



**EDME 525 CURRICULUM AND LEARNING  
LATE FALL 2013**

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**Professor: Dr. Maude Yacapsin**

**Email: [myacapsin@messiah.edu](mailto:myacapsin@messiah.edu)**

**Faculty Availability:** via email, phone, skype (jamyac) or delicious (jamyac), facetime (myacapsin), instagram (myacapsin)

**Course Dates: October 27-December 21, 2013**

**Phone: 717-766-2511 x 2036**

**Faculty Availability:**

Contact: I will be checking in on the course at least once a day from Monday through Saturday (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email only if your question is of a personal nature. If you have questions about the course (assignments, dates, expectations, etc.) please post them on the first course Forum (titled: Assignments and Clarification) so that everyone can benefit from the answers. If you contact me individually, my commitment is to reply to you in 24 hours or less, except on Sundays. I will also be scheduling online “office hours” during which time I would be happy to talk on the phone, via the chat tool in Canvas, on Skype, facetime or in whatever way may be most convenient.

**Chat Rooms:** The course instructor will be available for Chats. Chat will work like office hours in that students are welcome to participate, but are not required to participate. Students may also choose to use the Chat Room at other times to discuss course-related topics and get peer support for completing course objectives. *Please-let me know ahead of time if you need to chat by sending me a message via the course Canvas site mail feature.*

**Faculty Expectations of Students: Netiquette-you must support one another to facilitate and nurture a collaborative environment-**

Class notes, videos, etc. will be available in the Files section of the course (Canvas). For this class we will rely mostly on weekly class readings in lieu of PowerPoint presentations however.

*All assignments must be labeled/saved/posted identifying you as the author and the first three letter s of the assignment completed: for example **YacapsinCUR.ppt** is Maude Yacapsin's current issues presentation.*

**Weekly Schedule: Announcements** will be posted in each Module-will give an overview of your requirements for that particular week. These are already posted in the calendar of the syllabus, but I am trying to make sure everyone is clear on the weekly assignments-some will be the same per week to establish consistency. Also, be sure to read through the entire course schedule so you can plan ahead for assignments. It is your responsibility to keep up with the requirements and due dates.

**Instructional Time:** Students will spend approximately 5.25 hours (on average) per week reading notes, watching the required videos, completing exams, as well as reading posts and submitting posts online in the discussion forums (roughly equivalent to classroom time – also called instructional time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time – also called non-instructional time). The estimated time for the instructional and non-instructional time is posted in the chart at the end of the syllabus. The 42 hour minimum of “instructional time” is mandated by the Pennsylvania Department of Education.

**Asynchronous/Synchronous Learning:** This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least two synchronous learning experiences (via Adobe Connect) will be scheduled during this eight week course (see course schedule). Students will be required to log on simultaneously so that the class can discuss the topic together using the **Adobe Connect link** on the course homepage. **Dates for our Adobe Connect sessions Mondays: Nov 11, 6PM. Nov 25, 6PM**

**Course Description:**

This course focuses on teachers in PreK-12 settings as they work with students in context that include parents, administrators, and other school professionals. Students will be able to articulate the standards-driven nature of the curriculum, learning theory, instructional practice, and inclusion and explain how they related to each other and define the work of teachers. Students will learn about specially designed curriculum necessary to deal with all types of students including those with disabilities, special needs, and those who are gifted.

**Course Objectives:**

At the end of this course, students will demonstrate the following capabilities:

**Leadership**

- Analyze, evaluate, and reply to current trends and issues in education.
- Apply ethical principles to complex problem-solving and decision-making.
- Recognize the broad vision of schools and their role in shaping school culture and practice.
- Promote collective responsibility for the well-being and development of all learners.

**Practice**

- Reflect on current practice and adapt as needed.
- Use quality assessment data to inform instructional practices.
- Analyze, critique, and develop effective curriculum.
- Assess, and modify curriculum.

**Collaboration**

- Communicate effectively with a broad range of audiences.

