Course: SPED 4900/6900  
Department: Instruction and Curriculum Leadership  
Course Title: Consultation with Family, School, and Community  
Level: Undergraduate/Graduate

Methods of Instruction: CREDE principles will serve as the primary pedagogical platform interspersed with lectures, guest speakers and technology when appropriate. The CREDE principles are:

1. Joint Productive Activity: Facilitate learning and development through joint productive activity among leaders and participants.
2. Language Development: Promote learners expertise in professional relevant discourse.
3. Making Meaning: Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
5. Instructional Conversation: Engage participants in dialogue, especially the instructional conversation.

Catalog Description:  
Current professional development issues that impact the educator, interaction with students, parents and other professionals including the development of communication and consultation skills.

Nature of Students to be served:  
Undergraduate/Graduate
Prerequisites:
SPED 2000/7000

Suggested Texts:

Support of Conceptual Framework: To be an effective educational leader of diverse students, candidates must consult and collaborate with parents, colleagues, and other professionals. Understanding the community and its resources will greatly aid in this endeavor.

Special Education Department Policy and Procedures

**Attendance Policy:**
Attendance is mandatory and class attendance and participation (e.g., discussions, activities, and assignments) is expected. In a class which meets weekly for one three-hour session, each class session missed without a verifiable and legitimate excuse results in a decrease of a letter grade for the course. Two unexcused absences can result in a decrease of two letter grades and so on. For a class which meets more often, the professor will designate how many points will be deducted from the final grade for each absence. *The legitimacy of the excuse is solely the judgment of the professor. Students who leave a class without prior consent of the professor before the class is formally dismissed are considered absent for the entire class session.*

Students are accountable for content, assignments, and announcements made during class and should make arrangements (e.g., with a classmate) to get the information whenever absent.

The responsibility for class attendance and participation is considered an important element of the student's development and training. Class attendance and participation in class activities cannot be duplicated in any other fashion. Moreover, absence negatively affects the colleagues with whom a student(s) works, interacts, and learns. In this regard, **both** class attendance and participation are critical for the successful completion of this course.

**Tardy Policy:**
Unless there is an understandable weather or health related reason, each tardy to class – not being physically present at the start of class- is one percentage point taken off of the final cumulative grade. Professionals, particularly teachers charged with the safety of youngsters, must be both prepared and punctual.

**Late Work:**
Unless there is a verifiable and legitimate excuse, class assignments are not accepted after published due date. *The legitimacy of the excuse is solely the judgment of the professor.* There is no make up work allowed nor is extra credit available in any special education course.
Failing Students:
Students who are failing will be notified by email or personally about their grade in the seventh week of class in the long semesters or midterm in any semester. The professor will be available to meet with the student to devise an individual academic plan at the request of the student.

Grading:
100-93 = A; 85-92 = B; 75-84 = C; 70-74 = D; <70 = F. A grade of incomplete (I) is rarely allowed. The professor must notify the Special Education program coordinator if a grade of I is being considered for a student.

FERPA:
In keeping with the provisions of the Family Educational Rights and Privacy Act, it is the policy of the Department of Instruction and Curriculum Leadership that student grades are not publicly posted.

Students with Disabilities:
It is the policy of the University of Memphis to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Reasonable and appropriate accommodations will be provided to students with a disability who present a memo from the Student Disability Services. Students with disabilities are encouraged to contact Student Disability Services, 215 Scates Hall, phone 678-2880.

Academic Integrity and Student Conduct:
Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs http://saweb.memphis.edu/judicialaffairs. Please read in particular, at the sections about "Academic Dishonesty," "Student Code of Conduct and Responsibilities," and "Disruptive Behaviors." Students must be aware of these guidelines and conduct themselves accordingly.

CEC Code of Ethics for Educators of Persons with Exceptionalities:
The following are principles of the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles.
1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Relationship of Course to Curriculum Sequence:
This course represents one of the required courses in Level One for majors in Special Education.

