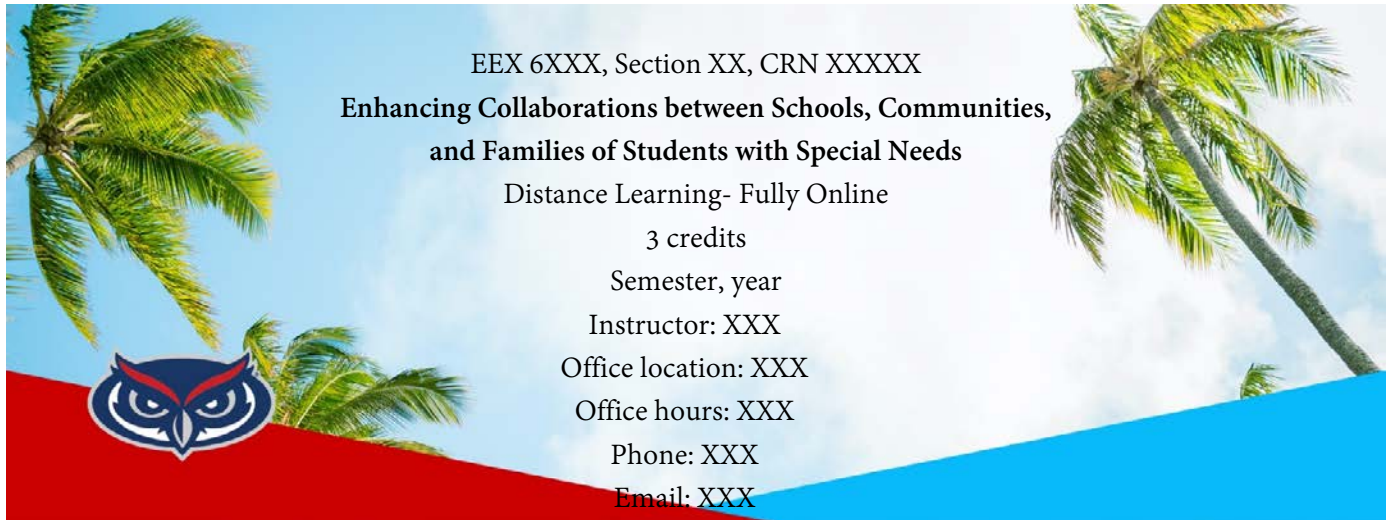


FAU FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Special Education College Education		
Current Course Prefix and Number EEX 5622		Current Course Title Collaboration and Consultation Skills for Educators	
<i>Syllabus must be attached for ANY changes to current course details; See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Enhancing Collaborations between School, Communities & Families of Students with Special Needs Change prefix From: NA To: NA Change course number From: NA To: NA Change credits* From: NA To: NA Change grading From: NA To: NA Academic Service Learning (ASL) ** Add ☐ Remove ☐ * See Definition of a Credit Hour. ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Change description to: This course emphasizes the collaborative skills for special educators to create and maintain optimal working relationships within families with students with special needs, schools, communities, and related stakeholders. Various evidence-based practices or approaches will be discussed a Change prerequisites/minimum grades to: Previous: None New: One of the following EEX 2010, EEX 2091, EEX 5051, or equivalent at advisor discretion Change corequisites to: NA Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Brianna Miller/bjosep28@fau.edu/561-297-3284			
Approved by Department Chair <u>Charles Dubois/R. Raso</u> College Curriculum Chair <u>Paul R. Peluso</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 9/13/2022 9/30/2022 10/3/2022 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



Catalog description

This course emphasizes the collaborative skills for special educators to create and maintain optimal working relationships within families with students with special needs, schools, communities, and related stakeholders. Various evidence-based practices or approaches will be discussed and applied to various course requirements.