**Textbooks and Other Course Materials:**Required:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA.

Auger, W. F., & Rich, S. J. (2006.) *Curriculum theory and methods: Perspectives on learning and teaching*. New York, NY: Wiley. ISBN: 978-0-470-83774-0

Schmoker, M. (2011). *Focus: Elevating the essentials to improve student learning*. Washington, DC: ASCD. ISBN-13: 978-1-4166-1130-1

**Course Requirements:****1. Readings and Supplemental Readings**

The required chapter readings are listed in the course schedule. In addition to these chapters, students will be reading posted articles and locating their own supplementary resources to augment the textbook. You should read for meaning and connection. Use the guiding questions to help you focus on some of the critical aspects of the readings and make meaningful connections among readings and past coursework. Readings are due as scheduled on the course calendar.

**2. What is in weekly course Modules?**

There will be a series of seven discussion prompts (weeks 1, 2, 3, 4, 6, 7, 8) posted within Canvas in the Modules. Each week students will post a reply to course readings, PowerPoint presentations and at times, student assignments in Canvas Forums. Students will be given open-ended prompts to which they should reply along with commenting on each other's earlier posts in order to socially construct knowledge of the course content. Original replies are to be between 200-250 words OR 3-5 minute video recordings and are to include references to the readings for the week. Students will be expected to post an **original reply** to the question by 11:55 pm on Wednesday of the week and a **follow up reply** to at least one other student by 11:55 pm on Saturday of that week. Follow-up replies are to be between 150-200 words. Please incorporate course and outside readings into the replies and demonstrate a clear comprehension of the material. You should expect to spend at least one and a half hours per week on the Forum post—reading and replying to others' posts along with crafting your own replies to the guiding questions. These forums will work as the discussion component of our course. Each week's forum will be worth up to **25 points** and graded using the rubric for online discussions located in our Canvas course Files.

**3. Projects**

This course will require students to complete four projects. These projects are designed to integrate course materials and outside sources and include a practical application for teachers and school counselors. Each project will be scored using an analytic scoring rubric which is posted in our Canvas course Files for student reference. Use APA style to format your reference list. **Number of sources varies per project so attend to the requirement for each project.**

In addition to creating and posting your presentation in the Modules discussion, you will also view and reply to at least two other students' presentations each time via the Forum. **RATIONALE: As teachers, you engage students in learning via classroom lessons and presentations and are also responsible for fostering community relationships. The activities in this course will allow you to reflect on your current theoretical perspectives and enhance your ability to reach all learners in classroom situations or during small group instruction.**

- A. Current Issues Presentation to a school audience on cultural diversity, funding crisis, conflict resolution, peer influences/peer pressure, networking and transition into post-high school contexts or bullying using an instructional tech platform (Livebinder, You Tube, brainspark, Wix, Screencast-o-matic, Showbeyond, Glogster, Prezi, Ppt-must include accompanying voice recording). HINT: Brainspark is easy to use and compresses files for easy uploading.

The Scenario for the Presentation: You have been asked to present information to a community of learners regarding a current trend or issue affecting students today.

- ◆ Locate a minimum of five scholarly (peer-reviewed) resources related to the topics above in a school (any level). Use these as references in a slide and cite in [APA format](#).

- ◆ Use these resources to construct a presentation for a professional audience (grade PreK-12, you choose and identify the grade level).
- ◆ The presentation should be approximately 10 minutes/10-12 slides in length and should include use of presentation technology and an interactive component where probable attendees reply to each other and/or the presenter (i.e, a slide that includes reflection questions or questions that asks for audience participation/reply or a poll). See a sample on Canvas.
- ◆ If using Livebinder, your project can be uploaded there.
- ◆ **The Current Issues Presentation is due Nov 9 and is worth 25 pts**

B. Accommodations & Diversity template. Using the template provided in Canvas, complete ONE accommodations and diversity template using ONE of your assessments, habilitation plans, IEP's or lessons (one lesson per template, can be small group, large group or one-one instruction). You may submit your required copy via Canvas. Include examples used and your rationale for using them. Also include a paragraph on how you might improve or enhance what you do now for future students.

The Scenario for the Accommodations and Diversity template: You have been asked by the Special Education Administrator to propose a series of accommodations and adaptations to your lessons and/or assessments-teachers must be abreast of these! Complete one template and share it via Canvas with your group. Use your content!

