Northern Kentucky University
College of Education and Human Services

EDS 570 Working with Families of Students with Disabilities
3 credit hours
Section 001 Tuesday 4:30 p.m. -7:15 p.m. (Hybrid) MEP 133
Fall 2016

Learn, Lead, Succeed

Mission
The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

Vision
The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Core Academic Standards (KCAS)
Preparation of Kentucky’s students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the Kentucky Core Academic Standards.
COURSE INFORMATION
Professor: Kelly Flynn       e-mail: flynnk4@nku.edu
Telephone: (513) 673-6027

Office Hours are available by appointment. Please feel free to email me or call me any time if you have a question or concern.

Textbooks:
ISBN: 978-0-13-707048-0


Course Description
Information, skills, and resources for effective interaction with parents and families of children with disabilities.

Student Learning Outcomes, Assessment and Standards Alignment

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Assignments</th>
<th>KY IECE Standards</th>
<th>Kentucky Teacher Standards (Initial) (Advanced) (IECE)</th>
<th>InTAS C Category</th>
<th>NAEYC C Advanced Standards</th>
<th>CEC Advanced Preparation Standards</th>
<th>KFITT Domains</th>
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<tr>
<td>Explain variations in beliefs, traditions, values and perspectives across and within cultures and the impact on the education of students with exceptionalities.</td>
<td>Diversity Project (Project #1)</td>
<td>I, II, III, IV, VI, VII, VIII, IX</td>
<td>I, II, III, IV, V, VI, VII, VIII, IX</td>
<td>I, II, III, IV, V, VI, VII</td>
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<td>Plan and conduct collaborative conferences with individuals with exceptionalities and their families that use clear, appropriate communication and problem solving skills.</td>
<td>Home Visit Report (Project #2)</td>
<td>I, II, VI, VII, VIII, IX</td>
<td>I, II, III, IV, V, VI, VII, VIII, IX</td>
<td>I, II, IV, V, VI, VII</td>
<td>4C</td>
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Measurement of the ability to demonstrate the CEC Knowledge and Skills identified as critical for teachers serving students in Individualized General Education Curriculums will be accomplished through several specific as well as comprehensive assignments. For EDS 570, Working with Families of Students with Exceptionalities, each student will demonstrate knowledge and skills listed below from the CEC Standards through a very comprehensive report of a home visit and the development of a support project for a specific family and developing. In addition, weekly quizzes and weekly assignments, as well as in-class simulations and activities related to family systems and communication skills will be used to further assess both the knowledge and skills critical for the effective collaboration with families of students with exceptionalities.

The specific CEC knowledge and skills focused on during this course include the following:

<table>
<thead>
<tr>
<th>ISCI 6 K7</th>
<th>Family systems and the role of families in the educational process (Home Visit Project).</th>
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<tbody>
<tr>
<td>ISCI 6 K10</td>
<td>Potential impact of differences in values, languages, and customs that can exist between the home and school.</td>
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<td>ISCI 1 K4</td>
<td>Family systems and the role of families in supporting development (Home Visit Project).</td>
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<tr>
<td>IGC6 K2</td>
<td>Impact of sensory impairments, physical and health disabilities on individuals, families, and society.</td>
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<td>ISCI 1 K6</td>
<td>Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling.</td>
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<tr>
<td>ISCI 1 K5</td>
<td>Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction (Diversity).</td>
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<tr>
<td>ISCI 1 K14</td>
<td>Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.</td>
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<tr>
<td>ISCI 1 K15</td>
<td>Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.</td>
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<tr>
<td>IGC7 K10</td>
<td>Sources of unique services, networks, and organizations for individuals with exceptionalities (Family Support Project).</td>
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<tr>
<td>ISCI 7 K3</td>
<td>Concerns of families of individuals with exceptionalities and strategies to help address these concerns (Family Support Project).</td>
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<tr>
<td>ISCI 7 K4</td>
<td>Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members (Diversity).</td>
</tr>
<tr>
<td>IGC7 K1</td>
<td>Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptionalities (Family Support Project).</td>
</tr>
<tr>
<td>ISCI 7 S3</td>
<td>Foster respectful and beneficial relationships between families and professionals (Home Visit Project; Family Support Project).</td>
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Guided Notes

Guided Notes have been provided for optional use. The notes were developed for the EDS 570 course to use as you read the book. The notes will be provided as a way to help support you in understanding the content. Each student will make their own decision about using them with the text chapters. The notes can be a study tool for preparing for quizzes or outlining your chapters. You are not required to use them or turn them in for a grade. They have simply be created as a resource.