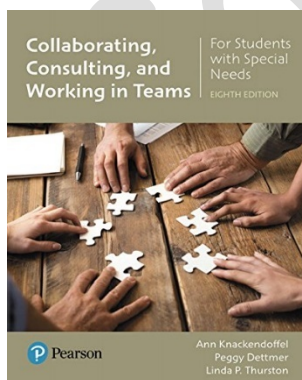
Instructional method

This class is designated as an asynchronous “Fully Online Class” with no on-campus attendance requirements. This course will be delivered fast-track for a period of eight weeks (fall/spring) or six weeks (summer).

Prerequisites/Corequisites

EEX 2010, EEX 2091, EEX 5051, or equivalent at advisor discretion

Required text



Knackendoffel, A., Dettmer, P., & Thurston, L. P. (2018). *Collaborating, consulting, and working in teams for students with special needs* (8th edition). Pearson. ISBN: 978-0134672588

Required Technology/Software

Email: Your FAU email address will be used.

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

Computer: (Canvas®): Computer: (Canvas®): All course materials are accessible asynchronously, via the Canvas platform.. There are specific file formats accepted in Canvas, mainly Microsoft suite of programs. Unless otherwise specified, assignments are to be submitted in WORD (.docx or .doc), PDF (.pdf) or PowerPoint (.pptx, .ppt, or .mp4). Instructor is unable to open assignments that are created using other programs (e.g., Googledocs, Pages, Keynote). If you do not have access to Microsoft Office programs, which are the allowable file formats, please visit the Office 365 Section of the course site (see left menu), where these programs are accessible free of charge to FAU students.

Live Text

Live Text is used by the COE to assess your competency progress in your program of study, track your performance, and comply with program approval /accreditation. All students enrolled in this course must have an active Watermark (LiveText) account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or **after the first week/class of a fast track course**. If you have not purchased your LiveText account by this date a hold may be placed on your academic records.

Guidelines used in developing course objectives: See Appendix B for full explanation

- **Council for Exceptional Student Education Practice-Based Standards for the Preparation of Special Educators- Advanced Standards (CEC)** Note: CEC Standards are cross-referenced with High Leverage Practices (HLPs).
- **Florida Atlantic University Academic Learning Compact (ALC)**. ALCs identify (a) content/discipline knowledge and skills, (b) communication skills, (c) critical thinking, and (d) diversity, equity, and inclusion skills students in that program are expected to demonstrate prior to graduation and the methods by which students will be assessed on these skills. This course focuses on:
 - Communication
 - Diversity, Equity, and Inclusion (DEI)

Course objectives/student learning outcomes

Objectives for this course address the needs of educators to develop skills that enable them to collaborate, consult, and engage in teamwork to facilitate learning by students with special needs. Upon completion of this course, the participant will:

1. Identify and apply collaborative skills that strengthen the collegial and productive working environments among various schools, communities, related stakeholders, or other professionals. [CEC S5.5.3, CEC S5.5.; ALC. Communication, ALC.DEI]
2. Demonstrate their understanding of valuing respect and the rights of individuals with special needs and their families. [CEC S6.6.2, CEC S7.7.1, CEC S7.7.2. CEC S7.7.3; ALC. Communication, ALC.DEI]
3. Identify and demonstrate high professional expectations and ethical practices for individuals with special needs and their families. [CEC S6.6.2; ALC. Communication, ALC.DEI]

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

4. Create supportive environments that protect legal rights and enhance outcomes for individuals with special needs and their families. [CEC S6.6.2; ALC. Communication, ALC.DEI]
5. Demonstrate sensitivity and use culturally responsive practices to proliferate collaborations with individuals with special needs and their families. [CEC S7.7.1, CEC S7.7.2. CEC S7.7.3; ALC. Communication, ALC.DEI]
6. Identify and apply collaborative skills necessary for improving programs, services, and the outcomes of individuals with special needs and their families. [CEC S7.7.1, CEC S7.7.2. CEC S7.7.3; ALC.DEI. ALC. Communication]
7. Demonstrate collaborative skills to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for all related stakeholders or professionals, schools, communities, and individuals with special needs and their families. [CEC S6.6.2; ALC. Communication, ALC.DEI]