- ◆ Construct an Accommodations & Diversity Project (template and sample provided on Canvas) that outline the modifications you make for special needs students during assessments or lessons.
- ◆ This project requires that you research literature/websites other than your course text and course readings for information regarding accommodation types (presentation, response, setting, etc...). Use two or more citations, APA format if applicable.
- ◆ **The Accommodations & Diversity Project is due Nov 16 and is worth 25 pts**

C. Theory and Reflective Practice Journal Entry. Identify a theory (or theorist) of marked importance for classroom use today (refer to your text chapters).

The Scenario for the Theory and Reflective Practice Journal Entry: You have been asked by a doctoral research group to identify a theory or theorist that has had the most influence on you or on educational practices today.

- ◆ Supplement the text information by locating a minimum of five scholarly (peer-reviewed) resources related to the topic (i.e., conflict resolution, multiple intelligences, cooperative learning, technology).
- ◆ Carefully review and attach/include a lesson or group session you currently are using that you believe could be improved to maximize learning for all students using the theory or the theorist's ideas.
- ◆ Use the information you gather from the resources to help construct and/or enhance a lesson for your students.
- ◆ Report these changes via a reflective practice "journal entry." Your journal entry should include a sample lesson or topic, the improvements you plan to make as a result of the theory and a reflection as to how these changes will affect you and your students. About 2-4 pages citing references.
- ◆ **The Theory and Reflective Practice Journal entry is due Dec 7 and is worth 25 pts.**

D. Analysis Paper on information presented by Mike Schmoker.

Scenario: You have been asked by a state regulation agency to file a report regarding the state of education in your area (i.e., state, county, region, district, US, urban, rural, suburban). They are concerned what impact Mike Schmoker’s (the book *Focus...*) work might have.

- ◆ Locate a minimum of four reputable outside (not read as part of the class) sources (at least two must be peer-reviewed journal articles or book chapters, the others may be sources such as newspaper articles or reputable web content) related to educational change.
- ◆ Write a 3-5 page paper describing what you find and your reaction to\_\_\_\_\_.
- ◆ Use your resources to support the findings. Ask: how do these compare with or how are they affected by the writings of Mike Schmoker?
- ◆ Consider in-service teachers, administrators, and/or parents as the prospective audience for the paper.
- ◆ Integrate concepts and vocabulary from Chapter 9 and the \*Popham readings in your paper (you may include these in the four outside sources).
- ◆ **The Analysis Paper is due Dec 21 or earlier and is worth 25 pts.**

\*Popham, W. James. (2009). Assessment Literacy for Teachers: Faddish or Fundamental? *Theory Into Practice* 48.1, 4-11. *Education Research Complete*. EBSCO.

\*Popham, W. (2008). The Assessment-Savvy Student. *Educational Leadership*, 66(3), 80-81. Retrieved from Education Research Complete database.

**Grading:**

<b>Assignment</b>	<b>Points</b>
Current Issues Presentation	25
Accommodations & Diversity Template	25
Reflective Practice Journal Project	25
Analysis Paper	25
Online posts and participation	175 (7 x 25 pts ea)
<b>Total Points Possible</b>	<b>275</b>

**Grading Scale:**

A	93-100%	B-	80-82%
A-	90-92%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%	F	

**Course Policies**

Extra Credit – No extra credit will be offered.

Late Assignments – Assignments are due on the dates listed. If you know that you will need to submit an assignment late, contact me in advance to make appropriate arrangements. If arrangements are not made in advance, the assignment will receive a 10% penalty for each day it is late.

Returned Assignments – I will return assignments with written or verbal feedback within one week of receiving them.

### Course Information

#### Self-Care

Part of the process of becoming a teacher is an ongoing commitment to self-awareness through self-reflection. A teachers job is stressful. If you feel as if you are encountering any difficulties with your current situation, please consult instructor or advisor in deciding how and when to seek outside support.

#### Library and Librarian Assistance

The Library is an obvious source of information for research, presentations and projects. Beth Mark is the specific library liaison assigned to the education graduate programs. 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. Contact her directly at [bmark@messiah.edu](mailto:bmark@messiah.edu) or by calling (717) 796-1800, ext. 3590 OR (717) 418-9584 (cell).

