**EDCO 6680 Special Education: Programs and Methods Seattle Pacific University On-line Course**

**Winter, 2021**

# COURSE PROFESSOR:



**SPU Mission**

To engage the culture and change the world by graduating people of competence and character, becoming people of wisdom, and modeling grace- filled community

**School of Education Mission Statement**

To equip educators for service and leadership

in schools and communities by developing their professional competence and character, to make a positive impact on learning

**Graduate Student Goals**

The School of Education seeks to graduate educators who demonstrate

*Effective Leadership Clear Communication*

*Analytical/Problem Solving Skills Foundational Knowledge and Skills Positive Impact on Student Learning Professionalism*

Work Phone:

Home/Cell:

Email:

Office Hours as scheduled or by appointment

# COURSE DESCRIPTION:

This course addresses the arenas in which school counselors and staff collaborate to support the needs of students who have been identified as requiring specialized services to meet their educational needs. This course will focus on preparing school counselors to collaborate and consult with parents, staff, and students, as appropriate, as well as explore the legal issues around special education and Section 504.

# DISABILITY SUPPORT SERVICES:

Students with disabilities need to contact Disability Support Services in the Center for Learning to request academic accommodations. Disability Support Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability.

# RESPECT FOR DIVERSITY:

The School of Education at Seattle Pacific University acknowledges that all people bear the image of God regardless of race, gender, socioeconomic status, age, religion, political history, (dis)ability, language and linguistic inheritance, country of origin, or membership in groups outside of the culture of power. We are therefore committed to fostering and maintaining a climate that is hospitable to and respectful of all people.

# ACADEMIC INTEGRITY:

Students at Seattle Pacific University are expected to demonstrate academic integrity in their work. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism, or other academic misconduct. Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog. In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, or any similar infraction. If such an occurrence is repeated, no credit will be given for the course.

# COURSE OBJECTIVES:

Students in this class will:

* Demonstrate awareness and understanding of physical and mental differences of students (Competence & Character: Foundation Knowledge and Skills). CACREP 2.F.3.h; 2.F.3.e
* Demonstrate knowledge of social and cultural aspects of diverse learners (Service & Competence: Foundation Knowledge and Skills). CACREP 2.F.2.a
* Comprehend and demonstrate knowledge of skills necessary to promote academic success of all learners; specifically, those with learning differences (Leadership & Competence: Leadership; Professionalism; Communication). CACREP 2.F.8.a; 5.G.3.k
* Comprehend legal and ethical issues relevant when working with students with learning differences (Leadership & Competence: Foundation Knowledge and Skills). CACREP F.1.i
* Demonstrate understanding of concepts relative to working with caregivers, parents, and families of students with learning differences to promote academic success of students with learning differences (Competence, Character, Service & Leadership: Foundation Knowledge and Skills). CACREP F.5.b; G.2.b
* Demonstrate an understanding of appropriate referral sources for students with learning differences (Competence & Character: Foundation Knowledge and Skills).
* Demonstrate an understanding of and ability to participate and provide 504 planning, team meetings, individualized planning for students, and teacher/staff in-service (Competence, Character, Service & Leadership: Foundation Knowledge and Skills). CACREP F.7.b; F.7.e; F.7.l

# PERFORMANCE OUTCOMES:

Knowledge of the course material will be demonstrated through the student's:

1. Awareness of state and federal laws and mandates impacting students with special needs.
2. Knowledge of learning, emotional, and physical differences as well as behavior challenges.
3. Understanding of the role of the school counselor as an educational stakeholder in the educational success of all students, including those with special needs.
4. Application of the counseling process of working with individuals, families, and communities receiving special education services.

# COURSE POLICIES:

**Professional Expectations:** As you have chosen to pursue a degree in school counseling, an assumption is made that you are committed to developing the knowledge and skills required to address the wide range of academic, behavioral, social and emotional issues faced by students. As a school counselor, you will work with students who will challenge your skills. It is imperative that you be able to work with *each and every* student effectively. As such, as we progress through this course, reflect upon your own assumptions, beliefs, skills, and knowledge, to determine your own areas of growth. It is only through your own willingness to reflect and develop skills in yourself that you model the personal and academic growth and development that is expected of students whom you will serve throughout your career.