Course Topical Outline

- Family—Essential for the K-12 Student Development
- Differing Perspectives and Preferences
- Structuring Collaborative Foundations and Teamwork
- Collaboration and Teaming
- Problem-Solving Process in Collaborative School Consultation and Teamwork
- Tools for Organizing, Managing, and Evaluating Collaboration
- Instructional Partners and Teams
- Collaborative Relationships with Team Members from Diverse Populations and Contexts
- Effective Teacher—Family Communication: Types, Barriers, Conferences, and Programs
- Working with Paraeducators
- Collaborating through Leadership, Advocacy, and Community Partnerships
- Collaborative School Consultation

Course requirements

1. Critical Assignment: Case Study: Collaboration Plan (45 points; 19% of course grade)

Students will demonstrate understanding communication and collaboration with students, parents, and family members by developing and implementing effective collaboration, problem-solving, and conflict resolution. Students will watch a video on an interview of a family of a child (K-12) with a disability and school stakeholders. Discussions in the video will address social, cultural, and ethical issues. Students will complete this assignment using the template (**see Appendix A.1**). Criteria also include:

- APA newest version format must be followed.
- Title page

EEX 6XXX, Section XX, CRN XXXXX
**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

- Provide five or more peer-reviewed references from your textbook which address recommendations to use in resolving the concerns stated in the case studies. **See appendix A.1 for the case study template.** Students will use the template for both case studies.
- ALL paragraphs must be full and descriptive
- Standard grammar/punctuation conventions shall be followed.
- Six full pages long (12 Times Roman font) doubled space
- Reference page
- The title and reference page **do not count** toward the six full pages of this assignment.
- Attach a copy of the scoring rubric to the last page of the assignment.
- Watch the YouTube video tutorial on accessing FAU Searchwise to search for journal articles <https://youtu.be/oZ4QNWOR-XQ>

(Objectives 1, 3, 6, and 7)

Special Education Departmental Policy on CRITICAL ASSIGNMENT(S):

Many courses in the College of Education and the Department of Special Education contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery of these CAs. For *this* course, all students enrolled in this course must have an active LiveText by Watermark

www.livetext.com account within the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of the summer session, or after the first week/class of a fast-track course. If you have not purchased your LiveText account by this date, a hold may be placed on your academic records

Assessment criteria for CRITICAL ASSIGNMENTS. A student must earn a **minimum grade of 83%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment. **See Appendix A for critical assignment rubric.**

Remediation policy for CRITICAL ASSIGNMENTS. If the first attempt does not earn a passing grade (83% or higher), students who are in passing status are allowed to remediate and revise the CA as follows:

- **If a student is passing the course** but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I" will be changed to a grade for the course, and the student may continue in the Special Education sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be B- or below, regardless of the total points earned in the course.

EEX 6XXX, Section XX, CRN XXXXX
**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

- **If a student is not passing the course** and has failed to pass the Critical Assignment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

2. Group Professional Development: Article Reviews (2 articles, 15 points each; 13% of course grade)

Students will work in designated groups (instructor will place students in groups) to review two peer-reviewed articles about home-school-community partnerships and provide written critiques summarizing its applicability to practice. The written paper (**3 pages; 2 pages and reference page per paper**) should provide an outline of the article and summarizes its content in this format (Introduction, Purpose of the article, Methods used, Results or Findings, Practical implications-Your own reflection and conclusion of what you can choose to use in your own current/future classrooms), and Conclusion.

- APA newest version format must be followed
- 3 pages; 2 pages and reference page per article
- Double space
- Standard grammar/punctuation conventions shall be followed.
- Watch the YouTube video tutorial on accessing FAU Searchwise to search for journal articles
<https://youtu.be/oZ4QNWOR-XQ>

3. Application assignments (8 assignments @ 5 points each; 17% of course grade)

Application assignments will allow the student to practice collaboration strategies, techniques, conflict resolution, and partnerships in the readings and provide feedback from assigned readings. These assignments will be reviewed or evaluated by the instructor. This assignment will commence on Mondays at 12:01am and will close on Sundays at 11:59pm. Assignments must be submitted in via Canvas.

