



**EFFECTIVE PRACTICES FOR ALL LEARNERS (CROSS LISTED WITH: EDME 551 & COUN 551)
EARLY FALL 2013**

Professor: Dr. Maude Yacapsin

Email: myacapsin@messiah.edu

Faculty Availability: Class forums, email, phone, skype (jamyac), delicious (jamyac), twitter (myacapsin), facetime (myacapsin), instargram (myacapsin)

Course Dates: August 25 –October 19, 2013

Phone: 717-766-2511 x2036

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 General Course Forum or Messages so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you in 24 hours or less, except on Sundays.

Faculty Expectations of Students

Class Notes, PowerPoints, Videos, etc. will be available in the Resources section of the course (Canvas). PPTs may include videos, voice recordings and/or additional requirements for the week. It is expected that you integrate themes from **all resources** in each forum response. All assignments must be labeled/saved/posted identifying you as the author and identifying letters of the assignment completed: for example **YacapsinINT.docx** is Maude Yacapsin's interview compilation OR **GroupNameWS1.docx** is GroupName Workshop 1 submission.

Announcements: Please make sure that you read the announcements every time you log in to the course. These will be updated regularly with important course information and directives for the weekly activities. Any time I post an announcement I will also send an email notification for the announcement.

Instructional Time: Student will spend approximately 5.25 hours (on average) per week reading PPTs, watching the required videos, completing exams, as well as reading posts and submitting posts online in the discussion forums (roughly equivalent to classroom time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time).

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. **TBA: We will try for Sept 9 (Monday) and Oct 7 (Monday).** Prepare by logging in about 15 minutes prior to class.

I will also be happy to schedule 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.

Course Description:

This course will enable students to investigate the legislation and landmark litigation that govern special education eligibility and service delivery. Students will also learn about the major areas of exceptionality including the characteristics, incidence, etiology and diagnostic criteria connected with those areas of exceptionality. Educational and therapeutic services available to school-age children and youth with exceptionalities will also be explored. With this foundation, students will be able to analyze and apply best practices and sound professional strategies to assist school-age students with disabilities. It involves very practical applications (via projects) for counselors and teachers working together in a school system!

Course Objectives:

At the end of this course, counseling students will:

Course Objectives*		CACREP				STATE REGS	Assign- ments
		CORE	CMHC	MCFC	SC		
1.	Understand key legislation and litigation related to special education services.						
1a.	Identify significant legislation that governs the delivery of special education services.	3/5				IK	3, 5
1b.	Identify significant litigation that clarifies for practitioners the key service delivery components of special education services.	3/5				IK	3, 5
1c.	Learn about special education eligibility and service delivery.	3/5				ELL req.	3, 5
2.	Understand the characteristics and range of exceptionality in students and the impact that exceptionality has on the students and others.						
2a.	Describe the characteristics, incidence, etiology and diagnostic criteria for each of the exceptionalities outlined in IDEA '04 and Pennsylvania Chapter 14: Special Education Services and Programs.	3				IF, IJ, ELL req.	3
2b.	Describe the threats to learning that can occur for school-age children and youth with disabilities.	2				IB	2
2c.	Describe the impact of disability on the individual and his or her family.	1				IB	1
2d.	Describe the variables that influence the overrepresentation of minority children and youth in special education.	2				IB	2
3.	Understand the services available to exceptional students in the school and the process for setting goals and working with exceptional students in the school setting.						
3a.	School curriculum design including operation of child study and other support services.	3				IH	3
3b.	Describe the broad range of educational and therapeutic services available to school-age children and youth with exceptionalities.	4				IK	4
3c.	Demonstrate procedural knowledge of the Multi-disciplinary Team Evaluation and IEP planning process.	3				IK	3
3d.	Communicate effectively with parents, teachers and administrators in an effort to support learning by all students.	1				III	1

And will demonstrate the following capabilities as teachers:

Leadership

- Analyze, evaluate, and respond to current trends and issues in education.
- Confront structural barriers that impede student learning.
- Promote collective responsibility for the well-being and development of all learners.