**Instructor Feedback / Communication:** Expect communication directed toward the instructor to be responded to within 24 hours or by the next business day if over the weekend or a holiday. Please email the instructor directly with any questions.

**Grading**: Grades are determined by the following criteria:

|  |  |
| --- | --- |
| **Activities** |  |
| Online participation | 30% |
| Introduction Paper | 10% |
| Section 504 Plan Assignment – Part 1 | 15% |
| Section 504 Plan Assignment – Part 2 | 15% |
| Research Paper *and* Strategies and Resource Page | 30% |

**Readings and Assignments**: Read, study, and reflect upon the required material as assigned in preparation for your role as a school counselor. To assist you as you embark on your career, these readings have been specifically chosen to create a solid foundation upon which you can build your professional practice. The assignments have been designed specifically to be practical in nature to provide you an opportunity to complete tasks that may be required in your role as school counselor. You are expected to participate online and complete the required assignments incorporating learning from the videos, your readings, your own personal reflection and from your other courses.

Assignment information is provided in this syllabus for the *Strategies and Resource Page*, due in Week 4, and for the *Research Paper*, due in week 10, to allow you time to work on these assignments throughout the quarter. You can select the same student population to complete both assignments if you should so choose. In Weeks 8 and 9, you will focus on learning more about Section 504 Plans and will draft a 504 Plan based upon a student profile. For each module, always check Canvas for additional assignment information. If you have any questions about a reading or an assignment, please do not hesitate to contact the instructor.

**Late Assignments or Revising an Assignment**: Points will be deducted for late assignments or for assignments that must be revised (i.e., redone) at the discretion of the professor to demonstrate understanding or mastery of the concept. Revision is intended to ensure that important concepts and skills are acquired for the purpose of supporting all students. NOTE: For assignments that require the use of your district policy / procedure, **make sure you utilize the correct district policy / procedure that is required for the assignment**; otherwise, the assignment will need to be revised based upon the correct policy/procedure. Assignments submitted after the due date because of late or resubmission may result in a delayed grade for the assignment or course. Please discuss options with course professor if this will cause a hardship.

# REQUIRED TEXT/VIDEOS/READINGS:

Each week, there will be at least one video posted by the instructor. These videos will highlight important information that students will need to know in relation to the week’s topic and/or the required assignments.

There will also be assigned readings from the required text and/or from other sources (i.e., state- wide guidance, district policy / procedures, etc.). The required text chosen for this course provides a solid framework upon which a school counselor can build his/her professional practice. Even though it was written in 2010 and, in some instances, may use outdated terminology, the text is still incredibly relevant in relation to barriers that students with disabilities face and how counselors can support students in the educational environment.

Marshak, L. E., Dandeneau, C. J., Prezant, F. P., L’Amoreaux, N. A. (2010). *The School Counselor’s Guide to Helping Students with Disabilities*. San Francisco, CA: Jossey- Bass.

Please see “Course Schedule Summary” at the end of the syllabus for summary of reading and assignments. See Canvas web page: <http://learn.spu.edu/>for additional course information.

# READINGS AND ASSIGNMENTS:

Modules (or weeks) are from Monday – Friday. All assignments are due by 5 p.m. on date indicated.

# Module / Week 1

**Readings:**

Chapters 1, 2 and 3 in *The School Counselor’s Guide to Helping Students with Disabilities*. Marshak, et al., Pages 3-56.

Video by Dr. Ilene Schwartz, University of Washington

[The Power of Inclusive Education](https://youtu.be/ZIPsPRaZP6M)

**Assignment:** (Due: by 5 p.m.)

*Respond to online questions* ***and*** *complete an Introduction Paper*: The intent of this brief paper is to give the instructor an opportunity to get to know you and to help ensure that this course provides the knowledge that you will need to feel prepared for your new role. Please answer the following questions in a 2 – 4-page paper, **double-spaced**.

