



**SPECIAL EDUCATION INTERNSHIP AND SEMINAR (EDME 530-01)
SPRING / 2014**

Professor: Nancy J. Patrick, Ph.D.

Course Dates: January 12 to May 10, 2014

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Email: npatrick@messiah.edu

**Office hours: Tuesday evenings or by
appointment**

Faculty Availability via discussion page in Canvas, email, text, phone, or Skype (nancyjpatrick)

Contact: I will be checking in on the course several times per day (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed.

If you have questions about the course (assignments, dates, expectations, etc.) please post the question(s) on the General Course Discussion page so that everyone can benefit from the answers.

Please contact me via email only if your question is of a personal nature. If you contact me individually, my commitment is to respond to you in 24 hours or less on weekdays. If you have an urgent question on the weekend, you may contact me on my cell phone (717) 497-9846.

Faculty Expectations of Students

Preparation: At the beginning of the course you are expected to read the entire course syllabus, familiarize yourself with the course calendar and practice navigating the Canvas tabs used in this course. Most of the course material is presented through modules and assignments will be uploaded in the Assignment tab.

Instructional and Non-instructional Time: The instructional time in the internship is 120 hours and includes the time you spend in your field placement, time talking to your mentor and approximately **one hour per week** meeting with me on the phone or through Adobe Connect. The non-instructional time (comparable to “homework”) includes your issues literature reviews, issues papers and internship reflection.

Asynchronous/Synchronous Learning: This course will require primarily asynchronous learning, which means that you can work independently at your own pace within certain schedule constraints/limitations. Bi-weekly meetings will be scheduled with the instructor and is generally completed on the phone or through Adobe Connect. The purpose of the bi-weekly meeting is to discuss the field placement and seminar assignments.

Announcements: Please make sure that you read the announcements every time you log in to the course. Announcements are updated regularly and include important course information. Any time I post an announcement I will also send an email notification for the announcement. I will also post a short video announcement at the beginning of each week to provide an overview of the requirements for that particular week.

Course Description

Students in this course will spend a minimum of 120 hours in a special education classroom setting. In this placement, students will design and deliver instruction and assessment. Students will also use data to inform instructional decisions. Concurrent seminar will provide time for reflection on professional practice, ethics, integration of faith commitment with practice, and reinforcement of program objectives. (Pre-requisite: at least 24 EDME credits)

Program Objectives

1. Reflect on current practice and adapt as needed. P-2
2. Apply relevant research-based learning theories to educational contexts. P-3
3. Differentiate instruction to promote learning for all students. P-4
4. Use quality assessment data to inform instructional practices. P-5
5. Analyze, critique, and develop effective curriculum. P-6
6. Assess, modify, and develop curriculum. P-7
7. Develop and apply varied assessment and instructional strategies that are firmly grounded in theory, research, and practice. P-8
8. Analyze, evaluate, and respond to current trends and issues in education. L-1
9. Apply ethical principles to complex problem-solving and decision-making. L-3
10. Foster collaborative relationships among students, families, and educators to foster the well-being of all learners. C-1
11. Demonstrate intercultural competence. C-2
12. Communicate effectively with a broad range of audiences. C-3
13. Prevent, manage, and resolve conflict within and between groups. C-5
14. Build and maintain hospitable professional environments. C-6

Course Objectives

Seminar- Students will be able to _____.

1. Identify resources and materials that can be used to design an educational program to meet the needs of a variety of learners; CWGEO 1.14.1.3.c.
2. Describe the delivery of research-based instructional practices in a variety of educational settings that provide special education services; CWGEO 1.14.1.2.b.
3. Identify and describe contemporary issues relevant to the delivery of special education services in changing school environments; CWGEO 1.14.1.3.c.
4. Describe strategies and processes relevant to the special education teaching profession that promote communication and effective collaboration; CWGEO 1.14.1.3.c
5. Describe the relationship between Christian faith and professional issues, legal parameters, and ethical practices related to special education. CWGEO 1.14.1.4.b.d.

Internship- Students will be able to _____.

