SPED 522 Collaboration with Families and Staff
Spring, 2016
Tentative Course Syllabus

Professor: Dr. Liz Anderson
Phone: 777-3890

Grading: Letter

Number of Credits: 4

Course Department & Number: Special Education M.S.Ed Program/ SPED 522

Student Enrollment: 20 students

Semester Course Will Be Taught: (Spring - annually)

CEL Designation: As part of this course, student engage in two community activities. First, in collaboration with Broome-Tioga BOCES and Broome County Mental Health, students will develop and implement a "Family Fun Night" for custodial grandparents and their grandchildren at the C.E. Adams Elementary School (a Promise Zone school within the Whitney Point Central School District). Students will work in small groups to develop and implement these activities. Second, in collaboration with BU's Decker School of Nursing and Family Enrichment Network's Head Start and Early Head Start programs, students will integrate early literacy activities with a home-based asthma prevention and intervention program. Each education student will partner with a student from the Decker School of Nursing to conduct home visits with either a Head Start or Early Head Start family.

Course Learning Goals:

Upon successful completion of this course, you will be able to:

- Describe how language, culture, and family background can influence the learning of individuals with exceptionalities. (Standard 1.1)
• Create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaning learning activities and social interactions. (Standard 2.1)

• Use the theory and elements of effective collaboration (7.1)

• Serve as a collaborative resource to colleagues (Standard 7.2)

• Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators (Standard 7.3)

Course Objectives:

• Develop, differentiate and facilitate a math game activity for a specific grade level(s). Create an accompanying handout for distribution to custodial grandparents and their grandchildren that connects a math game to New York State Common Core Learning Standards (CCS) at a Family Fun Night at the CEA Elementary School in Whitney Point in collaboration with BU’s Promise Zone (Community Schools) initiative. (Standard 1.1; 2.1)

• Collaborate with Decker School of Nursing students to provide a home-based asthma prevention and intervention project with Head Start and Early Head Start families and/or school district families that integrates literacy and health (Standard 7.1; 7.2; 7.3)

• Serve as a collaborative resource to colleagues by providing an interactive professional development training for your classmates on a topic related to communication or collaboration. (7.2)

• Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators by conducting a minimum of two interviews with non-teaching professionals. (7.3)

• Describe how language, culture, and family background can influence the learning of individuals through reflective writing about collaborative experiences. (1.1; 7.1)

Classroom Environment: The Faculty and Staff in the School of Education are committed to serving all enrolled students in an intellectually stimulating, safe, respectful, and enjoyable class atmosphere. In return, I expect that each of you will honor and respect the opinions and feelings of your fellow students. If you have concerns that this atmosphere is not being upheld, please contact me immediately.

Accommodations: If you have a disability and wish to request accommodations, please notify me by the second week of class. You are also encouraged to contact the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is at LH-B51. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on your
specifically diagnosed disability. Information regarding your disability will be treated in a confidential manner.

**Writing Support:** Writing well is a “professional disposition” expected of all teachers. If you have difficulty communicating your thoughts in writing, please establish yourself with the campus Writing Center, before your first paper is due. Writing support is most effective if you make appointments with the same tutor throughout the semester. Make sure to identify yourself as a graduate student. See [http://www2.binghamton.edu/writing/writing-center/wc-faq.html](http://www2.binghamton.edu/writing/writing-center/wc-faq.html).

**Academic Integrity:** Teaching is a noble profession. Attempting to take credit for work that is not yours or is not adequately cited (e.g., copying word for word from a journal article) is a serious ethical violation. Violations may result in an automatic failure for the assignment or course and may be cause for further disciplinary action. Additional details re: the SOE’s policy is below. Please see me if you have questions!

The University’s Student Handbook provides detailed information on academic integrity (see [http://www2.binghamton.edu/student-handbook/](http://www2.binghamton.edu/student-handbook/)). The Graduate School of Education details procedures to deal with academic dishonesty [http://soe.binghamton.edu/academics/acadhonesty.html](http://soe.binghamton.edu/academics/acadhonesty.html). Unless specified otherwise in the syllabus, work you submit for grading will be yours and yours alone. Not acknowledging another’s work with proper references, taking credit for another’s work, or letting your work appear in another student’s paper are grounds for failing the assignment and/or the course. The University’s Student Handbook prohibits “presentation for academic credit of the same work in more than one course” (p.93) unless there is prior explicit consent from the instructor(s) to whom the material is submitted. If you have questions about what constitutes plagiarism, please ask me. The Student Handbook and School of Education website also outline procedures if you have a grievance about a course grade. The first step is to contact the instructor to discuss your concerns. If you have any questions or concerns about how your work was graded, please arrange to meet with me.

**Email:** It is IMPERITIVE that students check their BU e-mail account between each class period. All e-mail from the instructor will be sent to BU e-mail addresses only.

If any problems or concerns arise regarding the course students should make an appointment via email to meet with the professor as soon as possible or schedule a phone conference.

