FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department SPECIAL EDUCATION

College EDUCATION

UUPC Approval 2-23-26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	EEX 3754	***Current* Course Title** Building Family, Community, and School Partnerships

*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.*

Change title to:
Building Family, Community, and School Partnerships

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: 2 **To:** 3

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ☐ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:
This course focuses on the skills necessary to create positive working relationships with families of young children (birth to age eight). Different approaches, methods, and materials using research-based developmentally appropriate practices will be covered.

Change prerequisites/minimum grades to:
None

Change corequisites to:

Change registration controls to:
B.E.C.E. majors only

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Summer 2026	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone Y. Bhagwanji/ybhagwan@fau.edu

Approved by	***Date***
Department Chair: Joseph Brojomohun-Jagnon	1/22/26
College Curriculum Chair:	1/26/2026
College Dean: Charles Dukes	1/27/2026
UUPC Chair: Korey Sorge	2-23-26
Undergraduate Studies Dean: Dan Meeroff	2-23-26
UFS President:	
Provost:	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Justification for credit change from 2 to 3 credits for EEX 3754:

To move this course from 2 to 3 credits, a new set of in-class assignments worth 20 percent of final grade has been added. To be specific, EEX 3754 will add 12 new in-class assignments where each student applies appropriate concepts to problem solve different family situations. All five major assignments have been reweighted to 20 percent each.

FLORIDA ATLANTIC UNIVERSITY
College of Education

DEPARTMENT OF SPECIAL EDUCATION

COURSE NUMBER: EEX 3754 (CRN XXXX, Section XXX)

COURSE TITLE: Building Family, Community, and School Partnerships

Credit hours: 3 semester hours
Semester/Year: TBD
Instructor: TBD
Office: TBD
Email: TBD
Office hours: TBD

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COURSE DESCRIPTION: This course focuses on the skills necessary to create positive working relationships with families of young children (birth to age eight). Different approaches, methods, and materials using research-based developmentally appropriate practices will be covered**.**
Prerequisite: B.E.C.E. majors only

COURSE DELIVERY AND INSTRUCTIONAL METHOD: Fully Online This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, contact OIT for help.

REQUIRED TEXT:
Berger, E. & Riojas-Cortez, M. (2020). *Families as Partners in Education: Families and Schools Working Together.* Hoboken, NJ: Merrill Prentice Hall.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
CEC/DEC/EI/ECSE Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020)
NAEYC Professional Standards, and Competencies for Early Childhood Educators (2020)

FAU Academic Learning Compact (A. Content/Discipline Knowledge and Skills; B. Communication Skills; and C. Critical Thinking Skills)

COURSE LEARNING OBJECTIVES:

CLO1: Students will be able to identify and apply skills that contribute to the development of a school environment that supports and protects the health and safety of young children. (PLO 2,5,7)
CLO2: Students will be able to identify and demonstrate the appropriate use of resources and strategies to facilitate family and community involvement amongst diverse populations of individuals and groups. (PLO 2,5,7)
CLO3: Students will demonstrate understanding of family systems, theories, and their impact on children. (PLO 2)
CLO4: Students will identify the rights and responsibilities of children, families, and schools related to students with disabilities. (PLO 5,7)
CLO5: Students will demonstrate sensitivity to diverse children and families and identify strategies to provide for their needs. (PLO 5,7)
CLO6: Students will identify and apply skills necessary for building respectful and beneficial relationships. (PLO 5,7)
CLO7: Students will identify their roles in working with and obtaining resources for families in stressful situations. (PLO 5,7)

COURSE EVALUATION:

Assignment	Points	Weight
Class assignments	60	15%
Mid-term exam	80	20%
Final exam	80	20%
Home visit report	100	30%
Welcome letter	60	15%
	380	100

COURSE GRADING SCALE:

Scores for each assignment are cumulative, and the grade scale represents the percentage of total points earned. If you do not complete all assignments, you will not be able to earn an "A" in this course. The final tally for course grade is also subject to change based on your attendance, participation, and professionalism.

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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		

All assignments must be completed to earn grade of A in this course.

COURSE ASSESSMENTS:

1. Class assignments (40 points, 20%, CLOs 1-7, ALCs A,B,C)

Class assignments will encompass discussions, individual reflections, and small-group work pertinent to the applications of critical concepts in family-school and community partnerships.

2. Exams (mid-term, 20%, and final exam, 20%, for a total of 40%, CLOs 1-7)

The exam will cover assigned readings and classroom lectures.

3. Critical Assignment: Home Visit Report (50 points, 20%, CLOs 2-7, ALCs A, B, C,)

Students will conduct a home visit with the family of a child whom they wish to know more about. The visit should focus on learning about the **child's life at home** (e.g., daily routines, features of family life that impact the care and education of the child at home) and the **professionalism required to establish and/or maintain good relationships with parents/families**. Students should make an appointment for the visit, follow the family's lead when visiting, be prepared to ask suitable questions for the interview, and use friendly techniques in obtaining information (e.g., have conversations, not interview with a writing pad in the hand). Following the visit, students will prepare a detailed written paper providing a summary and lessons learned. The paper should be a well-organized essay of at least five pages long (single spaced, 1" margins).

