Course Instructor
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Office: EDU 1240C
Office Hours: Monday 11:00-1:00 & Thursday 11:00-1:00

Class Location and Time
EDU 1121: 4:15-7:00

Required Materials
Textbook:

Peer Reviewed Articles (Available on Canvas)


Course Objectives:
At the conclusion of this course, students will have the necessary skills to:

• Discuss relevant special education history, legislation, and case law in order to understand parental rights under IDEA;
• Use theoretical family system perspectives in order to identify family characteristics, interactions, and functions;
• Identify ways to promote positive family and professional collaborations;
• Discuss the Family Life Cycle theory, as well as the stages of the life cycle of an individual with a disability, and his/her family;
• Understand the role and needs of parents of children with disabilities at the Early Childhood, Elementary and Secondary/Transition age bands; and
• Identify ways to implement the seven levels of family-professional partnerships: communication, professional competence, respect, trust commitment, equality, and advocacy with a family of a child with a disability.

This knowledge will be acquired through the use of:
(1) Course readings
(2) Class lectures
(3) Class discussions and activities
(4) Class assignments and assessments
(5) Guest speakers
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments and Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-Aug</td>
<td>Syllabus and Course Overview Icebreaker</td>
<td>- In-Class Activity 1&lt;br&gt;- Potluck vote (and sign up)</td>
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<tr>
<td></td>
<td><strong>PART I: LEGAL AND HISTORICAL PERSPECTIVE OF FAMILIES AND SPECIAL EDUCATION</strong></td>
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<tr>
<td>5-Sep</td>
<td>Labor Day: No Class Meeting</td>
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<tr>
<td>12-Sep</td>
<td>Special Education History: Public Policies and Legislation and their Impact on Families&lt;br&gt;&lt;br&gt;<strong>Review PRG Project</strong></td>
<td>- Chapter 5&lt;br&gt;- Chapter 6&lt;br&gt;- In-Class Activity 2&lt;br&gt;&lt;br&gt;<strong>PART II: UNDERSTANDING THE FAMILY SYSTEM</strong></td>
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<tr>
<td>19-Sep</td>
<td>Special Education History: The Role of Families</td>
<td>- Chapter 9&lt;br&gt;- Crystal Shin, Esq. Biography&lt;br&gt;- In-Class Activity 3&lt;br&gt;&lt;br&gt;<strong>PART III: EFFECTIVE STRATEGIES FOR COLLABORATING AND COMMUNICATING WITH FAMILIES</strong></td>
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<tr>
<td>10-Oct</td>
<td>How do we define family?&lt;br&gt;&lt;br&gt;<strong>Review Parent Interview Project</strong></td>
<td>- Chapter 1&lt;br&gt;- Applequist, K. L. (2009)&lt;br&gt;- In-Class Activity 5&lt;br&gt;&lt;br&gt;<strong>17-Oct</strong>&lt;br&gt;External Factors that Impact Families</td>
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Course Requirements

Course Readings
Course readings are assigned on a weekly basis. Please take note of the pages and sections that are assigned on the course calendar, as some chapters will be read out of order. Some readings will be made available on Canvas. It is expected that students complete their weekly reading by their due dates in order to participate in course discussions and class activities (see below). Course readings will not be retaught in class; instead they will be expanded and built upon. Students are responsible for all the content in the assigned readings whether it is reviewed in class or not.

In-Class Activities
Students will participate in a total of 13 in-class activities over the course of the semester. Each activity must be completed in class and submitted on Canvas no later than the conclusion of the class meeting. Students who have unexcused absences will not be permitted to make up the activities. Students with excused absences should contact the instructor prior to the start of class to make alternative arrangements for submitting their activity.

The activities are as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Group/Individual</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Activity 1: IRIS Module-Collaborating with Families</td>
<td>8/29</td>
<td>Group</td>
<td>1</td>
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<tr>
<td>Activity 2: Group Reflective Discussion</td>
<td>9/12</td>
<td>Group</td>
<td>1</td>
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<td>Activity 3: Speaker 1 Questions</td>
<td>9/19</td>
<td>Individual</td>
<td>1</td>
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<tr>
<td>Activity 4: Speaker 1 Reflection</td>
<td>9/26</td>
<td>Individual</td>
<td>3</td>
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<td>Activity 5: Develop Parent Interview Questions</td>
<td>10/10</td>
<td>Individual</td>
<td>3</td>
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<tr>
<td>Activity 6: Speaker 2 Questions</td>
<td>10/17</td>
<td>Individual</td>
<td>1</td>
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<tr>
<td>Activity 7: Speaker 2 Reflection</td>
<td>10/24</td>
<td>Individual</td>
<td>3</td>
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<tr>
<td>Activity 8: Develop Project Questions</td>
<td>10/31</td>
<td>Individual</td>
<td>3</td>
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<td>Activity 9: Midpoint PRG Binder Check/Research Articles</td>
<td>11/7</td>
<td>Individual</td>
<td>3</td>
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<tr>
<td>Activity 10: Panel Questions</td>
<td>11/14</td>
<td>Individual</td>
<td>1</td>
</tr>
<tr>
<td>Activity 11: Panel Reflection</td>
<td>11/21</td>
<td>Individual</td>
<td>3</td>
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<tr>
<td>Activity 12: Group Reflective Discussion</td>
<td>11/28</td>
<td>Group</td>
<td>1</td>
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<tr>
<td>Activity 13: Peer Resource Reflection</td>
<td>12/5</td>
<td>Individual</td>
<td>1</td>
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**TOTAL POINTS 25**