1. Interact humanely and professionally with others in school environments and related professional settings; CWGEO 1.14.1.4.c.
2. Organize and manage professional teaching responsibilities; CWGEO 1.14.1.3.c.
3. Assume essential teaching responsibilities and utilize input of others and self-assessment/reflection to improve performance; CWGEO 1.14.1.3.c.
4. Communicate effectively within educational and professional environments; CWGEO 1.14.1.3.c.
5. Collaborate with parents, school personnel, and agency personnel on the educational program planning and implementation for learners with special needs; CWGEO 1.14.1.3.c.
6. Engage learners with the central concepts, tools of inquiry, and structures of the content discipline; CWGEO 1.14.1.3.c.

7. Design and apply assessment strategies to enhance the teaching-learning process; CWGEO 1.14.1.3.c.
8. Design and implement developmentally appropriate learning experiences to meet the individual needs for all learners; CWGEO 1.14.1.3.c.
9. Design and implement classroom management systems that support instruction and learner development; CWGEO 1.14.1.3.c.
10. Design, implement, and evaluate instructional systems to promote learning and development; CWGEO 1.14.1.3.c.
11. Design, implement and analyze data collection systems for the purpose of documenting educational progress and designing effective Individual Education Plans (IEPs). CWGEO 1.14.1.3.c.

Textbook and Other Course Materials (in APA format):

Peer-reviewed journal articles as selected by students.

Course Requirements

Field Experience

1. Students will complete **120 hours** in a field placement relevant to special education. Students are to take primary responsibility for locating the field experience venue. When a field experience venue is identified, students are to contact the graduate field experience coordinator Amanda Sigel at asigel@messiah.edu who will then contact the institution to formalize the field experience arrangement.
2. The field experience hours must be logged weekly. **You will design a log form and then record the number of hours completed each week.** The field experience mentor will initial the form to verify that the hours were completely. The completed log will be scanned and uploaded into Canvas before the end of the course.
3. All field experience hours must relate to the practice of special education, but may fall into any of these categories:
 - a. Teaching in special education: *At least half of the hours must fall into this category.*
 - b. Training others in special education.
 - c. Developing curricula, programs or materials. *Note that simply preparing materials for classroom teaching does NOT count in this category. This category applies to larger projects involving curriculum development.*
4. Field experience hours may be completed in a paid position, if the setting meets the internship criteria.
5. You are required to identify an onsite mentor. If this person does not have more training in special education than you, that is okay. If a well-trained and experienced person is not available, you will still need an onsite person for some contextual understanding and reflection, but most of your special education -related feedback will come from your Messiah College professor.
6. Your field experience should provide you with opportunities to collaborate with others and engage in leadership, in addition to assessment and teaching opportunities.

7. Students already holding Pennsylvania Special Education teacher certification will complete the internship in one of the three concentration specific areas including autism spectrum disorders, specific learning disabilities or emotional and behavior disorders.
8. Students earning their initial special education certification can complete their internship in any special education setting that is in the age level specific to the initial certification and special education certification.

Meetings with Professor

Students will meet bi-weekly with the professor to discuss the internship experience, and to reflect on practice, collaboration and leadership within the context of the internship experience. These meetings will take place on the phone or face to face or via video conferencing.

Meetings with Onsite Mentor

The student will meet regularly with the onsite mentor. These meetings may be largely about logistics related to the program, courses, curricula, etc. Or, it may include discussions of problems and issues, and their solutions.

Note: The student bears responsibility to set up and document meetings with the professor and mentor, ensuring that the required number of hours is fulfilled within the period required.

Annotated Bibliographies

You will write three annotated bibliographies with a minimum of five sources in each bibliography. The annotated bibliography is described in detail in the course on Canvas. To complete these assignments correctly you must follow the guidelines in Canvas.

The bibliographies are to address issues or problems that you identify in your field experience in each of the following areas:

1. Collaboration in special education;
2. Leadership in special education; and
3. Teaching practice in special education

If you are already a certified special educator, you must complete your annotated bibliography in your area of concentration. The concentrations are specific learning disabilities, severe emotional and behavior disorders or autism spectrum disorders.

If you are seeking initial certification, you will complete your annotated bibliography in special education with the cage group for your certification.