(Objectives 1, 2, 4, and 5)

4. Chapter Discussion Posts on Canvas (8 posts @ 5 points each; 17% of course grade)

Chapter discussions are essential to success in this course. You will be expected to complete chapter discussion posts by answering the questions given on each post and reply to peers' discussion posts. You will also be expected to answer each question with 5 or more complete sentences in your own words. After you have completed your post, you will need to reply to at least 3 other posts with 5 or more sentences to get full credit. Chapter discussion posts will commence on Mondays at 12:01am and will close on Sundays at 11:59pm. Discussions must be submitted via Canvas.

(Objectives 1, 2, 3, 4 and 7)

5. Quizzes (4 quizzes @ 10 points each; 17% of course grade)

EEX 6XXX, Section XX, CRN XXXXX
**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

Students will complete two quizzes on the understanding of chapters in the textbook. Each quiz will comprise of 20 multiple choices, true/false, and fill-in-the-blank questions.

(Objectives 1 and 3)

Teaching methodologies

Methods of instruction include video-recorded lectures, student participation in chapter discussions, feedback on application assignments, and mastery of knowledge and content through quizzes and exams. Participants will acquire knowledge and skills related to collaboration with families and stakeholders, including students from various cultural, religious, ethnic, socioeconomic, and language backgrounds.

Assessment procedures

Activity	Possible Points	% of Course Grade
Critical assignment	45	19%
Group Professional Development (2 articles @ 15 points each)	30	13%
Application assignments (8 posts @ 5 points each)	40	17%
Chapter Discussion Posts (8 posts @ 5 points each)	40	17%
Quizzes (4 quizzes @ 10 points each)	40	17%
TOTAL	235	100%

**Your score/235=___ * 100=___%

Department Grading Scale

Scores are cumulative and the grade scale represents percentage of total points earned.

A	93-100	A-	90-92	B+	87-89
B	83-86	B-	80-82	C+	77-79
C	73-76	C-	70-72	D+	67-69
D	63-66	D-	60-62	F	Below 60

Note: the minimum grade required to pass this course is a grade of "B." Students must complete all course assignments in order to earn a passing grade.

Policies and procedures

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

Semester, year

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. A minimum grade of B (not B-) for undergraduate students is required in order to continue in sequence in the Special Education program.
4. All **written assignments** must be typed and double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
5. Due dates for assignments are provided in the course outline and will be enforced.
 - a. **Late submissions: Assignments submitted late will lose points.** For example, for each day it is turned in late, 5 points will be deducted from the final assignment grade. *Assignments turned in more than 3 university calendar days late will not be accepted.* Please communicate with the instructor if unforeseen instances arise. Exceptions will be made at the instructor's discretion.

Professional ethics / policies and expectations

All students are expected to demonstrate [professional and ethical behavior](#) in class and in school environments. Professional behavior in class includes preparedness, punctuality with assignment submission, and active participation in all course activities. Professionalism is also demonstrated by a student's ability to cooperate and collaborate with colleagues and faculty in this course. In addition, some information in this course will be sensitive by nature; it is important that students demonstrate ethical behavior in the application of concepts and skills learned. Although there is no point value applied to professionalism, point values equivalent to 1 letter grade may be deducted from the overall course grade of any student who continually neglects to demonstrate professional behaviors.

Policy on the recording of lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's [Student Code of Conduct](#) and/or the [Code of Academic Integrity](#).