Course Objectives: Course objectives are derived from course description and matched to Council for Exceptional Children Professional Standards
1. To identify the primary historical explanations and intervention strategies with children with disabilities including emphasis on family systems and the role of families in the educational process, 
   relationship of special education to the organization and function of educational agencies, rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs, and issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services. CEC Standard 1 Foundations; TN 1 Disability Legislation and Special education Policies
2. To become familiar with the goals and values of Special Education (including the field's family-focused, cross categorical, and interdisciplinary characteristics) and with current socioeconomic and cultural issues which influence these at national and local levels. CEC Standard 2 Development and Characteristics of Learners; TN
3. To understand the family systems and the role of families in supporting development. CEC Standard 2 Development and Characteristics of Learners; TN 2
4. To gain an awareness and effects of the cultural and environmental mileu of the individual with disabilities. CEC Standard 2 Development and Characteristics of Learners; TN 2
5. To articulate the variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with disabilities, family, and schooling. CEC Standard 3 Individual Learning Differences; TN 3
6. To identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs, to develop comprehensive, longitudinal individualized programs in collaboration with team members, to involve the individual and family in setting instructional goals and monitoring progress, and integrate affective, social, and life skills with academic curricula. CEC Standard 7 Instructional Planning; TN 7
7. To understand the role of the professional Special Education teacher in relation to children, parents, other staff, the community; and the unique personal qualities and professional qualifications necessary to satisfy the requirements of this role. CEC Standard 9 Professional Ethical Practice; TN 9
8. To demonstrate an understanding of roles of individuals with disabilities, families, school and community personnel in planning an individualized program. CEC Standard 10 Collaboration; TN 10
9. To understand the family systems theory and an understanding of how the child with a disability affects and is affected by parents, siblings, the extended family, and the culture and community in which he/she lives. CEC Standard 10 Collaboration; TN 10
**Course Scope - Relationship to Knowledge Base and Skill Requirements:**

The purpose of this course is to provide an introduction to the special education profession, and a foundation. This course is an essential first step in an ecological model for special education leaders, and in providing students with an ecological perspective for understanding special education programs and practices and the myriad forces and factors that shape them. Professional special education teachers need to understand legal, ethical political, economic, socio-cultural and historic problems, trends and issues in special education; to be able make sound professional judgments, reflect on ones own beliefs and teaching practices; and to be aware of professional organizations and responsibilities. Students are expected to learn about historical, philosophical, psychological, and social foundations of special education; to be aware of value issues and the existence of codes of ethics in professional life; and to understand legislation and public policy as it affects children with disabilities, families, and their programs.

More specifically, SPED 4900/6900 is linked to the thematic strands of the College of Education Conceptual Framework in the following manner:

**Leading**
- To demonstrate understanding of the professional special education teachers responsibilities as an advocate on behalf of children with disabilities and their families as an active member of nested national, regional, state, and local professional special education; to engage in ethical behavior in relations with children, parents, other staff, other professionals serving the child, and the community at large.
- To demonstrate an understanding of the personal qualities, professional standards, qualifications, and credentials necessary for special educators.
- To demonstrate an understanding of the issues and trends regarding special education work environments.
- To become familiar with the Special Education professional organizations, professional journals, and other sources of the knowledge base for special education.
- To articulate a personal philosophy and to demonstrate interest and enthusiasm regarding the education of children with disabilities.
- To articulate the rationale for parent and student participation in the development of IEPs.

**Relevant**
- To demonstrate an understanding of how the laws and policies integrate together to develop the Individual Family Service Plan, Individual Education Plan, and the Individual Transition Plan with least restrictive placement, related services, and modifications and accommodations in the classroom.
- To understand the different approaches/accommodations in educational settings and for the importance of parent participation and community resources for development of life goals.

**Engaged**
- To become familiar with the collaborative roles of special educator with regular education educators, parents, schools, and community to support student’s learning and well-being.
- Awareness of the perceptions of disabilities by families, communities, and culture.
- Knowledge and skills to develop quality IFSP, IEP, and ITP for children/students with disabilities.
- To become familiar with writing Minutes for IEP meetings.
**Performance Based Assessments/Measures:**
Assessment of knowledge, skills and dispositions is documented through:
1. Individual Family Service Plan, Individual Educational Plan, and Individual Transition Plan
2. Community Resource Portfolio
3. There is a variety of other graded classroom assignments

**Major Topics:**
1. The family of the child with a disability
2. Identification of agencies/organizations for persons with disabilities
3. Legal and legislative issues
4. Utilizing community personnel/resources
5. Individual Family Service Plan (IFSP); Individual Education Plan (IEP); Individual Transition Plan (ITP)

**Journals of Interest**

**Teaching Exceptional Children.** Presents articles suggesting classroom teaching strategies, reports of materials, a teacher idea exchange, and other information designed to assist the teacher of exceptional children. Published quarterly by the Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 22091 - 1589.

**Exceptional Children.** The official journal of the Council for Exceptional Children (CEC). Publishes articles on professional issues of concern to special educators and articles on the education and development of exceptional students. Designed to assist all professionals who work with exceptional children. Published six times per year by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 - 1589.

