



**FAMILY AND COMMUNITY PARTNERSHIPS (EDME 504)**  
**LATE FALL 2013**  
**OCT 27-DEC 21**

---

**Professor: Jonathan Burchard**  
**Email: [jburchard@messiah.edu](mailto:jburchard@messiah.edu)**  
**Office: Can meet on campus**

**Phone:**  
**Hours:** Available by appointment—by phone, in person, via Skype or Adobe Connect

**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.

**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 adolescents 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.

**Textbook and Other Course Materials:**

Required Textbook:

Weiss, H. B., Kreider, H. Lopez, M. E., & Chatman-Nelson, C. (2010). *Preparing educators to engage families: Case studies using an Ecological Systems Framework* (2<sup>nd</sup> ed.). Los Angeles: Sage Publications.

The National Center on Dispute Resolution in Special Education (CADRE) Resources:

The Impact of Parent/Family Involvement on Student Outcomes

<http://www.directionservice.org/cadre/parent/artifacts/The%20impact%20of%20parent%20family%20involvement.pdf>

Working Together: Building Improved Communication

<http://www.directionservice.org/cadre/modulemap.cfm>

Reiman, J., Beck, L. Coppola, T., & Engiles, A. (2005). Parents' Experiences with the IEP Process: Considerations for Improving Practice.

<http://www.directionservice.org/cadre/pdf/Parent-IEP%20Process.pdf>

#### Additional journal articles

Bradford, K. (2010). Supporting families dealing with autism and Asperger's Disorders. *Journal of Family Psychotherapy, 21*(2), 149-156. doi:10.1080/08975353.2010.483660

Mulligan, J., Steel, L., MacCulloch, R., & Nicholas, D. (2010). Evaluation of an information resource for parents of children with autism spectrum disorder. *Autism: The International Journal Of Research & Practice, 14*(2), 113-126. doi:10.1177/1362361309342570

Riojas-Cortez, M. (2011). Culture, Play, and Family: Supporting Children on the Autism Spectrum. *Young Children, 66*(5), 94-99.

Siman-Tov, A., & Kaniel, S. (2011). Stress and personal resource as predictors of the adjustment of parents to autistic children: A multivariate model. *Journal Of Autism And Developmental Disorders, 41*(7), 879-890.

#### **Course Requirements:**

##### Project Proposal

Students will collaborate in groups of 2-3 to write a 4-6 page project proposal. Groups will be formed by project focus interest at the first Adobe Connect meeting. The proposal synthesizes 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 proposal should include the main objectives of the course: why, what, and how of collaborating with and empowering families, elements of cross-cultural communication, strategies for conflict resolution. A template is provided for structure. Students will submit portions of this project for peer review and collaboration one day each week from Week 2 through Week 7 using Conferences in Canvas. Final project submission is due on the last Saturday of Week 8 by 11:55 PM.

The synthesis project must include a minimum of four references per group member to research sources with correct APA citation and relevant points from each source. Topics must be approved by the instructor on Monday of Week 1. A grading rubric is posted in Canvas.

##### Intervention Presentation

Each proposal group will submit a fifteen minute narrated Power Point presentation about their intervention proposal and possible implications in Discussion 6 by Wednesday of Week 8 at 11:55 PM. Each student will ask questions and critique the presentation based upon the information learned in the course as responses within Discussion 6. Each question must be responded to by at least one group member. Each member of the group must participate equally in the narrated Power Point and Discussion responses.

##### Article reflections

Students will submit one page reflections on each of the journal articles assigned. If a source is referenced, a citation in APA format is required. This is intended to be a personal reflection and does not require outside sources. Please include a word count at the bottom of the submission (WC: 350 is an example).