Guided Notes are an example of differentiated instruction; therefore, students may alter or adjust the notes (i.e. change font type or size, add more fill in blanks, etc.) to help support the learning process. However, students are responsible for understanding the information presented in all course books, lectures, and guided notes whether altered or unchanged.

The guided notes can be found under the “Weekly Materials” folder in Blackboard.

Discussion Board Postings

**Discussion board postings will be included under Exit slips (5 pts) Melanie Discussion Questions (10 Pts) and Application Assignments (10 pts).**
Throughout the semester I will post discussion board postings that will encourage you to interact with your peers. This is your “in-class time” with the other students and the instructor. The discussion board allows you to network with your peers and instructor then apply the ideas from our readings. Your grade is directly affected if you choose not to participate in the discussion board.
**Discussion Board Posting Criteria**

**Introduction Discussion (5 points for the first one. It will be your exit slip for the week.)**

5 points: Answers all questions by Thursday and engages in conversation with at least 3 classmates by Sunday

4 points: Answers most or all questions by Thursday, and engages in conversation with at least 2 classmates by Sunday.

3 points: Answers most or all questions by Thursday, and engages in conversation with at least 1 classmate by Sunday.

2 points: Answers most or all questions by Thursday but does not engage in conversation with classmates by Sunday OR misses Thursday’s deadline but engages in conversation with at least 2 classmates by Sunday.

1 point: Misses Thursday’s deadline for answering most or all questions but engages in conversation with at least 1 classmate by Sunday.

(0 post) No posts

Application Assignments and Melanie Discussion Questions will include some Discussion Board posts and will be worth 10 points.

During the semester you will participate in a discussion board and respond to your classmates. **You cannot make up the discussion board portion of the course later.** Plan ahead if you have other assignments due the same week. Please see the Discussion Board rubrics for full details.

(4 points) Initial Post
(4 points) Follow-up postings to classmates
(2 points) Professionalism

**Expectations:**
The Blackboard course site enables us to discuss important topics. Each week you will:

- **Post an original response to the question posed for the week.** This should be posted by Thursday at midnight, EST. This posting is worth 4 points each week.

- **In addition, you will engage your classmates in discussion by responding to their postings.** These discussions must be posted by Sunday by midnight. These postings are worth 4 points each week.

- **You will receive 2 points each week for professionalism.** These points cover all of the postings that you make to that discussion board.

A discussion assumes that you will talk back and forth with your instructor and classmates. You are expected to make **substantive postings** to the discussion board during the week. You are also expected to answer any questions that your instructor or classmates ask. This means that you will need to return to the discussion board several times to continue conversations in your post and classmates posts.

By Thursday, you will submit your initial post to the discussion board in response to the question that week. After Thursday, you will come back to that discussion board throughout the week to respond to the instructor and classmates who have commented on your post.
During this same time, you will read at least 3 of your classmate’s original posts and engage them in a conversation by asking a question, making a comment or providing an insight related to their post. My goal for this assignment is to engage in back and forth conversation with colleagues and instructor, which means that you can often post more than 4 times to a discussion board.

No matter what career you choose, you will spend much of your time in the future communicating with peers, parents, staff, and other professionals in your working environments, classrooms, committee settings, parent conferences or student meetings. It is important for you to develop sound ideas and be able to articulate them. Remember also that we may not agree on some issues that we discuss. Please be respectful of other people and listen to their ideas. Communicate your ideas and feelings thoughtfully and with the understanding that others may have had different experiences that may lead them to different or alternative conclusions. We cannot see your body language or facial expressions in postings; take the time to develop what you want to say so that it won’t be misinterpreted. I will expect you to demonstrate appropriate courtesy and respect.
Exit slips (65 points)
Class attendance and participation are required. At the end of each face-to-face class, students will respond to in-class assessment questions. The questions on these “exit slips” will be based on information presented during the lecture. Questions may be true/false, multiple choice, or short answer. On occasion the exit slips will consist of activities embedded in the class activities. However, exit slips are worth 5 points each, and if a student is not present for class, missed exit slips cannot be made up under any circumstances. Therefore, class attendance AND participation is a requirement of earning points for the weekly exit slips. If a student leaves class early without the permission of the instructor and does not have a valid excuse his/her exit slip will NOT be graded. These in-class assessments are open note/open book; however, students must do their own work and collaboration with others is considered cheating and prohibited. The lowest exit slip grade will be dropped.
Exit slips may also be required during on-line class sessions. If exit slips are required during on-line sessions, they will be completed through Blackboard.