Attendance

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and psychological services (caps) center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/ or phone. Boca 561-297-3880; Davie 954-236-1222, or Jupiter- 561-799-8585. TTY: 711

Code of academic integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

For more information, see https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

EEX 6XXX, Section XX, CRN XXXXX
**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

Course Change

Semester, year

EEX 6XXX, Section XX, CRN XXXXX

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

Course schedule for semester

WEEK	DATE	TOPICS/READINGS	ASSIGNMENTS	QUIZZES/EXAMS
1		Chapter 1: Working Together in Collaboration, Consultation, and Teams	Introduction post on Canvas Canvas discussion post on Chapter 1 Chapter 1 application assignment	
2		- Chapter 2: Working Together with Differing Perspectives and Preferences - Chapter 3: Structuring Collaborative Foundations and Teamwork	Canvas discussion post on chapters 2 and 3 Chapters 2 and 3 application assignment	Quiz 1: Chapters 1, 2, and 3
3		- Chapter 4: Communicating Effectively for Collaboration and Teaming - Chapter 5: Using the Problem-Solving Process in Collaborative School Consultation and Teamwork	Canvas discussion post on chapters 4 and 5 Chapters 4 and 5 application assignment	
4		Chapter 6: Using Tools for Organizing, Managing and Evaluating Collaboration	Canvas discussion post on Chapter 6 Chapter 6 application assignment	Mid-Term Exam Chapters 1-6
5		- Chapter 7: Collaborating as Instructional Partners and Teams - Chapter 8: Building Collaborative Relationships with Team Members from	Canvas discussion post on Chapters 7 and 8 Chapters 7 and 8 application assignment	

Semester, year

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

		Diverse Populations and Contexts		
6		Chapter 9: Engaging Families in Home-School Collaborations and Partnerships	Canvas discussion post on Chapter 9 Chapter 9 application assignment	Quiz 2: Chapters 7, 8, and 9
7		- Chapter 10: Working in Collaborative Teams with Paraeducators - Chapter 11: Collaborating through Leadership, Advocacy, and Community Partnerships	Canvas discussion post on Chapters 10 and 11 Chapters 10 and 11 application assignment	
8		Chapter 12: Charting Your Course for Collaborative School Consultation	Canvas discussion post on Chapter 12 Chapter 12 application assignment	Final Exam Chapters 7-12

BIBLIOGRAPHY:

Burke, M. M. (2017). Examining empowerment, family–school partnerships, and advocacy among rural and urban Latino families of children with disabilities. *Rural Special Education Quarterly*, 36(2), 56-63.
<https://doi.org/10.1177/8756870517707218>

Cooc, N., & Bui, O. T. (2017). Characteristics of parent center assistance from the federation for children with special needs. *The Journal of Special Education*, 51(3), 138-149.
<https://doi.org/10.1177/0022466917696285>

Francis, G. L., Blue-Banning, M., Haines, S. J., Turnbull, A. P., & Gross, J. M. (2016). Building "our school": Parental perspectives for building trusting family–professional partnerships. *Preventing School Failure: Alternative Education for Children and Youth*, 60(4), 329-336.
<https://doi.org/10.1080/1045988X.2016.1164115>

EEX 6XXX, Section XX, CRN XXXXX

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

Haines, S. J., Francis, G. L., Mueller, T. G., Chiu, C. Y., Burke, M. M., Kyzar, K., ... & Turnbull, A. P. (2017).

Reconceptualizing family-professional partnership for inclusive schools: A call to action. *Inclusion*, 5(4), 234-

247. <https://doi.org/10.1352/2326-6988-5.4.234>

Han, K. S., Yang, Y., & Hong, Y. S. (2018). A structural model of family empowerment for families of children with

special needs. *Journal of clinical nursing*, 27(5-6), e833-e844. <https://doi.org/10.1111/jocn.14195>

Hsiao, Y. J., Higgins, K., Pierce, T., Whitby, P. J. S., & Tandy, R. D. (2017). Parental stress, family quality of life, and

family-teacher partnerships: Families of children with autism spectrum disorder. *Research in developmental*

disabilities, 70, 152-162. <https://doi.org/10.1016/j.ridd.2017.08.013>

Lasater, K. (2016). Parent-Teacher Conflict Related to Student Abilities: The Impact on Students and the Family-School

Partnership. *School Community Journal*, 26(2), 237-262.

McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability and

Reform. (2017). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children.

Miller, A. L. (2019). (Re) conceptualizing family-school partnerships with and for culturally and linguistically diverse

families. *Race Ethnicity and Education*, 22(6), 746-766.