* Please tell me about …
  + yourself, your educational background and work experience and the reason you have chosen to pursue a career in school counseling. (This may be the first question in your counseling interview).
  + Your experience with students with special needs; include any concerns, questions, or fears that you may have regarding supporting students with a wide variety of special needs.
* Include in your paper, three beliefs that you have regarding the role of school counselors in supporting students with special needs. This portion can be in a bulleted format, and can start with “To support students with special needs, I believe school counselors should …” Just add one or two sentences to explain why you stated this as a belief.
* In addition, select one district that you would like to research. You will use the information from this one district throughout this course. As such, you may wish to select a district in which you will intern, or where you would eventually like to work as a school counselor. At the conclusion of your “Introduction Paper,” (1) name the district you would like to research; (2) in one sentence, explain why you have selected this district; and (3) state your ideal counseling position into which you would like to be hired once you graduate (i.e., public or private school; elementary or secondary level).

# Module / Week 2:

**Readings:**

Chapter 6 in *The School Counselor’s Guide to Helping Students with Disabilities*.

Marshak, et al., Pages 111-138.

Knotek, S. (2003). [Bias in problem solving and the social process of student study teams: A qualitative investigation.](https://ezproxy.spu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=psyh&AN=2003-03815-001&site=ehost-live) *The Journal of Special Education*, 37(1), 2-14.

**Assignment:** (Due: by 5 p.m.)

*Respond to online questions* ***and*** *submit both your selected district’s policies / procedures as identified below.*

*Policy and Procedures*: Download and submit the following policies and their corresponding procedures from the district of your choice. You will use these documents throughout the remainder of the course. You will need **both** the Policy and Procedure for: (1) **Special Education and Related Services**, and (2) **Education of Students with Disabilities under Section 504**.

Note: As school boards set district policy, the policies and procedures can be located in the “Policy Manual” under the School Board section on a district’s website. Googling your selected district including the words “School Board Policy Manual,’ “School Board Policies” or “School Board Policies and Procedures” in your search should take you to the correct location. Each school board policy is numbered, and the corresponding procedure will have the same number as the policy along with a letter designation (i.e., “P” or “R”). These policies / procedures are typically located under the “Instruction” series of the policy manual. You either will be required to read portions of these documents or refer to them to answer questions posed in the modules**. If you have difficulty finding the policy or procedures for the district in which you’re interested, please email the instructor**.

# Module / Week 3

**Readings:**

Chapter 4 in *The School Counselor’s Guide to Helping Students with Disabilities*. Marshak, et al., Pages 57-83.

[Office of Superintendent of Public Instruction - How Special Education Works](https://www.k12.wa.us/student-success/special-education/special-education-families-ospi/how-special-education-works)

[Office of the Superintendent of Public Instruction: Eligibility for Special Education](https://www.k12.wa.us/student-success/special-education/guidance-families-special-education-washington-state/eligibility-special-education)

Cultural and Linguistic Experiences (see linked pdf on Canvas, Module 3)

Read your selected district’s procedure “**Special Education and Related Services for Eligible Students**”.

**Assignment:** (Due: by 5 p.m.)

*Respond to online questions.*

# Module / Week 4

**Readings:**

Part Three in *The School Counselor’s Guide to Helping Students with Disabilities*.

Marshak, et al., Pages 213-312.

Center for Parent Information and Resources - Eligibility Categories

**Assignment:** (Due: by 5 p.m.)

*Strategies and Resource Page:* Create a one-page strategies and resource page based upon the student population you selected for your paper, identifying **no less than three** (1) research-based strategies for counselors or research-based resources that counselors can access to support these students; **and no less than three** (2) parent resources that a school counselor can share to support the students you’ve identified. The Strategies and Resource Page will be shared with your fellow students as a resource.

# Module / Week 5:

**Readings:**

Chapter 5 and 9 in *The School Counselor’s Guide to Helping Students with Disabilities*.

Marshak, et al., Pages 85-108, 189-209.

**Assignment:** (Due: by 5 p.m.)

*Respond to online questions.*

# Module / Week 6

**Readings:**

Chapter 7 and 8 in *The School Counselor’s Guide to Helping Students with Disabilities*.

Marshak, et al., Pages 139-188.