On-line Quizzes (7 Quizzes x 20 Points Each= 140 Points)
Following the first class session, there will be a short on-line quiz (on Blackboard) after each class session covering the information from that session’s assigned readings and in-class discussion. Almost all material will come from the readings, but occasionally there will be items from class discussion. These quizzes are open-book/open-note quizzes. However, they are timed quizzes, so you should not rely solely on your book/notes because there will not be enough time to look up every answer. Although the quizzes are open-book/open-note, collaboration with others is considered cheating and prohibited. Each attempt will be 40-60 minutes, depending on the number of questions. Quizzes will be taken during a window decided upon during the first class session. Deadlines are firm, and no make-up quizzes will be allowed. Therefore, it is highly suggested that students set a reminder to alert them of the weekly quiz time.

Melanie Bird with a Broken Wing Discussion Questions (11 Assignments X 10 Points Each= 110 Points)
Students will complete weekly discussion questions from Melanie Bird with a Broken Wing. It is imperative that students keep up with the weekly readings so that they can participate in weekly book discussions and successfully complete this assignment. Students will receive a grade based on how well the information from the textbook is applied to the discussion questions and the thoughtfulness and analysis given to each question. Regardless of student absences, weekly discussion questions are due on Blackboard BEFORE the start of each class session.

Weekly Application Assignments
(13 Weekly Assignments X 10 Points Each= 130 Points)
Students will complete weekly application assignments for each week’s content. The purpose of the application assignments is to give students more opportunity to apply the concepts taught in class and discussed in the textbook. The assignment will be required weekly but the due dates may be slightly different each week. Therefore, it is imperative that students check the due dates for each weekly application assignment. The assignment descriptions and templates can be found under the “Weekly Materials” folder in Blackboard. Students will receive a grade based on how well the information from the textbook is applied to the assignment and the thoughtfulness and analysis given to each question. Regardless of student absences, weekly application assignments are due in the assignment drop box on Blackboard on the assigned due dates. Please remember that discussion boards may be an application assignment throughout the semester.

**Project #1: School Based Diversity Project (Required for Graduate Students Only)**

(40 Points)

Today’s classrooms are increasing diverse on multiple dimensions, requiring teachers to develop cultural competence in addition to knowledge and skills related to pedagogy. To gain knowledge related to student diversity, research a cultural or ethnic group from the instructor’s generated list and determine how the particular values and interaction styles may influence teacher interactions with students and families from that background. Create a presentation based on your findings.

Areas that should be addressed include the value of education, communication styles, student support, ethic differences, and expectations beyond school. Plan how you might incorporate these differences into your classroom. The presentation must include a bibliography cited in APA format including at least 5 current references.

You will present this to the class and will need to have a handout indicating your key findings. Visual aids are required with preference given to the use of technology such as digital story telling or interactive slideshow presentations. References made to specific examples in the classroom should be provided. Class presentations should be 15-20 minutes each.

This project may be completed individually or in pairs. If completed with a partner, each group member must submit a summary of her/his personal contributions to the project.

See Blackboard for Project Rubric.

**Project #2: Home Visit Report**

(70 Points)

The purpose of this project is to gain a comprehensive understanding of the family system elements that shape the families’ perspectives on their strengths, preferences, and needs. To gain this insight, identify a family that has a child with an exceptional learning need. If you are currently teaching or completing a practicum or student teaching, it is ideal to choose a family with whom you are already working. Arrange opportunities to visit with family members in their home to learn about the family’s characteristics, interactions, functions and life cycle (consistent with the reading in Chapters 1-4). Please remember that multiple visits may be needed in order to gather the comprehensive information that is required for the completion of this project.
Please inform the instructor if you need assistance in finding a family willing to have you visit. You will need to arrange the time of your visit directly with the parents.

After visiting with, interviewing and observing family interactions, write a summary of your visit, highlighting the issues discussed in your readings and in class regarding the family characteristics, interactions, functioning and family life cycle in relation to the child with a disability (assignment details and grading rubric are available on Blackboard).

