

University of Wisconsin-Whitewater
Curriculum Proposal Form #3

New Course

Effective Term: 2077 (Fall 2007)

Subject Area - Course Number: **SPECED 766**
(See Note #1 below)

Cross-listing:

Course Title: (Limited to 65 characters) Professional Collaborations: Families and Community Agencies

25-Character Abbreviation:

Sponsor(s): Shannon Stuart

Department(s): Special Education

College(s): Education

Consultation took place: NA Yes (list departments and attach consultation sheet)
Departments: EDFOUND, C & I, COM DIS

Programs Affected: **Special Education**

Is paperwork complete for those programs? (Use "Form 2" for Catalog & Academic Report updates)

NA Yes will be at future meeting

Prerequisites: none

Grade Basis: Conventional Letter S/NC or Pass/Fail

Course will be offered: Part of Load Above Load
 On Campus Off Campus - Location

College: Education **Dept/Area(s):** Special Education

Instructor: Nomsa Gwalla-Ogisi
Note: If the course is dual-listed, instructor must be a member of Grad Faculty.

Check if the Course is to Meet Any of the Following:

Computer Requirement Writing Requirement
 Diversity General Education Option: Select one:

Credit/Contact Hours: (per semester)

Total lab hours: 0 Total lecture hours: 48 hours
Number of credits: 3 Total contact hours: 48 hours

Can course be taken more than once for credit? (Repeatability)

No Yes If "Yes", answer the following questions:

No of times in major:
No of times in degree:

No of credits in major:
No of credits in degree:

Proposal Information: (Procedures can be found at <http://acadaff.uww.edu/Handbook/Procedures-Form3.htm>)

Course justification:

Justification for action: The department of special education is currently developing a sub-plan within the MSE in Special Education in Cross-Categorical Licensure. The students will not participate in traditional field experiences but rather will integrate additional assignments applying the content of the course directly as they teach on their provisional or emergency certificate in special education. We wish to change the course to a 700 level due to this increased expectation and to prevent this course from being a dual undergraduate/graduate course. See outline of adapted expectations below.

Relationship to program assessment objectives:

This course fulfills Department of Public Instruction's teacher standard ten, *Teachers are connected with other teachers and the community*. This standard is related to our current department assessment plan as required by the Department of Public Instruction.

Budgetary impact: None; replaces currently existing course.

Course description: (50 word limit)

The purpose of this course is to provide students with 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. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/ community professionals, as well as between school professionals and other community service providers. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.

If dual listed, list graduate level requirements for the following:

1. **Content** (e.g., What are additional presentation/project requirements?)
2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)
3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Course objectives and tentative course syllabus: **This course is designed to meet the following INTASC Principles and Wisconsin Standards for Teacher Development and Licensure:**

Principle # 6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle # 9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in learning community) and who actively seeks out opportunities to grow professionally.

Principle # 10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well being.

This course is designed to meet the following CEC/NCATE standards:

Knowledge

1. Family systems and the role of families in supporting child development and educational progress.
2. Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs.
3. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
4. Characteristics and effects of the cultural and environmental milieu of the child and family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.

Course Competencies, continued:

5. Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.
6. Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.
7. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.
8. Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.

Skills

1. Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
2. Communicate and consult with individuals, parents, teachers, and other school and community personnel.
3. Foster respectful and beneficial relationships between families and professionals
4. Encourage and assist individuals with exceptional learning needs and their families to become active participants in the educational team.
5. Plan and conduct collaborative conferences with individuals with exceptional learning needs and families or primary caregivers.

6. Use verbal and nonverbal communication techniques.
7. Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.

Course Objectives:

1. Examine and question personal beliefs, values, and attitude, and their possible impact on interactions with families to support ethical practice in family and professional partnerships (NCATE # 9).
2. View families and exceptionality from multiple perspectives (e.g., historical, cultural, philosophical, social construct, political, etc.) (*CEC Knowledge: 3, 5*)
3. Examine models of family functioning and apply and evaluate a family system perspective for working with families (*CEC Knowledge 1*).

