The SFA Way … "...striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.

The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.

The Principle of Responsibility … Lumberjacks do what is right.

The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country.

The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Instructor: Dr. Cathie Koss

Office: Virtual - email for an appointment

Email: please use D2L email for quickest reply

Course Time & Location: Online

Virtual Office Hours: Virtual

Credits: 3 Hours
Prerequisites: SPE 329

I. Course Description:

SPED 4336 Consulting with Parents and Professionals (3 credits; fully online) spans 5 weeks. The course contains extensive written content requiring students to engage the online modules for at least three hours per week. Key concepts include perspectives on family involvement and ways in which professionals can interact positively with the family and collaborate/consult with other concerned professionals. Primary source readings are woven into the content and students may be required to complete quizzes/exams over the course content and complete multiple writing assignments that evaluate their ability to interpret and apply information learned. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives:

This course is aligned with the mission of the Perkins College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Our theme is "preparing professional educators who positively impact learning for all students." In the Perkins College of Education at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community

A. **This course aligns with the College of Education’s mission** to provide a foundation for success by developing the student's knowledge of strategies for working positively and collaboratively with families and professionals associated with students with exceptional learning needs.

**This course also supports the mission of the Human Services Department.**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.
1. Reflective assignments on course content align with the College of Education’s value of academic excellence through critical and reflective thinking.

2. The focus on researched theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students and other stakeholders that lead to outcomes of individual and mutual empowerment aligns with the College of Education’s goal that educators must conduct research and observe the effects of their practices on students.

3. The technological presentation requirements of this course align with the College of Education’s goal of academic excellence specifically, through the current and appropriate use of instructional technologies and applications that positively impact student learning for all students.

For more information see the Perkins College of Education's Conceptual Framework.

B. Commitment To Diversity: The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

C. THECB: Elements of the Core Curriculum

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
o To include the ability to connect choices, actions and consequences to ethical decision-making

- Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

D. Alignment Between Accreditation Standards and Assignments
(see matrix at end of syllabus)

CAEP – Council for the Accreditation of Educator Preparation

INTASC – Interstate Teacher Assessment and Support Consortium

CEC – Council for Exceptional Children

ISTE – International Society for Technology in Education

SBEC/ TExES – State Board of Educator Certification and TExES

Program Learning Outcomes

Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Standard 5 Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6 Professional Learning and Ethical Practice
6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7 Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Course Coordination with the Special Education EC-12 TExES Domains and Competencies

This course’s alignment with the State Board of Educator Certification Standards for Texas EC-12 Special Education teachers coincides with the College of Education’s mission to provide candidates with a foundation for success in teaching and the COE’s goal of academic excellence in candidate content knowledge.

Course Objectives and Student Outcomes

1. To delineate a family systems theoretical orientation for conceptualizing family-professional partnerships.

2. Review research that identifies strengths, preferences, and needs faced by families and implications for family-professional partnerships.

3. Provide students with historical and organizational foundations related to family roles and school reform.

4. Demonstrate an understanding of the seven partnership principles for collaborating with families and other professionals.

5. Recognize the importance of trust as the keystone to family-professional partnerships.

6. Develop an understanding of a" culture of acceptance" for all students and their families.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

The format for this course includes online lectures, group activities or discussions, scheduled assignments with deadlines, offline reading assignments, online reading and participation using web pages, e-mail, Discussion Board, and CHAT. Assessment of course content will be conducted via graded assignments and/or discussions as well as scheduled online and exams. Quizzes are included in each module to check your understanding but do not count toward your grade.

This 4000-level course is designed for students who are independent learners and who are well organized and motivated to stay on schedule and complete all requirements online through Blackboard. Students MUST have access to a reliable computer and Internet connection as well as adequate computer skills. It is not necessary to possess a personal computer - students may use a computer on campus at one of the SFA Computer Labs. If computer or connectivity problems are experienced during the semester, you may need to drop the class - check the SFA calendar for the last day to drop without withdrawing from the University.

In order to be successful in this class, each student is expected to:

1. **Check email and the class at the beginning of each week and frequently during the week.** Important messages and items of interest related to course content, assignments, and exams are posted in the Newsfeed or emailed to students weekly.

2. **Communicate with the instructor through email.** Do not expect to communicate with the instructor by telephone. The best way to communicate is via email. Communicating through zoom in live chat sessions is also an option.

3. **Plan to spend at least 4-6 hours per week working on this course.** Read chapter assignments prior to completing learning modules. Read ALL content pages and websites in each module as well as chapters in the textbook as assigned each week. This information will be covered in the online exams.

4. **Log-in to the course every week to participate** in the discussions, check email and the calendar for weekly assignments. For reporting purposes, a student who does not show active participation will be dropped from financial aid for this course.

5. **Complete assignments.** An assignment is embedded within each learning module. Some are individual assignments, while others may be group discussions. **There will be assignments every week.** A grading form is used and points for each assignment will be awarded based on accuracy, spelling/grammar, content, completeness, and thoughtfulness of the response. When grades are posted in the gradebook you will be able to view them in myGrades. A penalty may be applied to assignments that are submitted late. **If you fall behind, you may need to drop the class.** See the university calendar or call the registrar's office for drop dates.
6. **Complete online exams.** There will be two exams (100 points each) that will be accessed through the Unit learning modules. Exams will be posted online and responses submitted online. Exams are timed and must be submitted during the availability period.

