



**LOW INCIDENCE POPULATIONS WITH FIELD EXPERIENCE (EDME 526)
LATE FALL 2013**

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Office and Phone:
Office Hours: Sundays 7-9pm
Also available by appointment

Faculty Expectations of Students:

Orientation: At the beginning of the course the student is expected to read the entire course syllabus, familiarize him or herself with the course calendar and practice navigating the content in each of the Canvas tabs used in this course.

Instructional Time: Students will spend approximately 5.25 hours (on average) per week engaging in tasks that are classified as instructional (roughly equivalent to classroom seat time). Instructional tasks include watching required videos, reading class modules provided by the instructor, completing exams, engaging in field experience, as well as reading posts and submitting posts online in the discussion forums.

Non-Instructional Time: Student will spend approximately 6 hours (on average) per week engaging in tasks that are classified as non-instructional (roughly equivalent to graduate level, out of class work). Non-instructional tasks include reading the course text(s) and articles, completing assignments, preparing forum discussion responses, field placement hours and conducting research.

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. Any time I post an announcement I will also send an email notification for the announcement.

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. If you are unable to attend the session it will be taped for your viewing at another time.

Course Description:

In this course students will learn to use formal and informal assessment to guide instructional planning and decision making for the purpose of providing appropriate educational programs for learners with severe and profound disabilities, including learners from culturally and/or linguistically diverse backgrounds. Special attention will be given to instructional adaptations, accommodations and modifications within the general and functional curriculums, evidence-based instructional strategies, Universal Design for Learning, differentiated instruction, creating a positive learning environment, behavioral management techniques and team collaboration.

Program Objectives:

1. Reflect on current practice and adapt as needed.
2. Apply relevant research-based learning theories to educational contexts.
3. Differentiate instruction to promote learning for all students.

4. Develop and apply varied assessment and instructional strategies that are firmly grounded in theory, research, and practice.

Course Objectives:

1. Identify the most prevalent patterns of behavior in children and early adolescents with severe and profound disabilities.
2. Describe the continuum of alternative placements and services that are available to learners with severe and profound disabilities.
3. Select, administer, analyze and interpret assessment tools for the purpose of determining present levels, writing IEP goals and objectives, selecting related services, designing instruction and regularly monitoring progress.
4. Define and exemplify the principles and procedures of applied behavior analysis used in assessing a learner's performance on a target skill and in teaching that skill.
5. Conduct concept, task and step analyses.
6. Teach communication and social interaction alternatives for non-speaking individuals that include the use of alternative and augmentative communication systems.
7. Create or adapt learning environments where students are actively engaged in meaningful learning throughout the school day.
8. Provide instruction in community-based settings.
9. Collaborate and consult with parents and other team members to maximize student progress.

Textbook and Other Course Materials (in APA format):Required:

Snell, M. E., & Brown, F. (2011). *Instruction of students with severe disabilities*. Upper Saddle River, NJ: Pearson Publishing.

Recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Helpful Resources

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Washington, DC: Author.

Course Requirements:Exams

Midterm Exam. The midterm exam will consist of questions in multiple choice, fill-in-the blank, and essay format. The exam will cover material read or discussed in the course. The midterm exam is worth 100 points.

Final Exam. The final exam will consist of questions in multiple choice, fill-in-the blank, and essay format. The final exam will cover material read or discussed since the midterm and will include some comprehension questions to evaluate your mastery of the content. The final exam is worth 100 points.

Instructional Plan

Create an instructional plan to implement in the field experience placement that incorporates: research-based instructional strategies for students with severe disabilities. This instructional plan will be posted on Canvas for other students to review and critique. Students are expected to review and critique three other students' work and make revisions in their own plans as appropriate.

Assessment Implementation

In a 3-5 page paper, describe the assessment tool you used in your field placement, the data you collected, and the way in which they data informs your decision-making about present levels of the student and instructional needs.

Classroom Environment Critique

Students will write a 4-6 page critique of the classroom environment of their field placement. Phenomena to consider include: physical environment, use of assistive technology, social interactions, communication systems, and progress monitoring. If students have special medical needs, toileting needs, etc., you will want to describe how the classroom is equipped to tend to such needs.

Discussions

Class discussions will take place under the Discussion tab on Canvas. Typically, students find this to be one of the most engaging parts of the course as they have opportunity to read and respond to the ideas of others in the class.