### Field Placement Interviews and Reflection

Option A (required for all pursuing the Autism certification, optional for others):

Students will be required to complete a 20 hour field placement where they will design and complete interviews with five individuals involved in the education planning and delivery for students with autism spectrum disorders. The interviews will focus on the individual's experiences with the educational system and their recommendations for improvement in the process for identifying and serving students with ASD. Those interviewed must include at least one parent, one educational professional, and one community partner who work with children and adolescents with autism spectrum disorders. Students will use the results of the interviews to identify patterns of need and reflect on interactions between school community and family. A template will be provided for those who desire structure. This assignment will be graded by a holistic rubric posted in Canvas.

Option B:

Students will be required to complete a 20 hour field placement where they will design and complete interviews with five individuals involved in the education planning and delivery for a target population of students (such as English language learners or students with Communication Disorders). The interviews will focus on the individual's experiences with the educational system and their recommendations for improvement in the process for identifying and serving students in that target population. Those interviewed must include at least one parent, one educational professional, and one community partner who work with children and adolescents of that target population. Students will use the results of the interviews to identify patterns of need and reflect on interactions between school community and family. A template will be provided for those who desire structure. This assignment will be graded by a holistic rubric posted in Canvas.

Guidelines for 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

Students will take four quizzes which will consist of multiple choice and short answer questions based on reading assignments and lectures. **Each quiz is worth 25 points.**

### Discussions

Project groups will take turns providing a Discussion topic each week. Discussion topics will be provided to instructor by the Tuesday of the assignment at 11:55 PM. Each student will post an original response to the Discussion topic by Thursday at 11:55 PM of the same week. Each post needs to be a well-written 300-350 word reflection that cites at least one source in correct APA style. Additionally, students are required to reply to two other student posts by Saturday at 11:55 PM of that week. Each reply needs to be a well-written 100 word reflection that cites at least one source in correct APA style. A word count must be included at the bottom of each post and reply. Each Discussion is worth 25 points.

### Participation

Grading reflects participation in all class activities and completion of assigned tasks on time. Communication with the instructor is essential if life issues arise which make participation impossible during a given week.

### GRADING

Article Reflections	50 points (10 points each)
Discussions	150 points (25 points each)
Participation	80 points (10 points each)
Quizzes	100 points (25 points each)
Project Proposal	100 points
Intervention Presentation	50 points
Field Placement Interviews and Reflection	<u>100 points</u> 630 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**



## Graduate Program in Education

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. These violations include:

**Plagiarism:** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including online sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

**Cheating:** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.

**Fabrication:** Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

**Misrepresentation of Academic Records:** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.

**Facilitating Academic Dishonesty:** Helping another individual to violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

**Computer Offenses:** Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

**Unfair Advantage:** Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

[http://www.messiah.edu/offices/student\\_affairs/student\\_handbook/resources/0708/studenthandbook.pdf](http://www.messiah.edu/offices/student_affairs/student_handbook/resources/0708/studenthandbook.pdf)

### **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](#)

### **Minimum Hardware and Software Requirements**

- Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used
- Browser:
  - Mozilla Firefox 3.0 or higher (required)
- Operating System Version:
  - Windows® XP (recommended), or
  - Windows® Vista, or
  - Windows® 7, or
  - MAC OS 10.5 or higher
- Processor: 2.0 – 4.0 GHz
- Memory (RAM):
  - Windows® XP: 512 MB or more; or
  - Windows® Vista: 1024 MB or more; or
  - MAC OS: 1024 MB or more
- Hard Disk Space: 40 GB or more of free space
- CD-ROM CD-RW drive (DVD or combo drive helpful)
- Any Office Suite:
  - MS Office 2007 or newer, or
  - OpenOffice 3.1, or
  - Google Docs
- Webcam and headset

### **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**

For your convenience, a telephone hotline is available seven days a week in order to provide assistance for technological problems. This hotline is staffed by the College's Information and Technology Services staff and provides "real person" assistance during the following times:



*Graduate Program in Education*

- By phone at (717) 796-1800 ext. 3333
  - 7am-11pm EST - Monday thru Friday
  - 8am-11pm EST - Weekends & Holidays
  