<https://doi.org/10.1080/13613324.2019.1599339>

Ryan, C., & Quinlan, E. (2018). Whoever shouts the loudest: Listening to parents of children with disabilities. *Journal of*

Applied Research in Disabilities, 31, 203-214. <https://doi.org/10.1111/jar.12354>

Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond Involvement and Engagement: The Role of the Family in School-

EEX 6XXX, Section XX, CRN XXXXX
**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

Community Partnerships. School Community Journal, 26(2), 135-160.

Course Change

Semester, year

EEX 6XXX, Section XX, CRN XXXXX
**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

APPENDIX A

SCORING RUBRIC FOR CRITICAL ASSIGNMENT: EEX ----

ENHANCING COLLABORATIONS BETWEEN SCHOOLS, COMMUNITIES, AND FAMILIES OF STUDENTS WITH SPECIAL NEEDS

Points Earned: ____ / 45

Critical Assignment: ____ Exceeds Expectation ____ Meets Expectation ____ Does Not Meet Expectation

Critical Assignment Title: Case Study: Collaboration Plan

Academic Learning Compact: (Communication; Diversity, Equity, and Inclusion)

Components of the Assignment	Exemplary (3)	Satisfactory (2)	Emerging (1)	Unsatisfactory (0)	No submission
Introduction ____/5 points [ALC. Communication, ALC.DEI]	Summary detail of family background including family dynamics, daily routines, diversity of the family, family engagement. (5 points)	Summary minimum details of family background including family dynamics, daily routines, diversity of the family, family engagement. (4 points)	Summary vague information of family background including the family dynamics, daily routines, but missing the diversity of the family, family engagement. (3 points)	Summary is vague and is missing more than 3 areas of descriptions of the family. (2-1 points)	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time. (0 points)
Impact of student's disability	Stated in detail the differentiation of family values and education, conflicts/barriers that arises within education	Stated in minimum detail the differentiation of family values and education, conflicts/barriers that	Stated vague information pertaining to the differentiation of family values and education, conflicts/barriers that	Stated no information pertaining to the differentiation of family values and education with missing elements	Student failed to submit assignment, or this portion of the assignment, or failed to submit on

Semester, year

EEX 6XXX, Section XX, CRN XXXXX

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

___/5 points [ALC. Communication, ALC.DEI]	for the child, resolutions, and collaboration between the family and the teacher/school. (5 points)	arises within education for the child, resolutions, and collaboration between the family and the teacher/school. (4 points)	arises within education for the child, collaboration between the family and the teacher/school. (3 points)	such as, conflicts/barriers that arises within education for the child, collaboration between the family and the teacher/school. (4-1 points)	time. (0 points)
Goals and Expectations ___/5 points [ALC. Communication, ALC.DEI]	Discussed the family's goals and expectations for the child; goals and expectations from school, any family- school meetings, activities, events, and etc., any supports that the school has provided for the child and family. (5 points)	Discussed the family's goals and expectations for the child; goals and expectations from school, any family- school meetings, activities, events, and etc. (4 points)	Discussed family goals and expectations for the child and school with minimum examples. (3 points)	Goals and expectations listed are not correlated with the stated information in the video. (4-1 points)	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time. (0 points)
Collaboration ___/5 points [CEC S6.6.2; ALC. Communication, ALC.DEI]	Identify community stakeholders, able to identify their roles in the school community, and is able to share strategies that would effectively include these stakeholders in partnership and	Identify community stakeholders, able to identify their roles in the school community, and is able to share strategies that would effectively include these stakeholders in partnership. (4 points)	Identify community stakeholders, able to identify their roles in the school community, and is able to share minimal strategies that would effectively include these stakeholders in partnership. (3 points)	Identify community stakeholders, able to identify their roles in the school community. Strategies are not explained or are not stated. (4-1 points)	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time. (0 points)