This assignment is the foundation of the course therefore students should take the requirements of this assignment seriously. While completing the project, students will be required to complete the Home Visit Report Checklist AND turn the completed checklist in with their papers. The Home Visit Checklist can be found on Blackboard under the “Home Visit Report Checklist” tab. Please convert the uploaded copy of this assignment to PDF format. The Time log and Signature are required to be turned in with these assignments and if they are not turned in a student may receive a failing grade on this assignment for not meeting this requirement.

**Project #3: Family Support Project** (30 Points)

In light of the preferences, strengths, and needs of the family who was the focus of your home visit, **collaborate with the family to determine a specific area of need** (e.g., how to access governments benefits; what types of assistive technologies are available that might be appropriate for their child; how to prepare babysitters in understanding how to deal with the child’s problem behavior; transition from school to adult life).

Once the area of need has been identified, **create a resource file customized to meet the family’s specific needs**. You can use information from websites, published resources, and things you create on your own. Considering the range of options for information and tailor the information to the family’s priorities for content, reading level and format. It is expected that this handout be shared with the family at the completion of this project, so special care needs to be given to the professional presentation of this file. There is no specific limit or expectation for the number of resources provided. However, the number should be sufficient to help the family address their individual needs.

A variety of formats will be accepted for this resource file including an actual file folder, electronic version provided on a disc to the family, resources on a metal ring, a notebook, website designed specifically for the family, a spiral bound book, etc. Be creative, yet professional. The file should be clearly organized and easy to navigate for independent use. The area of concern identified in collaboration with the family should be made clear by the title of the resource file. If this assignment is submitted electronically, be sure that it is uploaded in an accessible format such as a PDF to ensure that the instructor can access the file for grading purposes. Failing to do this may result in a student receiving a zero for the assignment, if the instructor is not able to view the document.
Final Home Visit and Family Support Projects will be presented to the class. Each presentation should last approximately 5-10 minutes, providing an overview of the family and highlighting the most significant resources and summarizing why these resources will be particularly helpful for the family for which the resource file was created. Confidentiality of the family and child must be maintained at all times through the use of pseudonyms and/or initials (assignment details and grading rubric are available on Blackboard). Please convert the uploaded copy of this assignment to PDF format.

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<tr>
<th>Requirements</th>
<th>Graduate Points</th>
<th>UG Points</th>
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<tr>
<td>Exit Slips (in-class or on-line, minus 1 dropped)</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Home Visit Report Project</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Family Support Project</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Diversity Presentation</td>
<td>40</td>
<td>N/A</td>
</tr>
<tr>
<td>Application Assignments (13 @ 10 points each)</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Discussion Questions for Harry Book (11 @ 10 points each)</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>Weekly Quizzes (7 @ 20 points each)</td>
<td>140</td>
<td>140</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>585</strong></td>
<td><strong>545</strong></td>
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**Grading/Evaluation Policy**

Completing assignments and projects in a timely manner is important for a professional educator, and demonstrates commitment to the field. Therefore, to practice this disposition all assignments are due on the designated date outlined in the schedule, unless changed by the professor as per class consensus. Late assignments under general circumstances will NOT be accepted. If extenuating circumstances (i.e. death in the family, hospitalization) occur that inhibit your ability to turn in assignments on time, please contact the instructor immediately by email. If the instructor is contacted, the situation warrants, AND proof the extenuating circumstance is given to the instructor, the instructor may extend the due date for an individual. Please note that the acceptance of an excuse for late assignments is at the discretion of the instructor and decisions will be made on a case-by-case basis.

As a student in this course, you are expected put forth a great deal of effort and to take responsibility for your learning. However, grades are based on performance, not effort. Although hard work is admirable, it is not what will determine your grade. Instead, your grade will be based on your mastery of course objectives and assignment requirements. Students are required to complete ALL projects to be eligible to receive a passing grade for the course.

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines that accompany each assignment. Grades will be posted on Blackboard throughout the semester. Students are responsible for checking their grades to self-monitor their progress in the course. If a student believes there has been an error in grading, it is the responsibility of that student to bring this concern to the attention of the instructor in writing and in a timely manner (within 1-2 days of the grades being posted; however, issues with grades posted toward the end of the quarter should be
addressed even more quickly, given the turnaround time needed for instructors to post grades to the registrar).