Practice

- Reflect on current practice and adapt as needed.
- Differentiate instruction to promote learning for all students.
- Use quality assessment data to inform instructional practices.

Collaboration

- Foster collaborative relationships among students, families, and educators to foster the well-being of all learners.
- Communicate effectively with a broad range of audiences.
- Recognize the sociopolitical realities of schools and work to empower all students and families.
- Prevent, manage, and resolve conflict within and between groups.
- Build and maintain hospitable professional environments.

Textbooks:

Required:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Hardman, M., Drew, C., Egan, M. (2010). *Human exceptionality: School, community and family* (11th ed.). Boston: Allyn and Bacon.
- Wheelan, S. (2013). *Creating effective teams: A guide for members and leaders* (4th ed.). Thousand Oaks, CA: Sage. ISBN #978-1-4522-1707-9

Additional readings assigned by the professor will be posted with the class material on Canvas.

Course Requirements: [rubrics can be found in Canvas resources]

1. Forums/Discussions and Group Workshops

Students will be required to participate in forums on a weekly basis except for week 5. Students will participate in discussion forums based on a prompt or workshop project posted by the instructor. Forums 1, 3, and 7-PLEASE FOLLOW PROMPTS in CANVAS. Students will be expected to post an **original reply to the prompt by 11:55 pm on Wednesday** of the week and **follow up replies to at least two other students by 11:55 pm on Saturday** of that week. In addition, minimally, all students will reply to any questions posted by other students about their comments. Original replies are to be between 200-250 words (or 3-5 minutes if a video recording is required) and are to include references to the readings for the week. Follow-up replies should be at least 150-200 words with citations to support your reply. This is a minimum standard for participation. Students who reply to more than one student, reply to follow up

questions, incorporate outside readings into the replies, and demonstrate a clear comprehension of the material will receive higher grades. Grading will be as follows: Understanding and analysis of the readings (50%), Replies to other students that contributed to better understanding of course materials and facilitated additional conversation (30%), APA style (10%), incorporation of multiple or outside sources (10%). The discussions will take place in small groups throughout the course. A grading rubric will be posted in Canvas to help students understand the grading procedure for the forums. **Each week's (1, 3, 7) postings can earn up to 25 points, for a total of 75 points.**

Forums 2, 4, 6, 8, will be considered "Workshops." PLEASE FOLLOW PROMPTS in CANVAS however, specifics for each workshop are outlined below. (Consider using Google docs or EtherPad). Workshops are basically group work assigned in order for you to gain experience working on a team using internet resources (i.e., google docs, hangout, etc...) as your means to connect to one another.

2. Group Workshop for week 2: 504 Plans and Instructional Accommodations

This is a group workshop assignment-one group member per group will be assigned to (or agree to take) one of the following tasks: PLEASE MAINTAIN CONFIDENTIALITY.

- a) Research the Federal Vocational Rehabilitation Act of 1973 and how it applies to schools.
- b) Critically evaluate your schools policy in reference to 504 plans (this is usually located on your schools website).
- c) Differentiate between a 504 service plan and an IEP.
- d) Describe (list, define and describe) several accommodations used for students with disabilities.

*Compile the information gathered from each student into ONE report. Post in week 2 forum.

Indicate, via a 2-3 page written account, how as teachers and counselors, you and professionals such as yourself, are held accountable for making accommodations for students with disabilities in your class. Integrate related themes from the Professional Standards and Practice Commission. **This project is worth 25 points. Due Sept 7**

3. Group Workshop for week 4: Interview Compilation

This is a group workshop assignment-one group member per group will be assigned to one of the following tasks: PLEASE MAINTAIN CONFIDENTIALITY.

- a) Interview an individual with a disability or the parent of a child with a disability.
- b) Interview a special education teacher at either the elementary or secondary level.
- c) Interview a special education administrator regarding the Child Study/MDE process.
- d) Interview a school psychologist regarding the identification process.