Semester, year

EEX 6XXX, Section XX, CRN XXXXX
**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

	planning in the school community. (5 points)				
Collaborative Plan ____/10 points [CEC S6.6.2; ALC. Communication, ALC.DEI]	Define a professional collaborative environment, give strategies to implement in the school environment, and give examples of benefits of collaborative teams in the school community. (10-9 points)	Define a professional collaborative environment, give strategies to implement in the school environment, and give examples of the benefits of collaborative teams in the school. (8-7 points)	Define a professional collaborative environment and give strategies to implement in the school environment. (6-5 points)	Define a professional collaborative environment. Other elements of the collaborative plan are missing. (4-1 points)	Student failed to submit the assignment, or this portion of the assignment, or failed to submit on time. (0 points)
Conclusion ____/5 points [ALC. Communication, ALC.DEI]	The conclusion restates the main topic and 5 supporting details and leaves the reader with a clear message. (5 points)	The conclusion restates the main topic and 4 supporting details and leaves the reader with a clear message. (4 points)	The conclusion restates the main topic and 3 supporting details and leaves the reader with a clear message. (3 points)	The conclusion restates the main topic and 2 supporting details and leaves the reader with a clear message. (2-1 points)	Student failed to submit assignment, or this portion of the assignment or failed to submit on time. (0 points)
APA references ____/5 points	5 credible in-text citations and references. (5 points)	1 reference are not credible. References and in-text citations were written with 3 or less errors. (4 points)	2 references are not credible. References and in-text citations were written with 4 or more errors. (3 points)	3 or more references are not credible. References and in-text citations were written with 4 or more errors. (2-1 points)	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time. (0 points)

Semester, year

EEX 6XXX, Section XX, CRN XXXXX
**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

Presentation ____/5 points	The assignment is double space with a title page, at least 6 full pages, heading and a reference page. Standard grammar, punctuation, tense, and person-first language is consistently applied. <i>(5 points)</i>	The assignment is double space with a title page, at least 6 full pages, some headings and a reference page. Standard grammar was mostly used, punctuation, tense, and person-first language is consistently applied. <i>(4 points)</i>	The assignment is double space with a title page, 5 full pages, heading and a reference page. Some errors in standard grammar, punctuation, tense, and person-first language not consistently applied. <i>3 points)</i>	The assignment is double space with a title page, 4 full pages, heading and a reference page. Numerous errors in standard grammar, punctuation, tense, and person-first language not applied throughout the paper. <i>(2-1 points)</i>	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time. <i>(0 points)</i>
--	--	--	--	---	---

Semester, year

EEX 6XXX, Section XX, CRN XXXXX

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

APPENDIX A.1

Critical Assignment Template

Each of the heading bullets below must have paragraphs that follow. Please feel free to add additional headings and subheadings.

Introduction

- Summary detail of family background
- Family dynamics
- Diversity of the family
- Family engagement

Impact of student's disability at home

- Include description of student's disability and the impact the disability has upon the family, and the child's life

Impact of student's disability at school

- Detail of differentiation of family values and education
- Conflicts/barriers that arises within education for the child and family
- Ineffective communication between the family and the teacher/school

Goals and Expectations

- Family's goals and expectations for the child
- Goals and expectations from school
- Supports that the school has provided for the child and family

Collaboration

- Suggestions and recommendations to improve collaboration from each stakeholder. Insert your in-text citations in this section.
 - Student
 - Family
 - Special education classroom teacher
 - General education teacher
 - ESE Specialist
 - Administration

Collaborative Plan

- Create a collaborative plan between the family and the school. Insert your in-text citations in this section.

Semester, year

EEX 6XXX, Section XX, CRN XXXXX

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

- Realistic goals that established positive collaboration among all stakeholders
- Plan must include
 - Responsibilities
 - Implementation of the plan
 - Ways to monitor the plan
- **Conclusion**

One paragraph summarization

APPENDIX B

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC) STANDARDS

What every special educator must know: Ethics, standards and guidelines for special educators (5th Ed) 2022. Reston, VA: CEC Publications.

Standard 5 Leadership and Policy: Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Standard 6 Professional and Ethical Practice: Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

**Enhancing Collaborations between Schools, Communities,
and Families of Students with Special Needs**

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

Standard 7 Collaboration: Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.