### Course Schedule

Week	Assignments/Topic	Hours*		Readings
1: Oct 27- Nov 2	Learning and Teaching	IT	N-IT	Textbooks & Sup. Readings (see list below)
	View welcome via Adobe Connect by Saturday Nov 2 (link will be in announcements)	1.5	1	CTM (Curriculum, Theory and Methods text), Ch. 1
	Introduce yourself via video in Forum 1-reply to prompt	2	1	Schmoker, Ch. 1
			2	Supplemental Readings for Week 1
2: Nov 3- Nov 9	Autonomy			
			1	CTM, Ch. 3
	Read, post, and reply to prompt in Forum 2	2	1	Schmoker, Ch. 2
	Current Issues Presentation due Saturday Nov 9	2	2	Supplemental Readings for Week 2
3: Nov 10- Nov 16	Strategies for Teaching			
	Adobe Connect session Mon. Nov 11, 6PM-	2	1	CTM, Ch. 7
	Read, post, and reply to prompt in Forum 3		1	Schmoker, Ch. 3
			2	Supplemental Readings for Week 3
4: Nov 17- Nov 23	The Curriculum			

	Read, post, and reply to prompt in Forum 4	2	1	CTM, Ch. 8
	Accommodations Project (1 completed template w/paragraph) due Saturday Nov 23		1	Schmoker, Ch. 4
			2	Supplemental Readings for Week 4
<b>5: Nov 24- Nov 30</b>	<b>Assessment and Evaluation</b>			
	NO Forum 5-mid-semester, Thanksgiving break (:	2	1	CTM, Ch. 9
	Adobe Connect session November 25, 6PM		1	Schmoker, Ch. 5
		1.5	2	Supplemental Readings for Week 5
<b>6: Dec 1- Dec 7</b>	<b>Adjusting</b>			
	Read, post, and reply to prompt in Forum 6	2	1	CTM, Ch. 10
	Journal Entry due Saturday Dec 7		2	Supplemental Readings for Week 6
<b>7: Dec 8- Dec 14</b>	<b>Enrichment</b>			
	Read, post, and reply to prompt in Forum 7	2	1	CTM, Ch. 11
	Adobe Connect session per appt, Dec 9, 6PM			
			2	Supplemental Readings for Week 7
<b>8: Dec 15- Dec 21</b>	<b>Establishing Balance/Closing Thoughts</b>			
	Forum 8- reply to your peers thoughts about _____ Due date for analysis paper Dec 21 or earlier		1	CTM, Chs. 12 & 13
			2	Supplemental Readings for Week 8

\*Instructional Time (IT) 42 hrs / 3 credits \*Non-Instructional (N-IT)"Homework" \*\* Reading based on 30 pages per hour; Writing papers based on 2 hours/page

