

Syllabus for
SED 323—Parents and Families of Students with Special Needs
3 Credit Hours
Spring 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

A study of counseling techniques and counseling theories, community resource agencies, and the use of the multidisciplinary team applied to counseling individuals with special needs and their parents.

Prerequisite: SED 353/GSED 553.

II. COURSE GOALS

The purpose of this course is to enable teacher candidates in Special Education to learn or gain information techniques needed to counsel students with exceptionalities and their parents in modifying and structuring the students' education.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSES

A. Terminal Objectives

Upon successful completion of this course, the teacher candidate will be able to do the following:

1. Identify the roles of parents and professionals in the identification, placement, and program planning of special needs students.
2. Discover the impact of exceptionality on family functions.
3. Explore characteristics of families and define the family unit, including family subsystems.
4. Identify communication facilitators and demonstrate ways of communicating with parents.
5. Describe methods of empowering parents and families through reliable collaboration.
6. Identify theories and techniques for extending learning into the home and community.
7. Define traditional counseling approaches found in education.
8. Explore characteristics of effective helpers in a counseling situation.
9. Discuss methods for increasing parent attendance, participation, and volunteering at school.
10. Identify factors of cultural diversity that influence the relationship between school and home.
11. Interact with parents as guest speakers and interviewees.

12. Review laws, safeguards, and regulations for working parents and families of special needs children.

B. Objectives for Students in Teacher Preparation Program

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies 1, 2, 3, 5, 9 and 10; Early Childhood Special Education Subject Competency 11; and Institutional Standards (IS) 6, 14, 15.

1. Subject Competencies (SC): Mild-Moderate
 - SC 7: Demonstrate knowledge of characteristics of learners with mild-moderate disabilities in the following areas: cognitive, physical, cultural, communication, medical, and social/emotional.
 - SC 15: Demonstrate knowledge and skills in managing student behavior and social interaction skills in the following areas: continuum of aggression, appropriate intervention, and ethical considerations; systematic behavior management using a variety of interventions and techniques; environmental, psychoeducational, developmental, communication, cognitive, and health factors that influence behavior; social skills and adaptive behaviors of age appropriate, positive interactions.
2. Content Standards (CC): Special Education
 - CC1K7: Family systems and the role of families in the educational process.
 - CC2K3: Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
 - CC2K4: Family systems and the role of families in supporting development.
 - CC3K3: Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
 - CC3K4: Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
 - CC3K5: Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
 - CC5S9: Create an environment that encourages self-advocacy and increased independence.
 - CC9S1: Practice within the CEC Code of Ethics and other standards of the profession.
 - CC10K2: Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
 - CC10K3: Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
 - CC10S3: Foster respectful and beneficial relationships between families and professionals.
 - CC10S10: Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
3. Subject Competencies (SC): Early Childhood Special Education
 - SC 11: Collaborates and consults regularly with families, other team members, and agencies to enhance and support children's learning and development by: assisting families in identifying resources,

priorities, and concerns, and in accessing appropriate services; respecting parent's choices and goals for their children; implementing services for children and their families consistent with laws, regulations, and procedural safeguards.

4. Institutional Standards (IS):

IS 6: The candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.

IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.

IS 15: The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Overton, S. (2005). *Collaborating with families: A case study approach*. Upper Saddle River, NJ: Pearson Education.

Smith, T., Gartin, B., Murdock, N., & Hilton, A. (2006). *Family and children with special needs*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

2. Other
None

B. Optional Materials

1. Textbooks

None

2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.

3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure

and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. submitting an artifact is a zero for that assignment.
 - b. by submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Departmental Policies and Procedures

1. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
2. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor

to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

3. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

4. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
5. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
6. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
7. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
8. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a

\$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.

9. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
10. Extra Credit—Students should not expect extra credit to help raise a grade.
11. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. The final grade will be a composite of performance on the following:

One Exam + Case Studies	10%
Culture Paper and Presentation	
PowerPoint on ethnic group	40%
Fieldtrips + Speakers, with a reflection on each	10%
Final Exam—Parent Handbook	40%
 - b. Grading scale:
 - A=95-100
 - B=85-94
 - C=75-84
 - D=65-74
 - F=0-64
2. Whole Person Assessment Requirements
 - a. Parent Handbook documents
 - b. Parent Handbook developed by student (SC: 1, 11)
3. Other Policies and/or Procedures
 - a. The exam is scheduled during the semester. The test consists of some combination of multiple choice, short answer, and short-essay questions. More definite information concerning test composition will be given near exam times.
 - b. The student will read case studies and will respond to various questions to determine their ability to assess the problems and provide ideas for remediation.

- c. Parent Handbook
Required items:
- (1) Personal philosophy of special education and parent involvement
 - (2) CEC code of ethics
 - (3) Parent contact log
 - (4) Parent involvement letter
 - (5) IEP letter
 - (6) Chart of etiologies, medical aspects, and medication of various conditions
 - (7) Fieldtrip and speakers related to sensory impairments, hearing, physical, or visual impairments followed by a reflection paper
 - (8) A chart on transitions from IFSP to IEP, elementary to middle school, middle to high school, and high school to adult learner option.
 - (9) Weekly reporting form
 - (10) Positive reinforcement letter
 - (11) Review of parent article
 - (12) List of parent organizations and Web sites
 - (13) Classroom newsletter
 - (14) Document and lecture notes dealing with para-educators, volunteers, and support personnel in the classroom
 - (15) Cultural paper

IV COURSE CALENDAR

Session	Assignment
1	Chapters 1 and 2 (Smith et al.) Personal philosophy of special education and parent involvement
2	Chapter 3 (Smith et al.) CEC code of ethics
3	Chapter 4 (Smith et al.) Parent contact log
4	Lecture on IEP and how to conduct a meeting Parent involvement letter
5	Lecture on 13 categories of special needs etiologies and medical aspects
6	Chart of etiologies, medical aspects, and medication of various conditions
7	Fieldtrip and speakers related to sensory impairments, hearing, physical, or visual impairments followed by a reflection paper
8	A chart on transition from IFSP to IEP, elementary to middle school, middle to high school, and high school to adult learner option
9	Chapter 6 (Smith et al.) Weekly reporting form Begin research paper on culture
10	Overton, chapters 3 and 4 Positive reinforcement letter
11	Overton, chapter 5 Review of parent organizations and Web sites

Session	Assignment
13	Chapter 9 (Smith et al.) Classroom newsletter
14	Document and lecture notes dealing with para-educators, volunteers, and support personnel in the classroom.
15	Cultural paper.

Note: This schedule of course readings, subjects, and exam dates is meant to serve as a suggested guide for class coverage and may be amended as necessary. If changes to the syllabus schedule are made, students will be informed with as much advance notice as possible. Hence, in order to be aware of any changes, it will be the student's responsibility to attend class. The student is responsible for (a) keeping track of changes, even if you miss the announcement in class, (b) completing all assignments on time, and (c) completing all assigned reading material.

Course Inventory for ORU's Student Learning Outcomes
SED 323—Parents and Families of Students with Special Needs
Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines the outcomes and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity			X	

3	Outcome #3 –Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity		X		