LOW INCIDENCE POPULATIONS WITH FIELD EXPERIENCE (EDME 526)
LATE FALL 2014

Professor: Dr. Kathy Mott
Email: kmott@messiah.edu
Course Dates: 10/26-12/20, 2014

Office and Phone: 717-557-6769
Office Hours: Sunday evenings
Also available by appointment

Faculty Availability: via forum, email, text, phone

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

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. You should perform a systems check with our student computer services office prior to your first session to make sure your equipment is functioning properly.

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.
9. Collaborate and consult with parents and other team members to maximize student progress.

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

Recommended:

Helpful Resources


Course Requirements:
Exams
Midterm Exam. The midterm exam will consist of multiple-choice questions. 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 multiple-choice questions. 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.

**Field Experience Summary**
Students will create a 2-3 page summary of the field experience. Be sure to include the name of the school, type of students included in the field experience, as well as your observations and lessons learned through the field experiences. Attached to your summary report you should include a log of your field experience hours.

**Classroom Environment Critique**
Students will write a 3-4 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.

**Individualized Educational Plan (IEP)**
Students will create an individualized educational plan (IEP) for a student with low incidence disabilities by following guidelines, case study, template and documents presented in Canvas.

**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.

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. You will find a rubric for discussion posts in Canvas.

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 resources and may refer to relevant content in the Forum posts. There will be several resources listed under modules that are necessary for completion of your assignments. Many will also be very helpful to you professionally.

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
Individualized Educational Plan (IEP) 100
Discussion Posts 240
Power Point Project 100
Field Experience Summary 60
Midterm Exam 100
Final Exam 100

TOTAL POINTS POSSIBLE 900

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.

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.

All assignments will be graded Speedgrader using rubrics that are available for you to review with every assignment.
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Hours*</th>
<th>Obj.</th>
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</thead>
<tbody>
<tr>
<td>1: 10/26-11/1</td>
<td><strong>Foundational Concepts &amp; Fostering Family/Professional Relationships</strong></td>
<td>IT</td>
<td>N-IT</td>
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<tr>
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<td>Snell &amp; Brown, ch. 1 &amp; 2</td>
<td>3</td>
<td>1</td>
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<td>Power Points ch.1 &amp; 2 and Module</td>
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<td>Introduce yourself to the class</td>
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<td>Week #1 Original Post due Wed., 10/29</td>
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<td>Week #1 Response Post due Sat., 11/1</td>
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<tr>
<td>2: 11/2-11/8</td>
<td><strong>Meaningful Assessment: Designing and Implementing Instruction</strong></td>
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<tr>
<td>Reading due</td>
<td>Snell &amp; Brown, ch. 3&amp;4</td>
<td>3</td>
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<td>Power Points ch. 3&amp;4 and Module</td>
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<td>Classroom Environment Critique</td>
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<td>Week #2 Original Post due Wed., 11/5</td>
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<td>Week #2 Response Post due Sat., 11/8</td>
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<td>Reading due</td>
<td>Snell &amp; Brown, ch. 5</td>
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<td>Power Points ch. 5 and Module</td>
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<td>Assignments due</td>
<td>IEP Assignment due 11/15</td>
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<td>Week #3 Original Post due Wed., 11/12</td>
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<td>Week #3 Response Post due Sat., 11/15</td>
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<td>4: 11/16-11/22</td>
<td><strong>Special Health Care Procedures: Addressing Motor Difficulties</strong></td>
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<td>Reading due</td>
<td>Snell &amp; Brown, ch. 8&amp;9</td>
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<td>Exam #1 due Sat., 11/22</td>
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<td>Week #4 Original Post (Field Placement Reflection) due 11/22</td>
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<td>5: 11/23-11/29</td>
<td><strong>Teaching Self-Care</strong></td>
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## Assignments due

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<td>5: 11/29</td>
<td>Instructional Plan due Sat., 11/29</td>
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<td>Week #5 Original Post due Wed., 11/26</td>
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<td>6: 11/30-12/6</td>
<td><strong>Peer Relationships: Communication</strong></td>
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<td>Snell &amp; Brown, ch. 11&amp;12</td>
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<td>7: 12/7-12/13</td>
<td><strong>General Curriculum and Vocational Prep</strong></td>
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<td>Power Point Presentations due Thurs., 12/13</td>
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<td><strong>Vocational Prep and Transition: Adulthood</strong></td>
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| 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

### 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. For an overview of the services provided by Disability Services check out the website http://www.messiah.edu/offices/disability/index.html or contact Amy Slody, Director of Disability Services at DisabilityServices@messiah.edu or by phone at (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.

Writing Center
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.

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.”

Graduate Program in Education Listserv
We invite you to join our listserv-- it is a trusted tool that is dedicated to you, as a means to receive professional information about the program at Messiah, conferences, job openings, as well as an avenue for you to post any questions you may have for your peers and faculty. They, in turn, will respond to your questions via the listserv.

The listserv is also available as an avenue to sell your books and network with others.

To assure ease and trust, we are asking everyone to comply with some simple rules. Use good Netiquette. Also be respectful and considerate of one other. We can all benefit by having a secure, trustworthy site to share ideas, ask questions, and make announcements related to the graduate program in education and our professions.

We encourage you to join, and get in on the conversation. The GRADEDME list is configured so that you can subscribe/unsubscribe at will.

1. Use the following address to subscribe to the list:
   listserv.messiah.edu/scripts/wa.exe?SUBED1=GRADEDME
2. You will be asked to supply your Messiah email and password

3. Then you will come to a screen like this. Select “subscribe to GRADEDME” by clicking on the box.
4. When you receive a confirmation email, click on the link in that confirmation email to join the listserv. And then you will be all set!

**Hardware and Software Recommendations**

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.

**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**

Technological support is available to all students 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.