<b>Supplementary Readings</b>
<p><b>Week 1:</b></p> <p>Marlow, D., Bloss, D., &amp; Gloss, D. (2000). Promoting Social And Emotional Competence Through Teacher/Counselor. <i>Education</i>, 120(4), 668-674. <a href="http://search.ebscohost.com">http://search.ebscohost.com</a></p> <p>Crew, R. (2010). Four Competencies for a 21st-Century Education AND HOW TO IMPLEMENT THEM. <i>MultiMediaInternet@Schools</i>, 17(5), 8-10. Retrieved from Education Research Complete database.</p>
<p><b>Week 2:</b></p> <p>Bryan, J., &amp; Henry, L. (2008). Strengths-Based Partnerships: A School-Family-Community Partnership Approach to Empowering Students. <i>Professional School Counseling</i>, 12(2), 149-156. <a href="http://search.ebscohost.com">http://search.ebscohost.com</a></p> <p>Mosconi, Jacqueline, and Judith Emmett "Effects of a Values Clarification Curriculum on High School Students' Definitions of Success." <i>Professional School Counseling</i> 7.2 (2003): 68-78. <i>Education Research Complete</i>. EBSCO.</p>
<p><b>Week 3</b></p> <p>Drier, H. (2000). Special Issue Introduction: Career and Life Planning Key Feature Within Comprehensive Guidance Programs. <i>Journal of Career Development (Springer Science &amp; Business Media B.V.)</i>, 27(2), 73-80. <a href="http://search.ebscohost.com">http://search.ebscohost.com</a>, doi:10.1023/A:1007823931893</p> <p>Poynton, Timothy A., et al. "Evaluation of an Innovative Approach to Improving Middle School Students' Academic Achievement." <i>Professional School Counseling</i> 9.3 (2006): 190-196. <i>Education Research Complete</i>. EBSCO. Web. 26 Oct. 2009.</p>
<p><b>Week 4:</b></p> <p>Popham, W. James. (2009). Assessment Literacy for Teachers: Faddish or Fundamental?. <i>Theory Into Practice</i> 48.1, 4-11. <i>Education Research Complete</i>. EBSCO.</p>
<p><b>Week 5:</b></p> <p>Popham, W. (2008). The Assessment-Savvy Student. <i>Educational Leadership</i>, 66(3), 80-81. Retrieved from Education Research Complete database.</p>
<p><b>Week 6:</b></p> <p>Frye, Helen Nicole "How Elementary School Counselors Can Meet the Needs of Students with Disabilities." <i>Professional School Counseling</i> 8.5 (2005): 442-450. <i>Education Research Complete</i>. EBSCO.</p> <p>Kyounghee, S., &amp; Hoover, J. (2009). Navigating a Strange Culture: Nurturing New English Learners. <i>Reclaiming Children &amp; Youth</i>, 18(3), 58-61. Retrieved from Education Research Complete database.</p>
<p><b>Week 7:</b></p> <p>Geist, E., &amp; Hohn, J. (2009). Encouraging Creativity In The Face Of Administrative Convenience: How Our Schools Discourage Divergent Thinking. <i>Education</i>, 130(1), 141-150. Retrieved from Education Research Complete database.</p>
<p><b>Week 8:</b></p> <p>Colvin, Kristy "Bullying in Schools -- A New Perspective." <i>Exceptional Parent</i> 36.9 (2006): 48-51. <i>Education Research Complete</i>. EBSCO.</p>

**Additional “good reads” that can be shared with other professionals**

Fall, M. (1994). Developing curriculum expertise: A helpful tool for school counselors. *School Counselor*, 42(2), 92. <http://search.ebscohost.com>

Grimmett, M., & Paisley, P. (2008). A Preliminary Investigation of School Counselor Beliefs Regarding Important Educational Issues. *Journal of Humanistic Counseling, Education & Development*, 47(1), 99-110. <http://search.ebscohost.com>

Froeschle, J., & Nix, S. (2009). A Solution-Focused Leadership Model: Examining Perceptions of Effective Counselor Leadership. *Journal of School Counseling*, 71-21. Retrieved from Education Research Complete database.

Hoyt, K. (1993). Guidance is not a dirty word. *School Counselor*, 40(4), 267. <http://search.ebscohost.com>

Roaten, Gail K., and Eric A. Schmidt "Using Experiential Activities with Adolescents to Promote Respect for Diversity." *Professional School Counseling* 12.4 (2009): 309-314. *Education Research Complete*. EBSCO.

Lopez, E. (2006). Targeting English Language Learners, Tasks, and Treatments in Instructional Consultation. *Journal of Applied School Psychology*, 22(2), 59-79. doi:10.1300/J370v22n02\_04



## Program Information

### 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 10.4 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, while you are taking an online course, “real person” assistance will be available in “real time” if a technological program arises. A telephone hotline and instant messaging will be staffed from 8:00 AM to 11:00 PM, Eastern Standard Time, seven days a week, by the College’s Information and Technology Services staff.

Please leave a message providing your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

- Via instant messaging (AIM) @ SCS5901
- By phone at (717) 796-1800 ext. 5901 or (717) 796-5039 [Weekdays 8am-5pm]
- By phone at (717) 796-1800 ext. 3333 [Evenings 5pm-11pm and Weekends 8am-11am]
- Via email at [bthomps@messiah.edu](mailto:bthomps@messiah.edu) or [ResNet@messiah.edu](mailto:ResNet@messiah.edu)

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and also through the College’s Learning Management System, CANVAS.



## Program Policies

### **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. 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 on-line 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, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

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 on paper or via electronic means.

Facilitating Academic Dishonesty. Helping another individual 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, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when replying to violations of the Academic Integrity Policy. The range of replies 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.

### **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



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this course. Students must register documentation with the Office of Disability Services. Contact [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu), (717) 796-5382.

**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.