- Via email [helpdesk@messiah.edu](mailto:helpdesk@messiah.edu)

In the event you need to leave a message, please provide your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

### Course Schedule

Day	Assignments	Hours*		Obj.
		IT	N-IT	
Oct 27-Nov 2	<b>Understanding Community Engagement</b>			
	Read Article: The Impact of Parent/Family Involvement on Student Outcomes (44 pages)		1.5	1,4
	Article Reflection		2	1
	Adobe Connect Session on Oct 28 at 7 PM	1		
	Narrated Power Point	1.5		1,2,3,4
	Read, post, and respond in Discussion 1	2		1,2
	Read Weiss Introduction (16 pages)		.5	1,2
	Quiz 1: Power Point and readings	1.5		
	Field Placement	1	4	1,2,3
Nov 3-9	<b>Understanding the Immediate Context</b>			
	Read Weiss Chapters 1-2 (25 pages)		1	1,2
	Read Article: Supporting families dealing with autism and Asperger's Disorders (7 pages)		.5	2
	Article Reflection		2	2
	Read, post, and respond in Discussion 2	2		1,2
	Field Placement	1	4	1,2,3
	Group Conferences	1	1	1,2,3
	Narrated Power Point	1.5		1,2,3,4
Nov 10-16	<b>Understanding Immediate Context</b>			
	Read Weiss Chapters 3-4 (36 pages)		1	1,2
	Field Placement	1	4	1,2,3
	Group Conferences	1	1	1,2,3
	Read, post, and respond in Discussion 3	2		1,2
	Narrated Power Point	1.5		1,2,3,4
	Quiz 2: Power Points and readings Weeks 2-3	1.5		
Nov 17-23	<b>Understanding Systemic Needs</b>			
	Field Placement	1	4	
	Field Placement Interviews Analysis Paper		5	
	Read Article: Evaluation of an information resource for parents of children with autism spectrum disorder (13 pages)		.5	2
	Article Reflection		2	2
	Group Conferences	1	1	1,2,3
	Narrated Power Point	1.5		1,2,3,4



Nov 24-30	<b>Understanding Indirect Influences</b>			
	Read Weiss Chapters 5-6 (22 pages)		1	1,2
	Read Article: Culture, Play, and Family: Supporting Children on the Autism Spectrum (5 pages)		.5	2
	Article Reflection		2	2
	Group Conferences	1	1	1,2,3
	Narrated Power Point	1.5		1,2,3,4
	Read, post, and respond in Discussion 4	2		1,2,3
	Quiz 3: Power Points and readings Weeks 4-5	1.5		
<b>Dec 1-7</b>	<b>Understanding Indirect Influences</b>			
	Read Weiss Chapters 7-8 (36 pages)		1	2
	Group Conferences	1	1	1,2,3
	Narrated Power Point	1.5		1,2,3,4
	Read, post, and respond in Discussion 5	2		1,2,3
<b>Dec 8-14</b>	<b>Understanding Historical Context</b>			
	Read Weiss Chapters 9-10 (23 pages)		1	2
	Read Article: Stress and personal resource as predictors of the adjustment of parents to autistic children: A multivariate model. (11 Pages)		.5	2
	Article Reflection		2	2
	Group Conferences	1	1	1,2,3
	Narrated Power Point	1.5		1,2,3,4
	Quiz 4: Power Points and readings Weeks 6-7	1.5		
<b>Dec 15-21</b>	<b>Effective Engagement</b>			
	Adobe Connect Session on Dec 16 at 7 PM	1		
	Project Proposal Paper		3	1,2,3,4
	Project Narrated Power Point—post in Discussion 6		2	1,2,3,4
	Student critiques of Power Points	2		
	Narrated Power Point--Burchard	1.5		1,2,3,4
	Course and Collaboration Evaluation		1	
	<b>Total Hours</b>	<b>42</b>	<b>52</b>	

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

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