4. Welcome Letter (50 points, 20%, CLOs 1-7, ALCs A,B,C)

The student will develop a three to four-page welcome letter (single-spaced) that conveys the assistance and support that will be made available to parents and children in a classroom. The letter must include:

- an introduction of yourself and the classroom
- ways you will make children feel safe and comfortable
- your goals for the children
- educational support that you will make available to parents
- social support and resources available to assist families, and

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- positive communication that conveys high expectations

TOPICAL/CONTENT OUTLINE:

Module	Topic(s)	Readings	Assignments
Weeks 1-2	Overview of Course Outline, Readings, Assignments Conceptual Framework An Introduction to Families • Definitions, Roles, Responsibilities • Historical/Global Views • Parental Systems/ Involvement Historical Overview of Family Life and Parental Involvement	Position papers from professional organizations Berger: Chapter 1 Other readings as assigned Berger: Chapter 2	Class assignments
Weeks 3-6	The Family and Community • Family structure/roles • Cultural diversity • Family types Effective Home-School-Community Relationships • Communication and Parent Programs • Home visits	Berger: Chapter 3 Berger: Chapter 4 Berger: Chapter 5 Other readings as assigned	Class assignments Welcome letter
Weeks 7-8	Working with Parents of a Child with Disabilities • Parent/Teacher disagreements • IFSP/IEP	Berger: Chapter 9 Other readings as assigned	Mid-term exam Class assignments
Weeks 9-10	Collaborative Leadership School-based Programs Home-based Programs Community-based programs	Berger: Chapter 6 Berger: Chapter 7 Berger: Chapter 8 Other readings as assigned	Class assignments

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Weeks 11-12	Fathers, grandparents, and other caregivers Child Abuse/Neglect	Other readings as assigned Berger: Chapter 10	Class assignments
Weeks 13-14	Rights/Responsibilities/ Advocacy	Berger: Chapter 11 Other readings as assigned	Home visit report Classroom assignments
Final Exam Week			Final examination

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COURSE POLICIES

ATTENDANCE POLICY

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional and ethical conduct in class. Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and will affect your grade. Reasonable accommodation is made for university approved absences.

Each absence will result in 5% grade reduction from the final grade. Additionally, the instructor maintains the discretion in determining additional point reduction for lack of student participation and professionalism in class activities, discussions, and communication with the instructor and fellow students.

PLAGIARISM AND CHEATING: ACADEMIC HONESTY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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, which include an "F" on the assignment, an "F" in the course, or even removal from the degree program. The penalty for plagiarism and cheating is determined by the instructor in this class.

Florida Atlantic University Regulation 4.001, "Honor Code, Academic Irregularities, and Student's Academic Grievances" is strictly adhered to in this course. The regulation states:

> (1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by ensuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity occurring in a course. The Instructor's duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.
> (2) The following shall constitute academic irregularities:
> (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
> (b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.
> (c) Other activities which interfere with the educational mission within the classroom.

(http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

> Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

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SEXUAL MISCONDUCT POLICY:

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at https://www.fau.edu/ocr9/title-ix/. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

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/

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AI USE IN CLASS POLICY

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is. If you are unclear about whether the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit www.fau.edu/ai/citation.

In this class, the use of AI to assist in any work assigned in this specific course is <u>prohibited</u>.

SCORING RUBRIC FOR WELCOME LETTER

Description of Assignment: The student will develop a three to four-page welcome letter that conveys useful information and assistance and supports that will be made available to parents and children in a classroom.

Components	Does Not Meet Expectations	Meets Expectations	Exceeds Expectation
Content	The welcome letter addressed less than four or did not include the following components: an introduction of yourself and the classroom; ways you will make children feel safe and comfortable; your goals for the children; educational support that you can make available to parents; social resources available to assist	The letter included at least four of the following: an introduction of yourself and the classroom; ways you will make children feel safe and comfortable; your goals for the children; educational support that you can make available to parents; social resources available to assist families; positive communication that	The letter included all of the following: an introduction of yourself and the classroom; ways you will make children feel safe and comfortable; your goals for the children; educational support that you can make available to parents; social resources available to assist families; positive communication that

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	families; positive communication that conveys high expectations. The content presented is somewhat or not very organized, inappropriate, and/or inaccurate.	conveys high expectations. The content presented is mostly organized, appropriate, and/or accurate.	conveys high expectations. The content presented is well organized, appropriate, and accurate.
Mechanics	Correct grammar, punctuation, and person first language are used inconsistently.	Correct grammar, punctuation, and person first language are used are mostly used.	Correct grammar, punctuation and person first language are used are always/consistently used.
Presentation	Letters are not typed and not presented in a visually appealing way.	Letter is typed with some visual appeal.	Letters are typed and visually appealing.

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Appendix A Critical Assignments

The Department of Special Education and the Department of Curriculum, Culture, and Educational Inquiry have identified competencies that must be mastered to continue in the *Bachelor's in Early Care and Education Degree Program*.

For this course, the Academic Learning Compact Competencies (Critical Thinking and Written Communication) will be measured by the Home Visit Report assignment, which is the Critical Assignment.

Please carefully read the departmental policy (below) on Critical Assignments:

Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria. A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade of C or better in this course. In other words, a student cannot earn a C or better in this course without successfully completing the Critical Assignment.

Remediation policy. If a student is passing the course but has failed to pass the Critical Assignment with a minimum of 73% 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 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 C- or below regardless of the total points earned in the course.
- **If a student does not have a grade of C or better** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The students will need to repeat the course and the Critical Assignment.

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