Academic Learning Compact (ALC)

Communication: Written, oral, team/collaborative, and other forms of communication

Diversity, Equity, and Inclusion (DEI): Perspective taking, cultural knowledge, and self-awareness, personal and social responsibility

Continue to next page~

Subject: Re: Grad Syllabi for Proposed ESE Master's Degree Program Changes
Date: Monday, September 12, 2022 at 7:13:54 PM Eastern Daylight Time
From: Carman Gill
To: Charles Dukes
Attachments: image001.png, image002.jpg, image003.gif

Hi Charles,

In my head, I had replied to this but in the real world, it doesn't look as though I did. There is no conflict for CE and thank you for reaching out. Take care,
Carman

From: Charles Dukes <cdukes@fau.edu>
Sent: Monday, September 12, 2022 4:47 PM
To: Carman Gill <gillc@fau.edu>
Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Hi Carman,

Rama is unable to use email, so he asked me to follow up with about the proposed changes in Special Education. Don't mean to be a bother, but the paperwork is due Tuesday September 13. Do you see any conflict with these courses? Hopefully not. Please send Rama a message.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
E-mail: cdukes@fau.edu
office-561 297 1081
fax-561 297 2507

To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ese/contacts/>
or scan this QR code:



From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Date: Friday, September 9, 2022 at 12:14 PM
To: Carman Gill <gillc@fau.edu>, Robert Shockley <SHOCKLEY@fau.edu>, Charles Dukes <cdukes@fau.edu>
Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Colleagues,

Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes
Date: Monday, September 12, 2022 at 8:17:36 PM Eastern Daylight Time
From: Rangasamy Ramasamy
To: Charles Dukes
Attachments: image002.jpg, image003.gif

Please see the forwarded email from Dale regarding the conflict of interest.

Regards,
R. Ramasamy



Rangasamy Ramasamy, Ph.D.
Professor & Interim Chair
Department of Special Education
Coordinator: Holmes Scholars Program
Florida Atlantic University
Boca Raton Fl, 33431
(561) 297-3281
rramasam@fau.edu

For information about FAU-ESE Degree Programs, Events/Activities, or Faculty/Research: [CLICK HERE](#) or scan this QR code:



From: Dale Williams
Sent: Thursday, September 8, 2022 12:06 PM
To: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Subject: RE: Grad Syllabi for Proposed ESE Master's Degree Program Changes

No conflicts with CSD.
Dale

From: Rangasamy Ramasamy
Sent: Wednesday, September 7, 2022 3:50 PM
To: Carman Gill <gillc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Charles Dukes <cdukes@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>
Cc: Sharon Darling <Sdarlin4@fau.edu>; Katie Miller <millerk@fau.edu>; Lisa Finnegan <lfinnegan@fau.edu>
Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Dear Department Chairs,

Subject: Re: Grad Syllabi for Proposed ESE Master's Degree Program Changes
Date: Monday, September 12, 2022 at 4:45:57 PM Eastern Daylight Time
From: Charles Dukes
To: Rangasamy Ramasamy
Attachments: image001.png, image002.jpg, image003.gif

There is no conflict with any courses in the Department of Curriculum and Instruction.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
E-mail: cdukes@fau.edu
office-561 297 1081
fax-561 297 2507

To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ease/contacts/>
or scan this QR code:



From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Date: Friday, September 9, 2022 at 12:14 PM
To: Carman Gill <gillc@fau.edu>, Robert Shockley <SHOCKLEY@fau.edu>, Charles Dukes <cdukes@fau.edu>
Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Colleagues,

please review and indicate if there are any conflicts with your Department offerings about ESE Master's Degree Program Changes. Please reply by Monday, Sept 12. I am going to be out at the Chairs Training on Monday. So, when you get a chance, please reply to this email as soon as you can. Thank you.

Regards,
R. Ramasamy



Rangasamy Ramasamy, Ph.D.
Professor & Interim Chair
Department of Special Education
Coordinator: Holmes Scholars Program