**Supplemental Readings:**


**Assignment Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>January 14, 2008</td>
<td>Overview of syllabus, statement of expectations and Cultural Differences Activity</td>
</tr>
<tr>
<td>January 21, 2008</td>
<td>No Class</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>January 28, 2008</td>
<td>Family Characteristics</td>
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<tr>
<td>February 4, 2008</td>
<td>Family Interaction</td>
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<tr>
<td>February 11, 2008</td>
<td>Historical and Current Roles of Families and Parents</td>
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<td>February 18, 2008</td>
<td>Policies Shaping School Reform</td>
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<td>February 25, 2008</td>
<td>Partnerships as Archways</td>
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<tr>
<td>March 3, 2008</td>
<td><strong>Spring Break</strong></td>
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<td>March 10, 2008</td>
<td>Trust as the Keystone for Partnerships</td>
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<td>March 17, 2008</td>
<td>Meeting Families’ Basic Needs</td>
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<td>March 24, 2008</td>
<td>Families as Partners in Student Evaluation</td>
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<tr>
<td>March 31, 2008</td>
<td>Families as Partners in Student Evaluation</td>
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<td>April 7, 2008</td>
<td>Individualizing Education in Partnership with Families</td>
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<tr>
<td>April 14, 2008</td>
<td>Supporting Students’ Individualized Achievement and Performance</td>
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<tr>
<td>April 21, 2008</td>
<td>Review Course</td>
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<tr>
<td>April 28, 2008</td>
<td>Study Day</td>
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<tr>
<td>May 5, 2008</td>
<td><strong>Final Exam [Individual Education Plan]</strong></td>
</tr>
</tbody>
</table>

*This schedule is tentative. Adjustments will be made as needed.

**Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family Letter</td>
<td>Create a beginning of the year parent letter</td>
<td>10 points</td>
</tr>
<tr>
<td>2. Joint Productivity Activity</td>
<td>Activities vary</td>
<td>1 point each: total of 5</td>
</tr>
<tr>
<td>3. Resource Guide</td>
<td>Compilation and description of various special education</td>
<td>20 points</td>
</tr>
</tbody>
</table>
### Annotated Bibliography
- 10 entries
- 20 points

### Presentation Reflections
- Topics vary
- 1 point each: total of 5

### Family Information Tool
- Create an information tool for families of students with disabilities.
- 20 points

### Individual Education Plan
- Culminating activity
- 20 points

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**100 Total Points**

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**Participation/Assignment Submission Policy:** Once the due date passes zero credit will be given for the completion of activities or assignments.

1. Create a beginning of the year parent letter *(10 points)*
   - Include all elements of the sample letter provided in the article “Don’t Do It Alone: Increasing Parental Involvement”

2. Create an information tool for families of students with disabilities. *(20 points)*
   - Terms must reflect most commonly used technical language.
   - Terms must include those most frequently used during IEP meetings.
   - Terms must clarify annual and daily expectations
   - Terms must be based on curriculum requirements associated with modified/severe/profound disabilities
   - Include examples and references as needed. Be thorough
Annotated Bibliography Requirements

**Scoring Guide and Content Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Beginning 1 – 5</th>
<th>Developing 6 - 12</th>
<th>Accomplished 13 – 19</th>
<th>Exemplary 20-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>The end product of this assignment will be a list of 10 citations to books, articles or documents that provide a variety of perspectives on special education. Each citation must be followed by a 150 word descriptive and evaluative paragraph. Entries must be in APA format [5th edition], grammatically correct and free of spelling errors.</td>
<td>Each entry includes a comment on the intended audience and brief description of article.</td>
<td>Each entry includes an evaluation of the authority or background of the author.</td>
<td>Each entry includes a comparison or contrast with another cited work.</td>
<td>Each entry is in APA format, 5th edition.</td>
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</tbody>
</table>
**Special Education Resource Guide**  
**Group Activity**

**Scoring Guide and Content Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Beginning 1 – 5</th>
<th>Developing 6 - 10</th>
<th>Accomplished 11 - 15</th>
<th>Exemplary 16 - 20</th>
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<tbody>
<tr>
<td>The end product of this assignment will be an electronic labeled reference guide of community agencies, organizations that provide special education and/or related services to individuals with disabilities. The compilation of resources must reflect comprehensive services (topics will be assigned). Entries must be grammatically correct and free of spelling errors.</td>
<td>Unduplicated contact information for 5 agencies, organizations [telephone, fax, email &amp; web address, etc.] saved on cd.</td>
<td>Electronic brochures, websites or other scanned or electronic documentation of the agency, organization’s services</td>
<td>3 – 5 sentence description of each agency, organization’s purpose and services</td>
<td>Contributions to the group project that result in an overall representation of assigned topic.</td>
</tr>
</tbody>
</table>