Course Objectives, continued:

4. Consider the impact of a variety of factors (e.g., race, culture, socioeconomic status, gender, sexual orientation, religion, disability, addiction, chronic illness, abuse, homelessness, etc.) on family functioning (*CEC Knowledge: 4, 5, 7*).
5. Identify and utilize community resources and agencies that can support families with human services needs (NCATE # 10).
6. Develop and utilize effective communication (e.g. empathetic listening, conflict resolution, cross cultural communication, etc.) and collaboration skills that promote competence and independence in families, and integrate family priorities into person- centered programs (NCATE # 6, *CEC Knowledge: 6,8, Skills: 1,2,3, 4,5*).
7. Develop an understanding of the legal rights of individuals who have disabilities and their families, and the roles and responsibilities of the professional to assure these rights (*CEC knowledge: 2*).
8. Access and utilize multiple sources of information (e.g., professional literature, writings by persons with disabilities and their families, newsletters, magazines, brochures, the Internet, etc.) to enhance professional growth and family resources (NCATE # 10).

Academic Conduct/Religious Accommodation/Absence for Univ. Events and Accommodations for Full Participation

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures [UWS

Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

Students with disabilities that interfere with their ability to participate or benefit from the outlined activities shall be reasonably accommodated with respect to academic requirements. It is the student’s responsibility to notify the instructor within the first three weeks of class regarding the specific dates or activities which s/he will request relief so that reasonable accommodations can be arranged. Notification and requests for accommodations shall be kept confidential.

Textbook: Turnbull, A., & Turnbull, R., (2006). *Families, Professionals, and Exceptionality: A Special Partnership*. Upper Sadle River, NJ: Prentice Hall

College of Education Conceptual Framework

Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

Assignments:

Listening to Families Project: The purpose of this project is to help students understand the realities of family life and the critical importance of listening to families in order to develop successful family-professional partnerships. You will be attempting to gain understanding of the family's characteristics, relationships, responsibilities, and life-span changes.

Identify a family in your classroom that is willing to allow you to interview them. You will have an instructor letter outlining confidentiality requirements to share with interviewees. Arrange an opportunity to listen to the family story through a guided interview, using the Conversation Guide, to structure this listening time. This guide uses the categories and subcategories of the family systems framework to set out probes and open ended questions that you can use in your conversations. You will need to download this guide from your text's companion website. It is Worksheet 1-D, *Family Conversation Guide*. This worksheet provides a framework for guiding a conversation with families and is aligned with the main family system themes presented in Chapters 1 – 4. To increase your comfort with this project, you should also read the section entitled "Using Positive Interpersonal Communication Skills" pp. 187-192 of your text. We will also do some role play in class to focus on nonverbal and verbal communication skills that are important for you to incorporate in the conversation with your focus family.

Read through the questions beforehand to select some from each category given what you already know about the family. You may need to schedule a second visit with the family to follow up on questions raised from the first interview. Audio tape the interview. After the interview, arrange what you've learned into a portfolio. The portfolio can be a folder or small binder divided into the categories and subcategories of the family systems framework. Include relevant information about particular components of the framework in appropriate places in the notebook. Turn in the portfolio and interview tape on the night of our *Family Panel* (see syllabus). Three to four students may work together. (*WTS # 9, CEC Knowledge: 1, 3, 7, Course*

Objectives: 1, 3, and 4). Following the interview conduct a needs assessment of your program to determine to what extent your current program facilitates the needs of this family. A detailed assessment of both classroom and school structures should be included. Second, based upon the needs assessment create a strategic plan for addressing these needs in both the classroom and school environment.

Midterm & Final Exams (40 points each). There will be one mid-term examination and one final examination. Please see the syllabus for the dates. The examination questions will include a combination of multiple-choice, short answer, and essay. There will be a short in-class review the session before each exam to help you prepare.

