

**FAMILY AND COMMUNITY PARTNERSHIPS (EDME 504)**  
**SUMMER INTENSIVE COURSE**  
July 28 – August 1, 2014

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**Course Description:**

This course will help students develop personal and professional characteristics to be more effective communicators and collaborators in a variety of school-related contexts. Students will view families and communities as resources to support the development of children and learn ways to tap into those resources for the benefit of all learners. A focus on empowerment of and collaboration with traditionally marginalized groups including English language learners and students with disabilities.

**Program Objectives:**

1. Foster collaborative relationships among students, families, and educators to foster the well-being of all learners.
2. Prevent, manage, and resolve conflict within and between groups.
3. Build and maintain hospitable professional environments.
4. Promote collective responsibility for the well-being and development of all learners.

**Course Objectives:**

1. Explain the significance of family and community partners in schools.
  - a. Facilitate family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system. (PDE ASD Competency IV- A)
  - b. Identify various agencies and community systems that support students with ASD in the home, community, and work settings. (PDE ASD Competency IV-B)
  - c. Communicate and advocate for the needs of students with ASD to police, emergency responders, and other individuals and groups in the community. (PDE ASD Competency IV-D)
2. Identify means to empower families to be involved in the child and adolescent's education.
  - a. Assess family preference for level of support in advocating for their children and provide appropriate assistance. (PDE ASD Competency IV-C)
3. Demonstrate cross-cultural communication skills.
  - a. Lead cross-system planning and collaboration efforts. (PDE ASD Competency IV-E)
4. Identify conflict management techniques.

**Required Textbook:**

Weiss, H. B., Kreider, H. Lopez, M. E., & Chatman-Nelson, C. (2014). *Preparing educators to engage families: Case studies using an Ecological Systems Framework* (3rd ed.). Los Angeles: Sage Publications.

## Course Requirements:

**This curriculum is designed to meet the needs of educators in pursuit of positive collaboration that promotes the academic development of students. The Synthesis Paper, Group Project, Annotated Bibliography, and Field Placement assignments must be completed according to your specific track in the program: Autism Spectrum Disorder, Special Education other than ASD, TESOL and ESL, or Curriculum and Instruction. Each student will register his or her specific endorsement or certificate track with the instructor on the first day of class. Groups will be assigned by the instructor on the first day as well. Assignment details and posted rubrics are designed to provide students from each track with sufficient information for assignment completion, and students are encouraged to ask clarifying questions as needed.**

### Synthesis Paper

Students will write an 8-10 page paper synthesizing course content through the development of an intervention addressing an identified need in a school setting. Implications for teaching and administrative practices must be included. The paper should include the main objectives of the course: why, what, and how of collaborating with families, elements of cross-cultural communication, strategies for conflict resolution, and means of empowering families.

The synthesis paper must be written in APA style (12 point font, double-spaced, Times Roman or Cambria). All papers must include a minimum of 10 scholarly sources (not textbooks, websites, Wikipedia, magazines, newspapers, or sources that rely on others' research) properly cited within the paper and listed on the reference page in APA format. Other sources may be used beyond the 10 scholarly sources. In APA format, only the sources that are actually cited in the paper should be on the reference page. Scholarly sources are generally defined as reports, articles or chapters that report on original research – usually journal articles, but might be books or chapters in books if they are based on original research. Scholarly sources typically do not include texts that focus on secondary sources (for example, textbooks are not considered scholarly because they only cite research from other studies – not original research). **Topics must be associated with your track** and will be approved by the instructor on the first day of class.

### Group Project

Students will work in a collaborative group to address an identified need in an educational setting, which can include higher education or ministry for those in the TESOL or ESL track. Students may use information from the synthesis paper research to benefit the project and may also share research sources and information with each other to benefit work on the synthesis paper. An intervention proposal that includes possible implications will be presented by each group to the entire class. Presentations must be at least fifteen minutes in length and use multiple methods of delivery. Peers will ask questions and critique the presentation based upon the information learned in the course.

### Annotated Bibliographies

An annotated bibliography from a journal on a topic covered in the course assignments will be submitted daily (for information about annotated bibliographies: <http://guides.library.cornell.edu/annotatedbibliography>). An article can be found using the library databases or Google scholar and **must reflect the focus of certification interest of the student**. Only peer reviewed articles will be accepted (for more information about peer reviewed articles: <http://guides.lib.jjay.cuny.edu/content.php?pid=209679&sid=1746812>). The annotated bibliography will consist of a citation in APA format, an evaluation of the research, the findings, and the application of the

content to the course topic that day. Remember, the primary focus of the class is collaboration and healthy communication, so articles should reflect this emphasis. Each student must orally present information about at least one article to the class during the week. Failure to do so will result in a **10** point deduction.