**Assignment:** (Due by 5 p.m.)

*Respond to online questions.*

# Module / Week 7

**Readings:**

Students' Rights: Section 504 and Students with Disabilities

Department of Education - Know Your Rights: Students with ADHD

Transitioning to Postsecondary Education - Dear Parent Letter

**Assignment:** (Due by 5 p.m.)

*See Canvas for assignment.*

# Module / Week 8

**Readings:**

Read your selected district’s procedure “**Education of Students with Disabilities Under Section 504”**.

**Assignment:** (Due: by 5 p.m.)

*Section 504 Plan – Part 1 assignment. See Canvas for assignment.*

# Module / Week 9

**Readings:**

Parent and Educator Resource Guide to Section 504 in ... Schools

**Assignment:** (Due: by 5 p.m.)

*Section 504 Plan– Part 2 assignment. See Canvas for assignment.*

# Module / Week 10

**Readings:**

No new readings are required this week.

**Assignment:** (Due: by 5 p.m.)

*Research Paper:* Students will explore best practices in the field of school counseling when working with students in need of or receiving special education services. This paper is intended to be scholarly work with literature support from a variety of sources including peer reviewed books or refereed journals, such as *Journal of Counseling*, *Professional School Counseling*, *Journal of Special Education.* In addition, you should incorporate practical aspects from your readings in relation to the responsibility a school counselor may have to support this population. In addition to the readings provided in this class, you should have **no less than three peer- reviewed reference**s.

You should focus your paper on one of the following groups of students who have been or may potentially be identified to need special education services. Prior to making a selection, you should reflect upon your own experiences and knowledge base and select a group that you currently feel *least* prepared to support, or select a group that you know, based upon your current circumstances, you will need to support. If you need assistance in selecting a group, please do not hesitate to contact the instructor.

There are thirteen eligibility categories as identified in IDEA; fourteen including Developmental Delay.1 Most likely, you will have building or district specialists upon whom you can rely if you have questions regarding how to specifically support students who have been identified by certain disabling categories (i.e., hearing, visually or orthopedically impaired). For other groups, however, you may be one of the resources upon whom others rely. Therefore, select one of the following groups upon which to focus your paper:

* Autism
* Emotional/Behavioral Disability
* Intellectual Disability
* Other Health Impairment
* Specific Learning Disability
* Traumatic Brain Injury

Students who have a diagnosis of anxiety or depression may be eligible for special education services under the category of “Emotional/Behavioral Disability” (EBD). Students who have a diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD) may be eligible for special education services under the category of “Other Health Impairment” (OHI). If you would like to select one of the other eligibility categories due to your specific circumstances or your career goals, please contact the instruction to discuss your specific situation.

1 Developmental Delay is an eligibility category used for student ages 3 through 9 which consists of a delay in one or more of the following areas: physical development; cognitive development; communication; social or emotional development; or adaptive development. States have the option whether or not to utilize Developmental Delay as an eligibility category. Washington State utilizes Developmental Delay as an eligibility category (WAC392-172A-01035).

The paper should be between 7 - 9 pages (excluding cover, references) following APA format*.* The following questions should be addressed in your paper:

* What is the definition of the disability you are researching, and why did you choose this disability to research?
* How may this disability have an adverse educational impact upon students’ academic, behavioral, and social / emotional growth? (Note: Address all three areas in your paper.)
* What types of challenges might a student with this disability face in relation to post- secondary endeavors? (Discuss all three areas in your paper: post-secondary education, employment, and independent living).
* Describe no less than three research or evidence-based counseling strategies that have been shown to be effective when working with students who have been identified with this disability. These counseling strategies may be used to address behavioral, social/emotional, or academic concerns. (Note: To answer this question, **integrate your knowledge about evidence-based counseling practices with your knowledge of students with the disability you are researching**. Do **not** just list accommodations that may be provided to students. The purpose of this question is for you to think through how you, as the school counselor, can provide services *tailored* to meet the needs of these students.)
  + What data will you use to determine if the strategies are indeed effective with the students you are serving?
  + Describe how you might shift or adjust the counseling strategies you identified should data indicate they are not as effective as you hoped or expected.
* What is the school counselors’ role in supporting a student who has been identified with this disability?
* How might the school counselor support a sibling or other family members of the student with the identified disability?