7. **Complete a course/instructor evaluation** in mySFA near the end of the semester.

8. **Contact the instructor immediately if you are having difficulty.** Email is monitored frequently on weekdays and I make every effort to respond to students' issues and concerns within 24 hours if at all possible. We all know that life can be unpredictable, so communication is very important!

IV. Evaluation and Assessments (Grading):

   Course Introduction 15 points
   Chapter Quizzes- 12@ 10 points each
   Module Assignments 11 @ 25 points each
   Online Exams - 2 exams @ 100 points each
   Total Points Possible = 610

   **A=610-549**
   **B=548-488**
   **C=487-427**
   **D=426-366**
   **F below 365**

**EXAM POLICY**

Online Unit exams must be taken during a designated time period, as indicated on the course timeline. Typically, you will have a span of several days in which to log in and complete the exam. The exams are timed, with approximately one minute to read and answer each question, and you are expected to know the material - do not expect to rely on your book or notes during the exam. Only students who have completed all unit assignments will be eligible to take unit exams. Failure to complete an online exam during the designated period may result in a zero grade. Forgetting to take an exam is NOT a valid excuse.

If you experience technical difficulty while taking an exam, notify me **immediately** (not the following week), as it may be possible for me to reset your attempt if it is still within the
availability period. If a medical emergency occurs that prohibits completion of an exam, you must provide written documentation from a physician, emergency room or hospital in order to make up the exam (fax to 936-468-5837). Under other circumstances, makeup exams may be taken within one week after the designated period, but a penalty of 20 points will be subtracted from the exam grade. However, the right to take a makeup exam is subject to instructor approval.

V. Tentative Course Outline/Calendar:

All Assignment are due 11:30 PM CST on the date provided (including discussions). Late assignment are accepted up to 2 days late at 10% deduction per day. Quizzes are accepted up to 1 day late at 10% deduction. There is no provision for late mid-term or final exams.

**Introductions (July 16-18)**

- Review Syllabus & Course Layout/Format
- Submit "Biography and Experiences" (Due July 18, responses to peers by July 21)

**UNIT 1: FAMILY SYSTEMS PERSPECTIVES (July 16-26)**

- Chapter 1 - Discussion Post "My Family Characteristics" 25 points
- Chapter 1 Quiz

- Chapter 2: Dropbox Assignment Family Interactions: A Tale of Two Families
- Chapter 2 Quiz

- Chapter 3: Discussion Posting: Family Functions
- Chapter 3 Quiz

- Chapter 4: Dropbox Assignment: Sex Education for Adolescents with Disabilities
- Chapter 4 Quiz
- Optional Discussion Posting: Do you think people with developmental disabilities should marry and have children? Why or why not?

**UNIT 2: FAMILY ROLES AND POLICIES (July 27-31)**

- Chapter 5: Dropbox Assignment: Roles of Families
- Chapter 5 Quiz

- Chapter 6: Dropbox Assignment: Principles of NCLB
- Chapter 6 Quiz

- MID-TERM EXAM (Chapters 1-6) Open July 26-31

**UNIT 3: STRATEGIES FOR EFFECTIVE PARTNERSHIPS (August 1-15)**

- Chapter 7 Quiz
- Chapter 8: Dropbox Assignment; Communication Practice
Chapter 8 Quiz

Chapter 9 Discussion Posting: Pre-referral Assessment
Chapter 9 Quiz

Chapter 10 Dropbox Assignment: Family Questioner
Chapter 10 Quiz

Chapter 11 Dropbox Assignment: Internet Connections
Chapter 11 Quiz

Chapter 12 Dropbox Assignment: Unit 3 Reflection
Chapter 12 Quiz

FINAL EXAM (Chapters 7 - 12) Open August 13-16
VI. READINGS:

Chapters in the textbook, articles, and websites are embedded in each learning module.


LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). Once you have purchased the account, you must activate your account at [www.livetext.com](http://www.livetext.com). If you have purchased LiveText in another course, you will NOT need to buy a second account. NOTE: If you plan to use financial aid to purchase this account, you must make the purchase by the date set by financial aid.

**FEM Statement**
In this course you must purchase and enroll in the LiveText add-on Field Experience Module (FEM) PRIOR to your first day of field experience / clinical teaching. This can be purchased from www.livetext.com for a fee of $15.00. Failure to purchase and activate the account and/or submit the required assignment(s) could result in course failure.

**LiveText**
LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

**LiveText/Watermark Statement: Newest statement**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to
activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;

2. Instruction evaluation purposes; and

3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:
Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7 Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered.

Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university- sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6 To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1 Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
Penalties for Academic Dishonesty Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5 At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4 Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

- Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
- Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at TExES Registration). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
- Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
IX. Other Relevant Course Information:

Grade Appeals

If you believe there is an error in your final grade, contact the instructor immediately so that your concern can be resolved in a timely manner. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.