### Field Placement Interviews and Reflection

Students will be required to complete a 20 hour field placement project prior to the first class where they will design and complete interviews with five individuals involved in the education planning and delivery for students targeted by one of the four certificate or endorsement areas. The interviews will focus on the individual's experiences with the educational system and his or her recommendations for improvement in the process for identifying and serving this student population. Those interviewed must include at least one parent, one educational professional, and one community partner who work with children and adolescents **from your area of concentration**. (Interviewees must fit stated roles, but don't have to be working with the same student.) Students will use the results of the interviews to identify patterns of need and reflect on interactions between the community of the educational setting and family. A template will be provided for those who desire structure. This assignment will be graded by a holistic rubric posted in Canvas and is due upon arrival to the first class.

Guidelines for the interview process:

1. Develop questions prior to your interview.
2. Use open-ended questions. These typically begin with "how" or "what".  
Ex.: How did your journey begin with ...(target population, child and diagnosis)?  
What was your initial experience like in education planning for...(child, target population)?  
What are some barriers or obstacles you have encountered in the process?  
What have been some effective ways to address barriers/obstacles?  
What changes would you like to see in the educational system related to education planning and delivery for ...(child, targeted population)?
3. Listen to the narrative within the answer so you understand their experience.
4. Be willing to ask follow-up questions about important aspects of narrative for deeper understanding.
5. Conclude by asking, "What is the most important thing I need to know in my role as an educator?"
6. Questions and notes from answers will be turned in as part of the assignment.
7. Remember to thank participant after interview and follow-up with a "thank you" card in the mail.

### Quizzes

Each day will conclude with a quiz on what was covered in class.

### GRADING

Annotated Bibliographies	50 points (10 points each)
Quizzes	50 points (10 points each)
Synthesis paper	100 points
Group Project	50 points
Field Placement/Interview Analysis Paper	<u>100 points</u> 350 points

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%		

B 83-86%

B- 80-82%

Extra Credit – No extra credit options will be provided.

Late Assignments – Assignments are expected to be submitted on time. If you need to submit an assignment late, please notify the instructor to make arrangements.

### **Statement of Copyright Protection**

"The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated."

### **Statement of Confidentiality**

"Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content."

### **Academic Integrity**

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. The policy can be found at the following link:

[Academic Integrity Policy for Graduate Students](#)

### **Americans with Disabilities Act**

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu) or (717) 796-5382.

### **Library and Librarian Assistance**

The Library is an obvious source of information for many of your class projects. Currently, Beth Mark is the specific library liaison assigned to the education discipline. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments as she is more than willing to help you. For her specific work schedule, contact her directly at [BMark@messiah.edu](mailto:BMark@messiah.edu) or by calling (717)796-1800, ext. 3590.

[Click here for resources and databases that relate to this field](#)

### **Hardware and Software Recommendations**

Student [technology recommendations](#) are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

### **Minimum Computer Skills Requirements**

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- A working knowledge of word processing
- Navigate the internet using different search engines
- Email (Compose, Attach, Send, Read)

- Utilize Microsoft Office programs (Word & PowerPoint)
- Copy and Paste

**Technical Support for Students**

[Technological support](#) is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and through the College’s Learning Management System.

**Course Schedule**

Day	Assignments	Hours*		Obj.
		IT	N-IT	
July 15-27	<b>Field Placement</b>	4	16	1, 2, 3
	Field Placement Interview Analysis Paper		5	
July 28	<b>Understanding Community Engagement</b>			
	Research scholarly source related to community engagement		3.5	1,4
	Annotated Bibliography		1	1
	Class Time	8		1
July 29	<b>Understanding the Immediate Context</b>			
	Weiss Chapters 1-4 (64 pages)		2.5	1,2
	Research scholarly source related to the microsystem or mesosystems		1	2
	Annotated Bibliography		.5	2
	Synthesis hypothesis		2	1,2,
	Class Time	8		1,2
July 30	<b>Understanding the Indirect Influences.</b>			
	Weiss Chapters 5-8 (66 pages)		2.5	2,3
	Research scholarly source related to the exosystem or macrosystems		1	2,3
	Annotated Bibliography		1	2,3
	Synthesis Research		3	1,2,3
	Class Time	8		1,2,3
July 31	<b>Understanding the Historical Context and Inherent Barriers and Effective Communication</b>			
	Weiss Chapters 9-10 (32 pages)		1.5	3,4
	Research scholarly source related to the chronosystem		1	1,2,4
	Annotated Bibliography		1	1,2,4
	Synthesis Conclusion		4	1,2,3,4
	Class Time	8		1,2,3,4



Graduate Program in Education

Aug. 1	Engagement Applied			
	Research scholarly source related to a research-based intervention related to identified need in school setting		1	2
	Annotated Bibliography		1	2
	Synthesis Final Paper		3-5	1,2,3,4
	Group Project presentation		1	1,2,3,4
	Class Time	6		1,2,3,4
	<b>Total Hours</b>	<b>42</b>	<b>52</b>	

\*Instructional Time (IT) 42 hrs / 3 credits

\*Non-Instructional (N-IT)"Homework