One open-ended question, also called a prompt, will be presented in six out of the eight weeks and students will be expected to post one original response to the question by Wednesday of the week and a follow-up response to two other student postings by 11:55 PM on Saturday of that same week.

Original Responses: (Course Objectives 1-9) □ The initial prompt will be provided by the instructor and all students must post a 250-300 word response to each prompt. All responses are to include references to the reading that must be cited in APA Style. <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Students can either type directly into the textbox on the Discussion page or they can type in MS Word and then paste their responses into the textbox. An additional post will be presented during weeks four and eight; however, those posts will not require written responses by other students. These posts will also not require outside resources as these are more reflective in nature.

Written Responses to Other Students: (Course Objectives 1-9) □ You are to **read the original postings of every other student** in the course. You are **only required to write a response to two** other students. The purpose for the written response is to facilitate further conversation that contributes to a better understanding of the course materials.

Grading for Discussion Posts:

Original Posts are worth 25 points each will be based on your ability to write well formulated and organized responses that demonstrate good comprehension, analysis and application of the reading material to the open-ended prompts.

It is critical that you correctly incorporate course concepts and vocabulary in your responses and that you make connections between the course materials and relevant professional experiences.

Grading will be based upon the following: comprehension, analysis and application of readings to correctly answer the question (15 points), use of at least 2 resources- at least one of these must be an additional resource sought by the student (5 points), and APA style (5 points).

Response Posts are worth 15 points each and will be graded based upon your focus on course content, making connections between what that student has written and the readings and/or your own professional experiences, and/or ask probing questions to solicit more information and reflection, and/or introduce relevant outside sources that enhance learning. Responses will be graded based upon these criteria. Grading will be based upon the following: contributing to better understand of course materials and facilitating conversation (5 points), use of at least one source (5 points), and APA style (5 points).

Power Point Presentation/Canvas

The course will include several synchronous discussions. Students may wish to work individually or a small group of 2 or 3. Students will choose a topic related to low-incidence disabilities. Each presentation will include a PowerPoint presentation, discussion, questions, and reference to at least five outside sources. Presentations will take place during the 7th week of the course.

Modules

Each week will include a Power Point and/or module with comprehension monitoring and application questions included throughout the content. Students are required to review these modules and may refer to relevant content in the Forum posts.

Field Experience

As part of the course requirements, students will spend 20 hours in a special education context where learners with severe disabilities are being educated. Students will use this field experience as the basis for their reflection papers, assessment plans, classroom critique, and instructional plan. (Average 2.5/week; 20 hours during 8-week course).

Hour requirement: 2-3 hours/week with pre-school or school-aged students who are identified as having low incidence disabilities.

Field Experience Activities – observation and assisting the teacher; must prepare and deliver one lesson

Non-certification students will have community placements.

Certification students will have public school placements.

Clearances:

Copies of clearances must be on file with [Allyson Patton](#) before students can report to field experience sites. Most times, clearances must be dated within one year. In the event that you will complete field experience hours with your current employer, clearances may not need to be renewed. Please contact the [Field Experience Coordinator](#) by email or phone (*office* 717-691-6031) to check.

[Directions for obtaining clearances](#)

Grading:

Classroom Critique	100
Instructional Plan	100
Assessment Implementation	100
Discussion Posts	360
Power Point Project	100
Midterm Exam	100
Final Exam	100
TOTAL POINTS POSSIBLE	960

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

Extra Credit – No extra credit options will be provided.

Late Assignments – Assignments are expected to be submitted on time. If you need to submit an assignment late, please notify the instructor to make arrangements.

Missed Exams – Exams will be available online for a period of 48 hours. If you are not able to complete the exam within that window of time, please notify the instructor to make arrangements.

Returned Assignments – Assignments are to be submitted via the Assignments tool in Canvas. Students will receive written feedback and grades in Canvas. Assignments will be returned with feedback within one week of the submission date.

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 online sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

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

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

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

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

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

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

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

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

http://www.messiah.edu/offices/student_affairs/student_handbook/resources/0708/studenthandbook.pdf

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 or (717) 796-5382.

Library and Librarian Assistance

The Library is an obvious source of information for many of your class projects. Currently, Beth Mark is the specific library liaison assigned to the education discipline. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling (717) 796-1800, ext. 3590.