Final grades will be based on the following grading scale:

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<tr>
<th>Letter Grade</th>
<th>% = to or greater than</th>
<th>Letter Grade</th>
<th>% = to or greater than</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>C</td>
<td>77-82.99%</td>
</tr>
<tr>
<td>A-</td>
<td>93-94.99%</td>
<td>C-</td>
<td>75-76.99%</td>
</tr>
<tr>
<td>B+</td>
<td>91-92.99%</td>
<td>D+</td>
<td>73-74.99%</td>
</tr>
<tr>
<td>B</td>
<td>87-90.99%</td>
<td>D</td>
<td>70-72.99%</td>
</tr>
<tr>
<td>B-</td>
<td>85-86.99%</td>
<td>F</td>
<td>0-69.99%</td>
</tr>
<tr>
<td>C+</td>
<td>83-84.99%</td>
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The College of Education and Human Services requires education majors to earn a grade of C or better in all education (EDU & EDS) courses. A grade of C- or lower is not acceptable for program completion.

*Note to Graduate Students: Anything below a C for graduates is considered failing by university policy. There are no C- or D grades for graduate students.

The grade of “A” is reserved for those students whose performance in this course is determined to be “excellent” or “superior.” Excellent or superior performance would include attending class and contributing to class discussions; correct use of English grammar, punctuation, and spelling on all work submitted; all work submitted in the proper form; care made to make corrections and assignments resubmitted when necessary; and a demonstration of a thorough understanding of the material, terms, and concepts on the examinations, projects, and assignments. Attendance is important for maximizing your performance.

If at any time you have questions or concerns about your performance in this class, please contact me for an appointment to discuss these concerns. I am here to help you. Please do not hesitate to ask for assistance when needed!

**Mid-term Grade:**
Mid-term grades will be posted in myNKU by the deadline established in the Academic Calendar (http://registrar.nku.edu/academiccalendar.html).

**Final Examination Information:**
Project #3 Family Support Project is due Tuesday, December 13, 2016 on Blackboard by 11:59 p.m.
Student Behavior Policy
During class time it is important to demonstrate a courteous manner in all interactions with fellow students and professors and remember that one can disagree without being disagreeable. If the behavior of a student disrupts the class or makes persons in the classroom feel threatened the student will be asked to leave the classroom and will be required to meet with the instructor regarding the incident.

Also, students should refrain from side conversations during class time because it is very distracting for other students who are participating in classroom activities. If students engage in side conversations during class the instructor will discuss the expectations of proper social etiquette with the students engaging in improper behavior.

Technology Policy
The use of cell phones during instructional time is strictly prohibited. Keep cell phones on silent mode, leave class to answer urgent calls, and do not read/send text messages during class.

Laptops, smart phones, and other electronic media are allowed during specified classtimes - but should be used only for class related purposes during these instructional period (i.e. taking guided notes). Checking e-mail, Facebook or other social media sites, or accessing entertainment sites should be limited to before or after class – not during class. Students who are seen using their cell phone and/or their technological devices in ways that are not meaningful to class activities and content will be required to meet with the instructor regarding the violation of this policy and participation points will be deducted during the class session. Students that violate this policy may be dismissed from class and will lose participation points and points related to all assignments for the particular class session (this includes application assignments, discussion group questions, and quizzes).

E-mail Communication
Students are encouraged to send the instructor e-mails regarding questions, concerns or information. Student emails will usually be answered within 2 business days. When writing an email please be sure to state the course name and number in the subject heading. Also, in the interest of professionalism ALL emails should address the instructor as Professor Flynn. Also, all emails should be written in a professional tone, therefore, it is imperative that emails are proof read before they are sent in order to prevent any misconceptions regarding the tone or language written in the email. Also, students should check emails before sending for correct grammar and punctuation. Student emails should be sent from students’ NKU email account. If student emails are sent from another account, the email may be answered by the instructor and returned only to the student’s NKU account.

Adjustment Policy
The instructor reserves the right to make adjustments to the assignments, grading procedures, or calendar. A change will only be made when the instructor feels the change
will be in the best interest of the students in the class. Changes to the syllabus will be explicitly described to students in class and posted on Blackboard.

**Student Responsibility**
Please note that it is the student’s responsibility to read and understand the information in this syllabus. If you have any questions regarding the syllabus, please address all questions to the professor in writing by the second week of the semester.

**Student Participation Expectations**

Class participants are expected to attend all face-to-face class meetings, participate in all on-line class sessions, read assigned materials prior to class discussions, participate in discussions and related group activities, and demonstrate professional behavior/dispositions.