In-Class Quiz (Quiz 1)
An in-class quiz will be given on October 3, 2016. The quiz will be worth 5 points and will assess students’ understanding of the fundamentals of special education history, legislation, case law, and parental rights under IDEA. A review session will be held prior to the quiz.

**Take-Home Quizzes (Quiz 2 & Quiz 3)**

Two take home quizzes will be assigned. They will be open note/book and completed independently by each student. Students are not permitted to use web browser searches or outside materials to complete the quizzes. Quizzes will be completed on Canvas, and are due no later than the start of the following class meeting. Each quiz will be worth 10 points and a review session will be held the week prior to the due date.

**Research Project: Parent/Teacher Collaboration**

**Certification Students: Teacher Survey and Interview**

Create a 5 to 7 question teacher survey (Activity 8) and administer it to at least five professionals in your building who directly work with children with disabilities on a daily basis. Professionals may include special educators, general educators, para-educators, or related service providers (e.g., SLP, OT, PT). Administrators and/or parents would not be appropriate responders for this project. Select one of the professionals that you surveyed and conduct a follow-up interview about their responses.

Write a three to four page report summarizing the results of your survey and in-depth interview. DO NOT use any identifying information about the professionals or your school when writing your report. Comment on how the results of your survey compare to your observations. Incorporate course concepts into your reflection.

**Non-Certification Students/MA Specialty Students**

Write 2 to 3 research question (Activity 8) about a topic of interest related to your age band/focus of MA program and parent/teacher collaborations. The instructor must approve all research topics and additional guidance about topics will be given on a student-by-student basis. Find a minimum of three peer-reviewed research articles related to your topic of interest. Gain instructor approval and feedback (Activity 9) about the articles before completing the project.

Write a three to four page report (1) summarizing current research/best practice as it relates to your topic of interest, and (2) discussing the impact of research on teacher practice. Incorporate course concepts into your discussion.

**Parent Resource Guide**

Create a Parent/Guardian Resource Guide (PRG) that you can reference in a future work environment. The PRG should be organized in a one-inch binder, which will be submitted at the end of the semester. The PRG will consist of reproducible materials that could assist a special educator in (1) distributing information to parents/guardians, and/or (2) facilitating collaborations with parents/guardians.

The RPG will be composed of three sections, which align with the three parts of the course. Each section will be comprised of pre-made resources. Certification students will collect the resources their internship placement; non-certification students will collect materials from
outside resources (see below). At the conclusion of select lectures, students will be assigned a specific type of resource to gather (e.g. means to engage in daily parent/teacher communication). Resources should be collected from your internship placement; however, other sources (e.g., non-mentor teacher, online webpages, books, professional magazines, etc.) may be used if your mentor teacher does not have any materials to offer you. Each resource should be properly referenced using APA format and accompanied by a brief (no more than half page) explanation of how the resource is incorporated into a classroom.

Each section should conclude with a 1-2 page explanation of why and how the submitted materials align with course content. The explanation should reference specific topics covered in the course. If appropriate, you may also include information of how you may alter the resources to better align with best practices. Completed RPG projects will be submitted in person at the end of the semester.

PLEASE NOTE: This project is designed to be completed over the course of the entire semester. A mid-semester check in (Activity 9) will be conducted to confirm that you have gathered assigned resources (resource and section explanations will not be checked). DO NOT wait until the last minute to request the resources from your mentor.