*Compile the information gathered from each interview into ONE report. Post in week 4 forum.

A 2-3 page paper must be submitted for the interview compilation detailing a summary of each person's answers to the questions you asked. Be sure to inquire about various types of adaptations and accommodations that may be/were used for various students. Questions may be developed "as you go" or may focus on the affects related to the disability, teaching strategies used for students with disabilities, effects on families, RTII vs. IQ, etc... Your closing section should include any new learnings, significant findings or "surprises" gleaned as a result of the interviews. Be careful to maintain confidentiality. **This project is worth 25 points. Due Sept 21**

4. Group Workshop for Week 6: Team Scenario

This is a group workshop assignment-PLEASE MAINTAIN CONFIDENTIALITY.

Scenario-you have been asked to attend a meeting with parents who have noticed that their child is having difficulty in school. They indicate that they are not sure what can be causing the problems, but they have seen difficulty across all academic areas. Prior to meeting with the parents, you meet with your team to discuss the following-ALL STUDENTS in the group MUST RESPOND TO EACH QUESTION- (in week 6 forum)- posted below:

- *For parents of a child possibly about to request to receive school support services, differentiate between an IEP and a 504 plan. In what circumstances should one be used instead of the other?*
- *Why is this information important to know as a counselor and educator in today's school systems?*
- *Is a 504 plan an option for students in non-public schools?*

5. FINAL Workshop/Individual submission: Theory to Practice Article Mini Synthesis and Presentation project (2-part project).

Part 1- Create a Professional Development seminar/workshop or Livebinder presentation that may be used for your districts or workplace learning community via a brainshark, ppt, prezi, or platform of your choosing (if brainshark, ppt, at least 10 slides must be used with voice recording). The information included in the presentation should be clear and accurate for the audience. These presentations may be given to our class in Adobe Connect sessions if you are asked to do so. The paper must include a minimum of *5 scholarly sources and be written in APA style (A link to APA is on the course homepage in Canvas). **This project is worth 25 points and is due 10/12 or earlier and MUST BE POSTED IN WEEK 7 FORUM.**

Part 2-Students will formulate a 3-5 page synthesis paper referencing the articles and readings (including course books) from this class. The paper must include a minimum of *5 scholarly sources and be written in APA style (A link to APA is on the course homepage in Canvas). The topic can be one of the major categories of exceptionalities OR from the course book *Creating Effective Teams*. Approval by the instructor is required. Your paper might include information about the causes and characteristics of exceptionalities, interventions, and legal issues connected to the exceptionality. It should support your presentation. If using Livebinder, your paper can be uploaded there. **This project is worth 25 points and is due 10/19 or earlier-must be posted in ASSIGNMENTS.**

***references can be the same for paper and presentation!**

Grading:

Group Workshop 1-Interviews	25
Group Workshop 2-504 & Instr. Accommodations	25
Group Workshop 3-Team scenario	25
Indiv. Workshop 4-Presentation w/voiceover	25
Forum Posts (x3)	75
Final synthesis paper	25
TOTAL POINTS POSSIBLE	200

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

Extra Credit - Generally extra credit points are not awarded in this course.

Late Assignments – All assignments are due by the beginning of class on the due date assigned. Responses to discussion questions are due by midnight on the due dates assigned. A 5% deduction in the points available for each assignment will occur for each day an assignment is late (unexcused). Failure to complete any assignment by the end of the course could result in the student failing the whole course. Late assignments are to be placed in the drop box.

Missed Exams – Any student that misses an exam must contact the professor to make arrangements to take a makeup exam. It will be up to the discretion of the professor as to the format of the makeup exam.

Returned Assignments – All assignments will be returned to the student for review of the assigned grade. A grading matrix and professor comments will be attached to each assignment. If students have questions about the grade assigned it is up to the student to contact the professor and set up a time to discuss the grade. Students may also ask for clarification about a grade through email to the professor within three days of receiving the grade for any assignment.

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.



Master of Education Program

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 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.

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, (717) 796-5382.