Participation can be defined as contributing to the quality and interest of the class by completing guided notes, review session questions, providing ideas, questions for discussion, suggestions to peers and instructor, engaging in dialog or class discussions, completing in-class and out-of-class assignments in a timely manner, having projects ready for submission at the beginning of class with scoring guides attached, bringing the text to each class, and attending class. Also, it is each student’s responsibility to check Blackboard for any class materials that may be needed for class sessions. At the end of each face-to-face class session students will be required to complete an exit slip in order to earn participation points for the class session. For on-line class sessions students are required to watch lecture videos and complete lecture related activities.

**Each face-to-face class session remember to bring the following:**
- Textbooks
- Guided notes for some classes and posted Blackboard materials (electronic/paper)

**Student Attendance**

Students will be required to attend every face-to-face-class session and participate in all class activities. A student's absences will not change any deadline or assignment requirements. You are always responsible for any material you miss, so check the course outline and/or consult a fellow student.

Attendance will be taken via exit slips or classroom activity participation points. Students can receive a **failing grade** for the course if they **miss more than one** face-to-face class meeting during the semester and/or are excessively tardy during one or more face-to-face class sessions throughout the semester.

The instructor on a case-by-case basis will address absences regarding extenuating circumstances. Absences will only be eligible to be excused with proper written documentation on letterhead. This includes a note from a healthcare provider in case of illness or a form signed by a sponsor (presented in advance) in the case of a University sanctioned activity. Attendance at funerals and court appearances will also be eligible to be excused with proper documentation and advance notice.
If a student must miss a class, or plans to be late or leave early, please notify the instructor in advance, or as soon as possible. This is a demonstration of a professional disposition for teaching. It is the student’s responsibility to obtain notes, handouts, and information from their classmates regarding the classes missed. If a student is absent from a class session, the assignments for the week are still due by the due date listed in the syllabus and on Blackboard unless the instructor has given the student an extension. Extensions for assignments will only be granted for extenuating circumstances by the discretion of the instructor on a case-by-case basis with proper written documentation on letterhead. If there is a legitimate extenuating circumstance that prohibits a student from completing an assignment on time towards the end of the semester the instructor has a right to give the student a grade of “Incomplete” to allow him/her time to complete the assignment instead of giving the student a failing grade. Please note that this is at the discretion of the instructor and timely and proper documentation will be needed to give the instructor time to make a decision and input the corresponding grade into MyNKU.

Please note if a student leaves class early or arrives to class late without instructor permission AND does not provide proof of a university excused absence regarding why the early dismissal is needed, he/she will not receive credit for class activities and/or participation points for the class session.

**Student Honor Code:**
The Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the College of Education and Human Services Code of Ethics and the Professional Code of Ethics for Kentucky School Certified Personnel.

**Credit Hour Policy Statement**
In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practicum, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class/On-Line: 1 day x 165 min. x 15 wks.</td>
<td>41.25 Hrs (2475 min.)</td>
</tr>
<tr>
<td>Readings: 15 chapters x 3 hours each</td>
<td>45.0 Hours</td>
</tr>
<tr>
<td>Assignments: 13 assignments x 2 hours each</td>
<td>26.0 Hours</td>
</tr>
<tr>
<td>Weekly Quizzes: 7 x 45 minutes each</td>
<td>5.25 Hours</td>
</tr>
<tr>
<td>Project #1</td>
<td>10.0 Hours</td>
</tr>
<tr>
<td>Project #2</td>
<td>15.0 Hours</td>
</tr>
<tr>
<td>Project #3</td>
<td>5.0 Hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147.5 Hours</strong></td>
</tr>
</tbody>
</table>

**Student Evaluation of Instructor and Course**

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to http://eval.nku.edu. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:
• Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
• Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
• Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.
• Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability
Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at http://disability.nku.edu.

Bibliography
Edwards, C. C. & Da Fonte, A. The 5-Point plan: Fostering successful partnerships with families of students with disabilities. Teaching Exceptional Children, 44, 6-13.