Parent Interview
You will conduct an interview with a parent or guardian of a student receiving special education. The student should be the same age as the students whom you wish to teach or the focus of your MA program, if possible. The interview should occur at a time and place that is convenient for the parent. It should focus on themes described in the literature as important in communicating with families of students with disabilities. These themes include: (a) impact of the disability on the family; (b) roles and responsibilities of family members; (c) impact of cultural and religious beliefs; (d) family needs regarding advocacy/social services; and (e) family needs regarding special education/school services. Interviewing techniques and possible questions related to each theme will be reviewed. You will submit a written report describing and summarizing the interview process and results along with an analysis of parent needs and a self-critique of your interview skills. This report must be no longer than 10 double-spaced, types pages and must contain the following information: (a) summary of questions and answers related to four of the five themes; (b) an introduction containing descriptions of how the interview was set up and conducted, the nature of the student’s disability, and the ways in which the family’s culture is different from the candidate’s; and (c) a self-critique of your interview skills and suggestions for improving your skills in future situations.
Assessment | Points
--- | ---
In Class Activities | 25
Quiz 1 (In Class) | 5
Quiz 2 (Take Home) | 10
Quiz 3 (Take Home) | 10
Teacher Survey/Interview | 10
Parent Resource Guide | 15
Parent Interview | 20
Attendance & Participation | 5
**TOTAL:** | **100**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
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<th>Points Earned</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-98</td>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>A</td>
<td>97-93</td>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>D-</td>
<td>62-60</td>
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**Conceptual Learning Standards**

Upon successful completion of this course, students demonstrate understanding of the following MTTS, InTASC, UMD Foundational Competency, and CEC Standards:

**MTTS Standards:**
Standard II: Communication
Standard III: Legal, Social, and Ethical Issues

**InTASC Standards:**
Standard 2 - Learning Differences
Standard 9 - Professional Learning and Ethical Practice
Standard 10 - Leadership and Collaboration

**Council for Exceptional Children (CEC) performance based standards:**
Standard 1 – Learner Development and Individual Learning Differences
Standard 2 – Learning Environments
Standard 3 – Curricular Content Knowledge
Standard 5 – Instructional Planning and Strategies
Standard 6 – Professional Learning and Practice
Standard 7 – Collaboration

**Foundational Competency Standards:**
English Language Competence
Interpersonal Competence
Professional Disposition

**University, College, Program, and Course Policies**
Please note the University’s policies on Academic Integrity, Code of Student Conduct, Sexual Misconduct, Discrimination, Accessibility, Attendance/Absences/Missed Assignments, Student Rights, Official UMD Communication, Mid-Term Grades, Complaints about Course Final Grades, Copyright and Intellectual Property, Final Exams & Course Evaluations, and Campus Resources: [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)

Additional Notes About University/Program/Course Policies:

- **Attendance:** Students are expected to attend all class sessions and be active participants in class discussions and activities. Attendance will be taken at the beginning of each class meeting; if a student is late for class it is the student’s responsibility to check in with the course instructor at the end of the class meeting in order to receive attendance credit. Documentation and/or written notification of all absences should be loaded to Canvas under Attendance. Emailed or hard copies of documentation and/or notifications will NOT be accepted. It is the student’s responsibility to gather missed notes and/or materials from his/her classmates. Specific questions about a missed class lecture or activity may be addressed during the instructor’s office hours.

- **Class Disruptions and Use of Technology:** Students are permitted to use tablets, laptops, and other devices for note-taking purposes only. Cell phones and smartphones are not permitted for use during class. Using cell phones/smartphones and/or using devices for purposes other than note taking is disruptive to the class. Class disruptions of any form (e.g. inappropriate use of technology or side-bar conversation) will not be tolerated and students may be asked to leave should they engage in such activities. Students who are asked to leave class will not receive credit for class attendance, activities, or participation for that day. This course will have a number of guest speakers. **Laptops and Other Technology is NOT Permitted for Use During Guest Lectures/Panels.** Guest speakers volunteer to come to speak to our class. Students are expected to be respectful of the speakers’ time and expertise. Students who are disrespectful (e.g. use technology, are inattentive, act unengaged, participate in side-bar conversations, etc.) will lose up to 5 course points per infraction.

- **Assignment Submission:** All assignments should be completed independently, unless noted otherwise. Written assignments should be (1) double-spaced, (2) typed in 12-point, Times New Roman font, (3) have 1-inch margins, and (4) use person-first and dignified language when discussing individuals with disabilities. Assignments that do not meet these specifications are subject to loss of points. Late assignments will not be accepted and will receive no points unless there are documented extenuating circumstances. Extenuating circumstances include those circumstances outlined in the University’s excused absence policies. Students asking for an extension for one of these reasons must notify the instructor in advance and supply appropriate written documentation of the cause.

- **Extra credit assignments are not offered in this course, nor is it possible to resubmit assignments.** Assignments are graded one time only; students are not allowed to rewrite
or redo any assignment. If you have questions before an assignment is due, send any questions by email, make an appointment, or ask during office hours. Allowing students to rewrite assignments after evaluation leads to initial submissions that are sloppy or done at the last minute. Please take care to complete the assignments appropriately on the first submission.

- **College of Education Foundational Competencies Policy:** The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Students in the College. Performance that meets the Foundational Competencies is expected across all settings. If concerns arise, a referral will be made to the student's advisor.