[Click here for resources and databases that relate to this field](#)

Course Schedule

Week	Assignments	Hours*		Obj.
1: 10/27-11/2	Foundational Concepts & Fostering Family/Professional Relationships	IT	N-IT	
Reading due	Snell & Brown, ch. 1 & 2		3	1
	Power Points ch.1 & 2 and Module	2		1
Assignments due	Introduce yourself to the class	.5		
	Week #1 Original Post due Wed., 10/30	1	1.5	
	Week #1 Response Post due Sat., 11/2	1	1	
	Field Placement		2.5	
2: 11/3-11/9	Meaningful Assessment: Designing and Implementing Instruction			
Reading due	Snell & Brown, ch. 3&4		3	2,4
	Power Points ch. 3&4 and Module	3		2,4

Assignments due	Classroom Environment Critique		2.5	
	Field Placement		2.5	
	Week #2 Original Post due Wed., 11/6	1	1.5	
	Week #2 Response Post due Sat., 11/9	1	1	
3: 11/10-11/16	Measurement, Analysis and Evaluation			
Reading due	Snell & Brown, ch. 5		1.5	3
	Power Points ch. 5 and Module	2		3
Assignments due	Assessment Implementation Assignment due 11/16		2.5	
	Field Placement		2.5	
	Week #3 Original Post due Wed., 11/13	1	1.5	
	Week #3 Response Post due Sat., 11/16	1	1	
4: 11/17-11/23	Special Health Care Procedures: Addressing Motor Difficulties			
Reading due	Snell & Brown, ch. 8&9		3	1
	Power Points ch. 8&9 and Module	3		1
Assignments due	Exam #1 due Sat., 11/23	2		
	Week #4 Original Post (Field Placement Reflection) due 11/23	1		
	Field Placement		2.5	
5: 11/24-11/30	Teaching Self-Care			
Reading due	Snell & Brown, ch. 10		1.5	1,5
	Power Points ch. 10 and Module	3		1,5
Assignments due	Instructional Plan due Sat., 11/30			
	Week #5 Original Post due Wed., 11/27	1	1.5	
	Week #5 Response Post due Sat., 11/30	1	1	
	Field Placement		2.5	
6: 12/1-12/7	Peer Relationships: Communication			
Reading due	Snell & Brown, ch. 11&12		3	6,7
	Power Points ch. 11&12 and Module	3		6,7
Assignments due	Week #6 Original Post due Wed., 12/4	1	1.5	
	Week #6 Response Post due Sat., 12/7	1	1	
	Field Placement		2.5	
7: 12/8-12/14	General Curriculum and Vocational Prep			
Reading due	Snell & Brown, ch. 13 & 14		3	7

	Power Points ch. 13 & 14 and Module	2		7
Assignments due	Power Point Presentations due Thurs., 12/12	2	4	
	Week #7 Original Post due Wed., 12/11	1	1.5	
	Week #7 Response Post due Sat., 12/14	1	1	
	Field Placement		2.5	
8: 12/15-12/21	Vocational Prep and Transition: Adulthood			
Reading due	Snell & Brown, ch. 15 & 16		3	1,8,9
	Power Points ch. 15 & 16 and Module	3		1,8,9
Assignments due	Final Exam due Sat., 12/21	2		
	Field Placement		2.5	
	Week #8 Discussion Post due Sat., 12/21	1		
	Course Evaluation	.5		
	TOTAL	42	62	

*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

Statement of Confidentiality:

“Students in online courses will be asked to post written work and to engage in written dialogue with other class members. 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.”

Statement of Copyright Protection:

“The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.”

Computer Requirements:

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

You must have access to a computer, the Internet, a web browser, and other software and hardware configuration as described below.

Current Messiah College students taking online courses will continue to use their established computer account.

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 (CPU):
 - Desktop Processor (CPU): Pentium 4 at 3.0 GHz or faster or
 - Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster
- 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
 - Open Office 3.1, or
 - Google Docs
- Webcam and headset (no speakers)

Computer Support:

For your convenience, while you are taking an online course, “real person” assistance will be available in "real time" if a technological problem arises. Help is available 8:00 a.m. to 11:00 p.m., Eastern Standard Time, seven days a week, by the College’s Information and Technology Services staff.

Weekdays – 8:00 am to 5:00 pm Mon. to Fri.

- Via instant messaging (IM) @ SCS5901
- By phone at (717) 796-1800, ext 5901
- Or via email at bthomps@messiah.edu or ResNet@Messiah.edu

Evenings and Weekends – 5 pm to 11 pm Mon. to Fri. and 8 am to 11 pm Sat. and Sun.

- By phone at (717) 796-1800, ext 3333

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.