Resource Folder & Presentation (30 points). Purpose: It is very important for professionals to be knowledgeable about the various resources that are available in the community to support families and children. The purpose of this assignment is for students to create a resource data base for your school. (*WTS 6; Course Objective 8*). Throughout the semester to collect information on various resources that are available nationally and locally to support families. You should focus on the types of needs common to the students of your program. The information should be accessed from a variety of sources. These sources must include (but are not limited to): 10-12 web-sites and 4-5 local community resources. Include a description of each resource and how families can access the resource. These should be created in the form of a one page fact sheet that you can distribute to either a parent or a professional in your building regarding that particular resource. This information will be presented in class on resource presentation night(s). Students should have these fact sheets to share with peers.

Professional Development Activity (40 points). Students are required to complete a professional development activity, in addition to the other course requirements. Each student will select (with approval from the instructor) a professional development activity related to this course. Activities might include (but are not limited to), researching a topic of interest and doing a poster presentation; attending a professional workshop, mini-course, or conference session; involvement in a meeting with other professionals &/or families; attending a lecture or presentation by a person with a disability or by a family member of a person with disability. The written report of this experience will include: a copy of any material received at the activity, a description of the activity, and an evaluation of the activity (What did you learn from it and how can you use it in future?)

“Nicky Dolman’s IEP”. The purpose of this assignment is to enrich students’ understanding of the diverse experiences of families using family systems and ecological frameworks. (*WTS 9; NCATE knowledge 1,3,7; Course Objectives 1,3,4*). One of the “authentic voices” in this course is that of Nicky Doleman, a pseudonym for a child who receives special education services. Using her IEP, which will be handed out and discussed in class, you will complete the following questions, formed into a “scavenger hunt”. The final question asks you to reflect on what you have learned thus far in this class, to discuss and identify the strengths inherent in this IEP. Conversely, you will also be asked to discuss and identify any ways to strengthen the integrity of this IEP.

Bibliography: (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

- Alonzo, J., Bushey, L., Gardner, D., (2006). 25 hours in family: How family internships can help school leaders transform from within. *Equity & Excellence in Education*, 39(2), 127-36.
- Alvarez, L.I. (1998). A short course in sensitivity training: Working with Hispanic families of children with disabilities. *Teaching Exceptional Children*, 73-77.
- Bos, C.S., Nahmias, M.L., & Urban, M.A. (1999). Targeting home-school collaboration for students with ADHD. *Teaching Exceptional Children*, 31(6), 4-11.
- Collins, J. & Mayer, V. (2006) Livelihood strategies and family networks of low- wage Wisconsin mothers. *Focus*, 24(2), 13-17.
- Kroeger, S.D., Leiboid, C.K., & Ryan, B. (1999). Creating a sense of ownership in the IEP process. *Teaching Exceptional Children*, 32(1), 4-9.
- Magnuson, K., Meyers, M., Ruhm, C., & Waldfogel, J. (2005). Inequality in children's school readiness and public funding *Focus*, 24(1), 12-18.
- Mills, G.E., & Mallams, K.D. (2000). Special education mediation: A formula for success, *Teaching Exceptional Children*, 32(4), 72-78.
- Park, H. O. (2005). Grandmothers raising grandchildren: Family well- being and economic assistance 24(1), 1-12.
- Rock, M. L. (2000). Parents as equal partners: Balancing the scales in IEP development. *Teaching Exceptional Children*, 32(6), 30-37.
- Scorgie, K., Wilgosh, L., McDonald, L. (1999). Transforming partnerships: Parent life management issues when a child has mental retardation. *Education and Training in Mental Retardation and Developmental Disabilities*, 34(4), 395-405.
- Van-Belle, J., Marks, S., Martin, R. (2006). Voicing one's dreams: High school students with developmental disabilities learn about self-advocacy. *Teaching Exceptional Children*, 38(4), 40-46.

Notes:

1. Contact the Registrar's Office (x1570) for available course numbers. A list of subject areas can be found at <http://acadaff.uww.edu/Handbook/SubjectAreas.html>
2. The 15 and 25 character abbreviations may be edited for consistency and clarity.

3. Please submit electronically when approved at the college level - signature sheet to follow in hard copy.