**Assistance with Assignments:** If you have questions regarding an assignment or feel that the directions are ambiguous, please drop by during set up an appointment to discuss your concern. Please note that any questions pertaining to a particular assignment should be addressed well in advance of the due date. Please come prepared with specific questions about the assignment on which you are working.

**Computer Issues:** Things go wrong with computers and printers. These issues may be avoided if you complete and print assignments in advance. Computer issues will not be considered a legitimate excuse for late work, so please plan ahead.
Credit Hours and Course Expectations: This course is a 4-credit course, which means that in addition to the scheduled meeting times, students are expected to do at least 9.5 hours of course-related work outside of class each week during the semester. This includes time spent completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing for written assignments, and other course-related tasks, including community engagement experiences.

Texts/Materials

Required:

1). Almost every week you will need to access course material via Blackboard or the internet. Please plan accordingly.

Although not required books, several of the readings and activities will come from:


Course Requirements

1. **Class Participation:** Graduate students are expected to attend every class, come prepared, and actively participate in class discussions. Students are also expected to engage in clinically rich fieldwork outside of class. Quality as well as quantity of participation will be considered in grading. Reading assigned material is necessary both to participate in small group work, fieldwork, and to complete written assignments successfully. Lateness and absences affect class, and will affect your grade. If a crisis prevents you from attending class, please contact me at 777-3890 prior to class.

   ***** In case of bad weather, please do not call the SOE office to ask if the University has closed. Text alerts, radio and television stations have this information as soon as we do.

2. **Professional Development Training (20 pts.):** In small groups, students will select a research topic for professional development training that helps prepare the class to conduct interviews with non-teaching school personnel, conduct home visits with low-income families, increase attendance at school events for non-traditional families, and/or strengthens collaborations between schools and other entities. Students will be responsible for identifying seminal readings on their topics for posting on Blackboard a week in advance and conduct an interactive activity as part of the training. Topics must be approved by the course instructor.

3. **Interviews (10 pts/20 pts total):** Individually or in small groups, you will conduct two interviews (approximately one-hour in length each) with school personnel in non-teaching roles that you identify on your own (e.g. school nurse, school social worker, related service provider, or community service provider). The purpose of these interviews is to learn more about each person's unique perspective
(including roles and responsibilities) on some of the potential barriers and supports of interdisciplinary collaboration; make meaningful connections back to the course content; and, identify specific ways in which special education teachers can more effectively collaborate with others to support positive student outcomes. Students will reflect on each interview in a 2-3 page essay.

4. **Interprofessional Education and Collaboration Project (20 pts):**
Individually or in small groups, students will develop and create a literacy activity based on the classic piece of literature, Peter Pan, in partnership with the Family Enrichment Network’s Head Start and Early Head Start “Little Read” project. Students will then engage in an interprofessional education and collaboration project with Decker School of Nursing students. As part of this project, Education students will collaborate with Nursing students to conduct home visits. During these visits, education students will implement their literacy activities with the children while the nursing students implement the Wee Breathers asthma prevention and intervention curriculum with caregivers. Please note that home visits will occur on a range of days/times (e.g. daytime, evening, or weekend hours to accommodate everyone’s schedules).

5. **Family Fun Night Activity (20 pts):**
In small groups, students will facilitate math game activities (already purchased by BU) with custodial grandparents and their grandchildren during a Whitney Point Family Fun Night in collaboration with BU’s Promise Zone initiative. Each student will be responsible for differentiating a math game for a particular age group/grade level (e.g. Pre-K, grades K-2, grades 3-6) and developing an accompanying handout for families. This handout will make explicit connections to math CCS and provide ideas for families to extend learning into the home using the community context and/or common household objects. A rubric for assessing the clarity of your handout, use of graphics to engage the reader, and connection of principles of the game to tasks easily done at home will be provided in class. Students will reflect on their experiences during family fun night during a large group class discussion immediately following the event.

6. **Reflective paper (20 pts.):** This 6-7 page paper is designed to foster your professional growth as a reflective practitioner. It should weave together your reflections on course content (readings, presentations, assignments etc.) and your insights gained (ah ha” moments) during your community engagement experiences as part of your school placement, home visit, interview, professional development training, and interprofessional collaboration.

7. **Fieldwork Log.** Using the form on Blackboard, keep a record of your interactions with school teams, IEP meetings, family members, BU interns, community service providers, etc. using the fieldwork log provided on Blackboard.

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**A Note about Confidentiality:** Information that identifies students/clients or their families is strictly confidential, ethically and legally. Under no circumstances is confidential information to be put into papers or shared in class. Pseudonyms are required for families and for schools, community agencies, and staff. In class discussions, care is expected to not cross the fine line between appropriately venting
frustrations and “bashing.” When you are asked to discuss your experiences in class, you will decide which material is appropriate to share.

**IF YOU HAVE PROBLEMS WITH ANY ASSIGNMENT, PLEASE SEE ME.**