Suggested topics for each area:

In the area of collaboration, you might select something related to co-teaching inclusion for students, parent-teacher collaboration or collaborating with mental health professionals in schools, collaboration between peer tutors etc.

In the area of leadership, you might research something on the topic of administrative support for teachers of students with special needs, the need for teachers as leaders, leadership in the field of special education, teachers as servant leaders in special education etc.

In the category of practice, you might consider topics like positive behavior support, functional behavior assessment, counseling in schools, specific teaching strategies, etc.

Issue Papers

You will write three papers on issues identified during the field placement. There will be one paper for each program category including teaching practice, collaboration and leadership.

What is an issue paper?

Issue papers play a role in the formulation of education policy concerning controversial topics. The purpose of an issue paper is to **persuade** individuals and/or administrators (usually ones involved in setting policy), or, in the public sector, an appropriate legislative body, to follow a specific course of action -- either devising new policies, or enacting or refraining from enacting policies that would affect the way a teacher, school or school district educate students with disabilities.

Directions:

Write a 4-5 page issue paper on a controversial topic of interest and significance to the educating students with disabilities. The length does not include the reference page. Each issue paper must be written in APA style.

Tips for Proceeding

Find a topic. Survey the literature -- read business magazines, professional journals, major periodicals, perhaps one or two research journals. Then brainstorm a list of controversial subjects, keeping notes on your major sources. Choose a topic that interests you and on which you are able to find relevant information.

Focus your topic. Is this a classroom issue? A school issue? A district issue? A national issue? Find out the name of the person who is in charge of educational policy in this area, and figure out what he/she needs to know about the issue. You will write the paper to your instructor, but assume that your instructor will want you to identify who could implement your policy or action recommendation.

Research the topic, getting as deeply into it as you can. Use printed material (see first tip) as well as audio-visual media, arrange and conduct interviews with authorities on the subject, listen to as many different opinions as you can find.

Summarize the main points of the different opinions. Discover not only where they disagree, but also where they agree. Why is this an issue at all? This is where you will use your annotated bibliographies.

Evaluate these opinions. What are the strengths and weaknesses of each?

Analyze your own position on this issue. Why do you hold the opinion that you do? Under what circumstances would you hold a different opinion? What groups would benefit from the policy that you advocate? What groups would suffer? Who "pays"? How do you justify this cost fairly?

Draft your paper, beginning with an abstract, followed by a description of the controversy, outlining the major positions, identifying who has the power or authority to implement policy or initiate action, and concluding with a specific description of your position, the reasons underlying it, and the specific action you'd like to see taken by the appropriate party or parties identified.

Revise your paper at least once, paying particular attention to places where you seem to make unexplained assumptions. How knowledgeable about the subject does your reader have to be to understand the issue? What haven't you said? Why? What have you over-explained? Why? Ask two or three other people for their responses. It's helpful to find someone who holds a different opinion from yours.

Write an executive summary, paying attention to tone and voice.

Cite sources and write a list of references, using APA style.

Edit everything to conform to academic practice.

Lesson Plans

Students will turn in 5-7 lesson plans, with accompanying materials and with at least one form of assessment. These lesson plans and assessment must be used in the internship experience.

Note: A time is not given on the schedule for turning in the lesson plans. The student has flexibility as to when these are submitted.

Journal and Final Reflection Paper

Students are to keep a personal journal during the internship. This will provide the information for an 8-10 page reflection paper on the internship teaching experience. This paper should highlight:

- Learning that has taken place during the internship
- The core areas of practice, collaboration and leadership
- Discussion of the implications of Christian faith within your profession

Portfolio

Students will create a goal-directed portfolio that includes evidence to support the conclusion that the student has achieved particular program goals. The portfolio assignment is designed to foster self-evaluation and the ability to articulate one's strengths to a potential employer. Portfolios may include teaching artifacts, letters of reference, and original writing samples. Follow the instructions given in the handbook and on the Graduate Program in Education website. <http://www.messiah.edu/homepage/632/e-portfolio>

Grading

| | |
|---|----|
| Completion of required hours; log turned in | 10 |
| Annotated Bibliographies- Three | 15 |
| Issue Papers- Three | 30 |
| Instructional Plans- 5 to 7 | 25 |
| Final Reflection Paper | 10 |
| Portfolio | 10 |

In addition to course assignments, students must achieve at least Basic scores on the PDE 430 form at the end of the internship.