# COURSE SCHEDULE SUMMARY:

Modules are from Monday – Sunday (except for Week 10). All assignments are due by 5 p.m. on date indicated.

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| --- | --- | --- | --- |
| **Module**  **(Week)** | **Dates** | **Readings** | **Assignment (Due Date –**  **received by 5 p.m.)** |
| 1 |  | * Chapters 1, 2 and 3 in *The School Counselor’s Guide to Helping Students with Disabilities*. Marshak, et al., Pages 3-56 * Video by Dr. Ilene Schwartz, University of Washington | Respond to online questions and Introduction Paper.  (Due:) |
| 2 |  | * Chapter 6 in *The School Counselor’s Guide to Helping Students with Disabilities*. Marshak, et al., Pages111-138. | Respond to online questions and submit your selected district’s policies / procedures.  (Due:) |

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| **Module**  **(Week)** | **Dates** | **Readings** | **Assignment (Due Date –**  **received by 5 p.m.)** |
|  |  | * Knotek, S. (2003). Bias in Problem Solving and the Social Process of Student Study Teams: A Qualitative Investigation. *The Journal of Special Education*,   37(1), 2-14. |  |
| 3 |  | * Chapter 4 in *The School Counselor’s Guide to Helping Students with Disabilities*. Marshak, et al., Pages 57-83. | Respond to online questions. (Due:) |
|  |  | * Office of Superintendent of Public Instruction - How Special Education Works |  |
|  |  | * Office of Superintendent of Public Instruction - Eligibility for Special Education |  |
|  |  | * Read your selected district’s procedure “**Special Education and Related Services for**   **Eligible Students**”. |  |
| 4 |  | * Part Three in *The School Counselor’s Guide to Helping Students with Disabilities*. Marshak, et al., Pages 213-312. * Center for Parent Information and Resources - Eligibility Categories | Strategies and Resource Page (Due: 1/29) |
| 5 |  | * Chapter 5 and 9 in *The School Counselor’s Guide to Helping Students with Disabilities*. Marshak, et al., Pages 85-108, 189- 209. | Respond to online questions. (Due) |
| 6 |  | * Chapter 7 and 8 in *The School Counselor’s Guide to Helping Students with Disabilities*.   Marshak, et al., Pages 139-188. | Respond to online questions. (Due:) |
| 7 |  | * Students' Rights: Section 504 and Students with Disabilities | See Canvas for assignment. (Due:) |
|  |  | * Department of Education - Know Your Rights: Students with ADHD |  |
|  |  | * Transitioning to Postsecondary Education - Dear Parent Letter |  |

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| **Module**  **(Week)** | **Dates** | **Readings** | **Assignment (Due Date –**  **received by midnight)** |
| 8 |  | * Read your selected district’s procedure “**Education of Students with Disabilities Under**   **Section 504”**. | Section 504 Plan Assignment – Part 1 (Due:) |
| 9 |  | * Parent and Educator Resource Guide to Section 504 in ... Schools | Section 504 Plan Assignment - Part 2 (Due:) |
| 10 |  | No new readings required this week | Research Paper (Due) |

* Subject to change at the discretion of course professor based on professor assessment or student shared needs.

# EMERGENCY PREPAREDNESS INFORMATION:

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

# SPU-Alert System

The SPU-Alert System is SPU’s emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU- Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, https://[www.spu.edu/banweb/.](http://www.spu.edu/banweb/) Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

# Lockdown / Shelter in Place – General Guidance

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

* + Stay inside and await instruction unless you are in immediate visible danger.
  + Move to a securable area (such as an office or classroom) and lock the doors.
  + Close the window coverings then move away from the windows and get low on the floor.
  + Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are outside at the time of a lockdown:

* + Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
  + Return to campus after the all clear is given (this notification will be sent via the SPU- Alert System).

# Evacuation – General Guidance

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

# Additional Information

Additional Information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp>or by calling the Office of Safety and Security at 206-281-2922.