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 or by calling (717) 796-1800, ext. 3590 OR (717) 418-9584 (cell).

Self-Care

Part of the process of becoming a counselor and a teacher is an ongoing commitment to self-awareness. Students often have strong emotional reactions to the content of counseling courses or skill-development experiences. Students may also become aware of something about themselves that impacts their present or future work with clients. It is important to acknowledge these reactions and in some cases utilize the help of a professional counselor to process them. Students should refer to the program website and student handbook for recommendations about how to find a professional counselor. They are also encouraged to consult with their instructor or adviser in deciding how and when to seek outside support.

Course Schedule

Week	Assignments	Hours*		Objs.	Pages
		IT	N-IT		
1: Aug 25- Aug 31	Introduction to Exceptionality	IT	N-IT		
	Hardman, Drew & Egan, chs. 1 & 2		1.5		2-51
	Wheelan, chs 1 & 2		1		1-20
	Power Points, chs. 1 & 2,	1.5	1		
	View Adobe Connect (link is in announcements) before 8/31 Introductory Forum Post reply to prompt, Lavoie podcast, welcome your peers	4	1		
2: Sept 1- Sept 7	Inclusion & Transitions				
	H, D, & E, chs. 3 & 4		1.5		52-104
	Wheelan, chs 3 & 4		1		21-37
	Power Points, chs. 3 & 4	1.5	1		
	Group Workshop 2 project due Saturday 9/7 -post in forum	2	1		
	LIVE CHAT 630PM SEPT 9	2			
3: Sept 8- Sept 14	Diversity, Exceptionality & the Family				
	H, D, & E, chs. 5 & 6		1.5		106-154
	Wheelan, chs 5 & 6		1		38-57
	Power Points, chs. 5 & 6	1.5	1		
	Forum Post 3 reply to prompt-Wheelan text-chs 1-6	2			
4: Sept 15-Sept 21	Learning Disabilities ADD/ADHD; Emotional/Behavior Disorders				
	H, D, & E, chs. 7 & 8		1.5		156-225
	Wheelan, chs 7 & 8		1		58-90
	Power Points, chs. 7 & 8	3.5	1		
	Listen to Lavoie podcast	2			
	Group Workshop 4 project due Saturday 9/21 -post in forum	2			

5: Sept 22-Sept 28	Intellectual Disabilities; Communication Disorders				
	H, D, & E, chs. 9 & 10		1.5		226-281
	Wheelan, ch. 9		1.5		91-126
	Power Points, chs. 9 & 10	1.5			
	NO Forum 5	2			
			10		
6: Sept 29-Oct 5	Multiple Disabilities; Autism Spectrum Disorder				
	H, D, & E, chs. 11, 12		1.5		282-327
	Power Points & Videos, ch. 11, 12	2.25			
	Watch Session 1: <i>Autism Now</i> for forum topic	2			
	Workshop 6 Team Scenario due 10/5-post in forum	2			
			5		
7: Oct 6-Oct 12	Traumatic Injury; Hearing Loss; Vision Loss				
	H, D, & E, chs. 13, 14		1.5		328-410
	Power Points & Videos, ch. 13, 14	.75			
	LIVE CHAT OCT 7 630PM	2			
	Forum Post 7-Post your presentation only-and respond to your peers work-	2			
	*Workshop 8, part 1, Presentation Due Oct 12 or earlier so you can see, listen and reply to your peers work-post in forum 7	2			
8: Oct 13-Oct 19	Physical Disabilities; Gifted, Creative, and Talented				
	H, D, & E, ch 15		1.5		411-447
	Read, review and reply to Workshop 8 Presentations	4	15		
	Workshop 8, part 2, Synthesis paper due Oct 19 or earlier-post in Assignments Reply to prompt for week 8 forum	4			

*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

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:

- By phone at (717) 796-1800 ext. 3333
 - 7am-11pm EST - Monday thru Friday
 - 8am-11pm EST - Weekends & Holidays
- Via email 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.

You 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 – Help(for Students) tab.



Statement of Copyright

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.