Course Grades

| | | | |
|----|--------|----|-------|
| A | 93-100 | B- | 80-82 |
| A- | 90-92 | C+ | 75-79 |
| B+ | 87-89 | C | 70-74 |
| B | 83-86 | F | < 69 |

Course Policies

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. 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.

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

Written Work- It is important that your written work meet graduate level standards. Papers submitted digitally should meet the same criteria that hard copy papers must meet. Any paper you submit should look like you would want it to look if it were printed out. Please follow these guidelines:

- A typical page of writing is 12 pt font, double-spaced, with one-inch margins. Only a full page of writing counts as a page.
- Use APA style for citations and referencing. This is a useful resource on APA style: <http://owl.english.purdue.edu/owl/section/2/10/>
- All papers must have your name and the name of the assignment at the top, or on a title page.
- All papers should have titles.
- Longer papers normally require headings, following APA guidelines.
- Grammar, spelling and punctuation are very important. Edit your paper well.
- Lack of clarity in writing, lack of coherence in organization or reasoning, and redundancy which extends the paper beyond its substance will all result in a lower grade. Creating and following an outline when you write can help you avoid some of these problems.

Program Policies

Academic Integrity- The [Academic Integrity Policy for Graduate Students](#) is found in the graduate student handbook. 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 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](#)

The [Writing Center](#) is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Student [technology recommendations](#) are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

[Technological support](#) for students is available during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the College's Learning Management System.

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."

Course Schedule

| Weeks | Topic | Assignments (All should be directly related to the internship teaching context.) | Hours IT | Hours NIT | Course Objectives Met |
|--------------------|-------------------------|---|----------|-----------|-----------------------|
| Jan. 12 to Jan. 25 | Acclimate to internship | <ul style="list-style-type: none"> Design field experience log Start weekly journal to be used in | | 3 | Seminar 1 |

| | | | | | |
|---|---|---|--------------|----|--|
| Weeks 1-2 | placement. | final reflection. <ul style="list-style-type: none"> • Meet with onsite mentor • Meet with professor • Engage in internship | 1 1 13 | | Internship 1-11 |
| Jan. 26 to Feb. 22 Weeks 3-6 | Practice: Teaching and Assessment | <ul style="list-style-type: none"> • Keep personal journal • Annotated bibliography on Teaching and Assessment (3 sources) • 4-5 p. paper: An issue related to practice • 2 hours: Discussion of bibliography and paper with professor • 1 hour: Ongoing discussion with onsite mentor • Engage in internship | 2 1 28 | 12 | Seminar 1,2,3 Internship 1-11 |
| Feb. 23 to March 22 Weeks 7-10 | Collaboration | <ul style="list-style-type: none"> • Keep personal journal • Annotated bibliography on Collaboration (3 sources) • 4-5 p. paper: An issue related to collaboration • 2 hours: Discussion of bibliography and paper with professor • 1 hour: Ongoing discussion with onsite mentor • Engage in internship | 2 1 26 | 12 | Seminar 1,2,3,4 Internship 1-11 |
| March 23 to April 12 Weeks 11-13 | Leadership | <ul style="list-style-type: none"> • Keep personal journal • Annotated bibliography on Leadership (3 sources) • 4-5 p. paper: An issue related to leadership • 2 hours: Discussion of bibliography and paper with professor • 1 hour: Ongoing discussion with onsite mentor • Engage in internship | 2 1 26 | 12 | Seminar 1,2,3,4 Internship 1-11 |

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|---|---|--|------------------------------|----|--|
| April 13 to May 10 Weeks 14-16 | Reflection on internship experience | <ul style="list-style-type: none"> • Keep personal journal • 2 hours: Discussion of internship experience with professor-completion of PDE 430 • 8-10 p. Reflection paper on internship experience • 1 hour: Ongoing discussion with onsite mentor • Engage in internship | 2 1 13 | 12 | Seminar 1,2,3,4,5 Internship 1-11 |
| | TOTAL | | 120 | 51 | |