**Class Schedule**

**Class Schedule:** The following class schedule is provided to let you know when topics will be covered and what chapters you should read before class meets each week. If weather or other emergency impacts our class meetings, we will make any needed adjustments to this tentative schedule in class and changes will be posted to the Bb site. If warranted, the instructor has the right to make any changes to the schedule for additional reasons.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Tasks for Today’s Class</th>
<th>To Prepare for Class Today:</th>
<th>Projects/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>-Review of Syllabus and Course Expectations</td>
<td>-Watch Blackboard Tutorial</td>
<td>K-W-L Chart Activity</td>
</tr>
<tr>
<td>8/23</td>
<td>-Syllabus Scavenger Hunt: Bring this to our first class, Aug. 30.</td>
<td></td>
<td>Exit Slip: Discussion Bd.</td>
</tr>
<tr>
<td>On-Line</td>
<td></td>
<td></td>
<td>Assignments due by</td>
</tr>
<tr>
<td>Session</td>
<td></td>
<td></td>
<td>Sunday, August 28,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2016 @ 11:59 p.m.</td>
</tr>
<tr>
<td>Week 2</td>
<td>-Personal Family Influences</td>
<td>Read Chapter 1: Family Characteristics</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>8/30</td>
<td>-Lecture topic: Family Characteristics</td>
<td>(Turnbull et al.)</td>
<td>Application Activity #1</td>
</tr>
<tr>
<td>Face-to-Face</td>
<td>Exit Slip 2: Activity in class</td>
<td>Guided Notes on Videos</td>
<td>Assignments due by</td>
</tr>
<tr>
<td>Session</td>
<td></td>
<td></td>
<td>Sunday, September 4,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2016 @ 11:59 p.m.</td>
</tr>
<tr>
<td>Week 3</td>
<td>-Lecture Topic: Family Interactions</td>
<td>Read Chapters 2: Family Interactions (Turnbull et al.)</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>9/6</td>
<td>-Melanie Discussion Activity</td>
<td>Read Chapters 1-5 (Harry)</td>
<td>Exit Slip 3</td>
</tr>
<tr>
<td>On-Line</td>
<td>Exit Slip 3</td>
<td>Complete Melanie Discussion Questions</td>
<td>Application Activity #2</td>
</tr>
<tr>
<td>Session</td>
<td></td>
<td>Complete Application Assignment</td>
<td>Discussion Board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignments due by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sunday, September 11,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2016 @ 11:59 p.m.</td>
</tr>
<tr>
<td>Week 4</td>
<td>-Lecture Topic: Family Functions</td>
<td>Read Chapter 3: Family Functions</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>9/13</td>
<td>-Class activities</td>
<td>Read Chapters 6-10 (Harry)</td>
<td>Application Activity #3</td>
</tr>
<tr>
<td>Face-to-Face</td>
<td>Exit Slip 4 in class</td>
<td>Review Melanie</td>
<td>Melanie D.Q.</td>
</tr>
<tr>
<td>Session</td>
<td></td>
<td></td>
<td>Assignments due by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sunday, September 18,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2016 @ 11:59 p.m.</td>
</tr>
</tbody>
</table>
| Week 5  | 9/20  | Lecture Topic: Family Life Cycle  
- Class activities  
- *Melanie* Discussion Questions  
- Exit Slip 5  | Chapter 4: Family Life Cycle (Turnbull et al.)  
Read Chapters 11-15 (Harry)  
Complete *Melanie* Discussion Questions  | Quiz 4  
Exit Slip 5  
Application Activity #4  
*Melanie* D.Q.  
Assignments due by Sunday, September 25, 2016 @ 11:59 p.m. |
|---------|------|---------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------|
| Week 6  | 9/27 | Lecture Topic: Partnerships and Trust  
- Class activities  
- *Melanie* Discussion Groups  
Exit Slip 6 in class  | Read Chapter 7: Partnerships and Trust (Turnbull et al.)  
Read Chapters 16-20 (Harry)  
Complete *Melanie* Discussion Questions  (Before Class)  | Quiz 5  
Exit Slip 6  
Application Activity #5  
*Melanie* D.Q.  
Assignments due by Sunday, October 2, 2016 @ 11:59 p.m. |
| Week 7  | 10/4 | Lecture Topic: Communication and Collaboration  | Read Chapter 8: Communication and Collaboration  | Quiz 6  
Exit Slip 7  
Application Activity #6 |
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8 10/11</td>
<td>- Lecture Topic: Families and Basic Needs</td>
<td>Quiz 7</td>
</tr>
<tr>
<td>Face-to-Face Session</td>
<td>- Class activities</td>
<td>Application Activity #7</td>
</tr>
<tr>
<td></td>
<td>- Melanie Discussion Groups</td>
<td>Melanie D.Q.</td>
</tr>
<tr>
<td></td>
<td>Exit Slip 8 in class</td>
<td>Assignments due by Sunday, October 16 @ 11:59 p.m.</td>
</tr>
<tr>
<td>Fall Break 10/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Line Session</td>
<td>- Lecture Topic: Roles of Parents and Families</td>
<td>Exit Slip 9</td>
</tr>
<tr>
<td></td>
<td>and Professional Partnerships and Families</td>
<td>Application Activity #8</td>
</tr>
<tr>
<td></td>
<td>- Melanie Discussion Groups</td>
<td>Melanie D.Q.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments due by Monday, October 24, @ 11:59 p.m.</td>
</tr>
<tr>
<td>Online Session</td>
<td>- Melanie Discussion Questions</td>
<td></td>
</tr>
</tbody>
</table>

