Course Change Requests
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and attachments •

Form Instructions

1. Request submitted by (Department or Program Name):  Educational Psychology

2. Course prefix, number and complete title of course: SEFB 610 Special Education and the Family

3. Change requested
   a. Prerequisite(s): From:  
   b. Withdrawal (reason): 
   c. Cross-list with:  
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6.
   e. Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description: Special education and the Family. (3-0). Credit 3. Overview of special education and major issues in the field; emphasis on the impact of the family; relationships among the school, the families, and the community; impact of relationships on service provisions; field experiences working with families with special needs. Prerequisite: Approval of department head.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Special education and the Family. (3-0). Credit 3. Overview of issues in special education interpreted within the context of the family; relationships among the school, the families, and the community; impact of relationships on service provisions; field experiences working with families with special needs. Prerequisite: Approval of department head.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S E F B</td>
<td>6 1 0</td>
<td>Spec Ed and the Family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S P E D</td>
<td>6 1 0</td>
<td>Spec Ed and the Family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Approval recommended by:

Dr. Victor Wilson  
Department Head or Program Chair (Type Name & Sign)  
Date

Dr. James Kite  
Chair, College Review Committee  
Date

Dr. James Kite  
Dean of College  
Date

Submitted to Coordinating Board by:

Chair, GC or UCC  
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

Curricular Services – 03/10
Course title and number  
SPED 610: Special Education and the Family

Term  
Summer 2011

Meeting times and location

Course Description and Prerequisites

Overview of issues in special education interpreted within the context of the family; relationships among the school, the families, and the community; impact of relationships on service provisions; field experiences working with families with special needs. Prerequisite: Approval of department head.

Learning Outcomes or Course Objectives

1. Identify the effects an exceptional condition(s) may have on an individual’s life and the lives of family members within the context of the family system.
2. Describe the effects of the cultural, environmental, and disability factors on the child and the family.
3. Identify and appreciate cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.
4. Identify factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.
5. Identify and address typical concerns of parents of individuals with exceptional learning needs.
6. Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
7. Foster respectful and beneficial relationships between families and professionals.
8. Encourage and assist families to become active participants in the educational team.
9. Identify personal cultural biases and differences that affect one’s teaching and interactions with families.
10. Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

Instructor Information

Name  
Patricia S. Lynch

Telephone number  
979-845-9462

Email address  
pslynch@tamu.edu

Office hours  
Available by Skype at pslynch7794  
Tuesdays/Thursdays 1-3 or by appointment

Office location  
701A Harrington Tower

Textbook and/or Resource Material.

**Grading Policies**

All assignments have specified point values and rubrics provided. Percentages of the total grade are included in assignment descriptions below. Grades will be assigned as follows: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F.

**Late work:** Assignments will be due on the dates posted on eLearning. No late work will be accepted without a University-approved excuse. Information about approved absences may be found at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Major Assignments**

**Research Paper:** Each student will select a topic of interest related to the class and develop a 10-15 page research paper on this topic. Topics must be approved and students will submit an outline of their paper prior to writing it. Detailed guidelines on the paper will be provided. (20%)

**Exams:** There will be two exams. These will cover information from reading assignments and will generally be application type questions. Exams will include case studies/scenarios. (20%)

**Class Activities:** Students will be required to participate in weekly activities related to the topic, which will include reading quizzes, responding to readings/videos on topics related to class, discussing current events, and applying knowledge learned through reflection and or case studies/scenarios. (20%)

**Individual Practicum:** Students will complete an individual practicum working with persons and families with diverse backgrounds and needs. The practicum will consist of 20 clock hours. Activities to be included in the practicum will be detailed in class. Documentation includes a daily journal (a journal outline will be provided) and a summary statement including an overall evaluation of the experience and what implications for teaching were gained from the experience. (20%)

**Presentation:** Students will select a topic of interest related to the class and develop a presentation on that topic. The presentation should be 10 minutes long. The topic chosen may be the same topic on which the research paper was written. Presentations will be recorded in video format and posted to share with the class. (20%)

**Calendar of Activities**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family Systems</td>
<td>Lambie, Ch. 1-4</td>
</tr>
<tr>
<td>2</td>
<td>Special Needs of Families (Part 1)</td>
<td>Lambie, Ch. 5-7</td>
</tr>
<tr>
<td>3</td>
<td>Special Needs of Families (Part 2)</td>
<td>Lambie, Ch. 8-10</td>
</tr>
<tr>
<td>4</td>
<td>Collaborating with Families</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>5</td>
<td>Applying Family Systems</td>
<td>Research Paper Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum Documentation Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Participation Guidelines**

1. Check eLearning at least twice weekly for announcements and information.
2. Read assigned Chapters and respond to class activities by assigned due dates.
3. Due dates and times will be according to the online course time noted by eLearning. This will be the US Central time zone.
4. Weekly discussion postings should be made by Wednesday, and responses to others made by Saturday. You should make one substantive posting to each discussion and at least two responses to others in the class.

5. Make sure you submit an email that works and that you check regularly. Send me an email after you finish reading the syllabus with the following statement: “I have read and understood the syllabus for SPED 610 and agree to comply with its policies and procedures.”

On-Line Etiquette: Students are expected to treat others in the course with respect. While there is room for disagreement and debate, students will need to “hear” others’ opinions and points of views with openness. Confidentiality regarding all posts and discussions in the course is expected.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

For additional information please visit: http://www.tamu.edu/aggiehonor

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

*The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning."