



**SPECIAL EDUCATION INTERNSHIP AND SEMINAR (EDME 530-01)  
FALL / 2013**

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**Professor:** Nancy J. Patrick, Ph.D.

**Course Dates:** Aug. 25 to Dec. 21, 2013

**Phone:** 717-769-1800 ext. 7239

717-497-9846 (cell)

**Email:** [npatrick@messiah.edu](mailto:npatrick@messiah.edu)

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

**Faculty Availability:** via forum, chat room, email, text, phone, or Skype (nancyjpatrick)

Contact: I will be checking in on the course several times per day during the work week (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 them on the General Course Forum 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 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. You will submit your assignments via Canvas.

Instructional and Non-instructional Time: In addition to your 120 internship hours, you will spend approximately **one hour per week** on “instructional time” (comparable to in-class time) and **three hours per week** on “non-instructional time” (comparable to “homework”). See the remainder of this syllabus for the tasks which will comprise your instructional and non-instructional time in this course.

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. Some face to face or Skype meetings will be scheduled during this course. See the remainder of the syllabus for further details.

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. 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.

I have also scheduled online “office hours” for Sunday evenings. I am happy to talk on the phone, via the chat tool in Canvas, on Skype or in whatever way may be most convenient.

**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)

Students already holding Pennsylvania Special Education teacher certification will complete the internship in one of the three domain specific areas including autism spectrum disorders, specific learning disabilities or emotional and behavior disorders.

**Program Objectives**

1. Reflect on current practice and adapt as needed.
2. Develop and apply varied assessment and instructional strategies that are firmly grounded in theory, research, and practice.
3. Apply ethical principles to complex problem-solving and decision-making.
4. Foster collaborative relationships among students, families, and educators to foster the well-being of all learners.

**Course Objectives:***Seminar*

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

*Internship*

1. Interact humanely and professionally with others in school environments and related professional settings;
2. Organize and manage professional teaching responsibilities;
3. Assume essential teaching responsibilities and utilize input of others and self-assessment/reflection to improve performance;
4. Communicate effectively within educational and professional environments;
5. Collaborate with parents, school personnel, and agency personnel on the educational program planning and implementation for learners with special needs;
6. Engage learners with the central concepts, tools of inquiry, and structures of the content discipline;
7. Design and apply assessment strategies to enhance the teaching-learning process;
8. Design and implement developmentally appropriate learning experiences to meet the individual needs for all learners;

9. Design and implement classroom management systems that support instruction and learner development;
10. Design, implement, and evaluate instructional systems to promote learning and development;
11. Design, implement and analyze data collection systems for the purpose of documenting educational progress and designing effective Individual Education Plans (IEPs).

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

Journal Articles as selected by students.

**COURSE REQUIREMENTS:****Field Experience Hours**

Students will complete 120 hours in a field placement relevant to special education. Students are to take primary responsibility for locating a field experience venue. When a field experience option is found, students communicate with Amanda Sigel ([asigel@messiah.edu](mailto:asigel@messiah.edu)) who will then contact the institution or school to formalize the field experience arrangement.

Following are some parameters and guidelines for the field experience hours within the internship:

1. The total number of hours **logged must be 120**. Student will design a log form that can be completed each week with a place for the mentor to initial. The completed log will be scanned and uploaded into Canvas before the end of the course.
2. Hours must all relate to Special Education (emotional and behavior support), but may fall into any of these categories:
  - a. Teaching in special education (emotional support): *At least half of the hours must fall into this category.*
  - b. Training others in special education (emotional support)
  - 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 development.*
3. Hours may be completed in a paid position.
4. You are required to identify an onsite mentor. If this person does not have more training in special education (emotional support) 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 (emotional support) -related feedback will come from your Messiah College professor.
5. Your field experience should provide you with opportunities to collaborate with others and engage in leadership, in addition to teaching.

**Meetings with Professor**

Students will meet regularly 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 either 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 time-frames required.*

### **Annotated Bibliographies**

The student will create three annotated bibliographies with a minimum of three sources in each, in the three broad program categories: practice, collaboration and leadership. These bibliographies will serve as resources for the issue papers.

Amanda in your internship the bibliographies need to address the three categories as they relate to children with emotional disabilities receiving special education services.

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

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

In the category of leadership you might research something on the topic of administrative support for teachers of students with EBD- a need for leadership, or teachers as leaders in schools etc.