- Read Chapters 21-25 (Harry)
- Review Melanie Discussion Questions (Before Class)
- Read Chapter 11: Families and Basic Needs (Turnbull et al.)
- Read Chapters 26-30 (Harry)
- Read Chapters 5: Roles of Parents and Families and Professionals (Turnbull et al.)
- Read Chapters 31-35 (Harry)
| Week 10  10/25 | -Lecture Topic: Diversity  
-Melanie Discussion Groups  
Exit Slip 10 in class | Read Diversity articles on Blackboard  
Read Chapters 36-40 (Harry)  
Review Melanie Discussion Questions  
Complete Application Assignment in class | Melanie Discussion Board  
Diversity Project for Graduate Students due Today.  
Assignments due by Monday, October 30 @ 11:59 pm. |
|---|---|---|---|
| Week 11  11/1 On-Line Session | Lecture Topic: Partners in Evaluation  
-Melanie Discussion Groups | Read Chapter 9: Partners in Evaluation (Turnbull et al.) | Exit Slip 11 Application Activity #10  
Assignments due by Sunday, Nov. 6, 2016 @ 11:59 p.m. |
| Week 12  11/8 On-Line Class Session | -Lecture Topic: Partners in Developing IEP’s  
-Melanie Discussion Questions | Read Chapter 10: Partners in Developing IEP’s (Turnbull et al.)  
Read Chapters 41-45 (Harry) | Exit Slip 12 Application Activity #11 Melanie D.Q.  
Assignments due by Monday, Nov. 14, 2016 @ 11:59 p.m. |
| Week 13 11/15 | Read Chapter 12: Professional and Families as Partners for Student Outcomes (Turnbull et al.)  
- Lecture Topic: Professionals and Families as Partners for Student Outcomes  
Read Chapters 46-50 (Harry)  
Review Melanie Discussion Questions (Before Class)  
Complete Application Assignment | Exit Slip 13 Application Activity #12 Melanie D.Q.  
Assignments due by Sunday, Nov. 20, 2016 @ 11:59 p.m. |  
**On-Line Class Session**  
**On-Line Lecture Topic:** Professionals and Families as Partners for Student Outcomes  
**Session:**  
**On-Line Session**  
**Week 14 11/22**  
**On-Line Session**  
**Week 15 11/29**  
**Project Work Time**  
**Week 16 12/6**  
**Face-to-Face Session**  
**- Lecture Topic:** Dealing with Difficult Parents  
**- Melanie Discussion Groups**  
**Exit Slip 14 in class**  
**- House Call Report**  
**- Informal Presentation**  
**- Family Support Project**  
**- Wrap-Up Questions in class** |
|---|---|---|
| Week 14 11/22 | Thanksgiving Break Nov. 23-25 | Discussion Board Application #13 due on December 2 @ 11:59 pm.  
Work on your interviews and family support projects. |
| Week 15 11/29 | |  
**Week 16 12/6**  
**Face-to-Face Session**  
**- Lecture Topic:** Dealing with Difficult Parents  
**- Melanie Discussion Groups**  
**Exit Slip 14 in class**  
**- House Call Report**  
**- Informal Presentation**  
**- Family Support Project**  
**- Wrap-Up Questions in class** |
| Week 17 12/12 | | Family Support Projects Due on Tuesday, Dec. 13, 2016 @ 11:59 p.m. (on Blackboard) |
| **On-Line Session** | **Finals Week** | **On-Line Session**  
**Week 17 12/12**  
**On-Line Session** |