon self-exploration and completion of individual inventories as they relate to the family - professional relationship.
Students will be able to describe the required components of Individual Educational Plans, Family Support Plans, and Individual Transitional Plans.	
Student will know the roles and responsibilities of IEP and Child study members.	

(Section 5 Continued)

Section 5		
	LEARNING OUTCOMES	METHOD OF ASSESSMENT
	Students will be able to identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities	
	The student will be able to name models of support for priority assistance in general education curricula	
	Students will be able to categorize the essential domains of transition, planning (e.g., personal/social, general community functioning, and leisure/recreational) for students with disabilities	
	Students will be able to demonstrate knowledge of transition planning using student and family preferences to develop desired post K-12 outcomes	
	Students will be able use rapport-building skills and communication skills with the parents of exceptional students.	
	Students will complete a minimum of 10 hours of field experience in a K-12 setting to observe, reflect upon and apply these course objectives	Complete a minimum of 10 hours of Field Experience in a K-12 classroom within a school accredited by the Southern Association of Colleges and Schools or equal organization. Complete reflective journaling with Field Experience. Compare best practices and theory with their application in the classroom.

Section 6

Name of Person Completing This Form: Elizabeth F. Wisner and Dr. Carole Byrd Date: 8/26/2008