### **Issue Papers**

Students will write three papers on issues within or related to the field placement, in the categories of 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 emotional disabilities.

#### **Directions:**

Write a 4-5 page issue paper on a controversial subject of interest and significance to the educating students with EBDs. The length is not to include the reference page. Each issue paper is to 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 with impeccable education 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.*

### **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 which 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

### Feedback on written work

I will comment on your written assignments using the "track changes" function in Word. It is your responsibility to look at your returned papers, make sure you can see my comments, and initiate dialogue with me if anything is unclear. I welcome student questions or comments, by email, following up on my comments on your papers!

<http://libguides.messiah.edu/content.php?pid=228446&sid=4087141>

### Course Schedule

Weeks	Topic	Assignments (All should be directly related to the internship teaching context.)	Hours IT	Hours NIT	Course Objectives Met
Aug. 25 to Sept. 7	Acclimate to internship placement.	<ul style="list-style-type: none"> <li>• Design hour log</li> <li>• Start weekly journal to be used in final reflection.</li> <li>• Meet with onsite mentor</li> <li>• Meet with professor</li> <li>• Engage in internship</li> </ul>	1	3	Seminar 1
Weeks 1-2					2

Sept. 8 to Oct. 5  Weeks 3-6	Practice: Teaching and Assessment	<ul style="list-style-type: none"> <li>• Keep personal journal</li> <li>• Annotated bibliography on Teaching and Assessment (3 sources)</li> <li>• 4-5 p. paper: An issue related to practice</li> <li>• 2 hours: Discussion of bibliography and paper with professor</li> <li>• 1 hour: Ongoing discussion with onsite mentor</li> <li>• Engage in internship</li> </ul>	2  1  30	12	Seminar 1,2,3  Internship 1-11
Oct. 6 to Oct. 26  Weeks 7-10	Collaboration	<ul style="list-style-type: none"> <li>• Keep personal journal</li> <li>• Annotated bibliography on Collaboration (3 sources)</li> <li>• 4-5 p. paper: An issue related to collaboration</li> <li>• 2 hours: Discussion of bibliography and paper with professor</li> <li>• 1 hour: Ongoing discussion with onsite mentor</li> <li>• Engage in internship</li> </ul>	2  1  30	12	Seminar 1,2,3,4  Internship 1-11
Oct. 27 to Nov. 17  Weeks 11-13	Leadership	<ul style="list-style-type: none"> <li>• Keep personal journal</li> <li>• Annotated bibliography on Leadership (3 sources)</li> <li>• 4-5 p. paper: An issue related to leadership</li> <li>• 2 hours: Discussion of bibliography and paper with professor</li> <li>• 1 hour: Ongoing discussion with onsite mentor</li> <li>• Engage in internship</li> </ul>	2  1  30	12	Seminar 1,2,3,4  Internship 1-11
Nov. 18 to Dec. 21  Weeks 14-16  Thanksgiving Week Break Nov. 26 to Dec. 2	Reflection on internship experience	<ul style="list-style-type: none"> <li>• Keep personal journal</li> <li>• 2 hours: Discussion of internship experience with professor-completion of PDE 430</li> <li>• 8-10 p. Reflection paper on internship experience</li> <li>• 1 hour: Ongoing discussion with onsite mentor</li> <li>• Engage in internship</li> </ul>	2  1  15	12	Seminar 1,2,3,4,5  Internship 1-11
	<b>TOTAL</b>		132	51	

**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.

**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). No credit will be given for unexcused late posts on the forum. Failure to complete any assignment by the end of the course could result in the student failing the whole course.

Missed Exams – Exams will be available online for a period of time. 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 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.

All assignments will be graded Speedgrader using rubrics that are available for you to review with every assignment.



**Program Policies:****Academic Integrity**

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism. Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

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

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

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

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

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

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

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

this policy rests with the student.

[http://www.messiah.edu/offices/student\\_affairs/student\\_handbook/resources/0708/studenthandbook.pdf](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. 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](mailto: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](mailto:BMark@messiah.edu) or by calling (717)796-1800, ext. 3590. [Click here for resources and databases that relate to this field](#)

### **Writing Center**

You may include a paragraph about the writing center here if you would like.

[http://www.messiah.edu/academics/writing\\_center/](http://www.messiah.edu/academics/writing_center/)

### **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 Listserve**

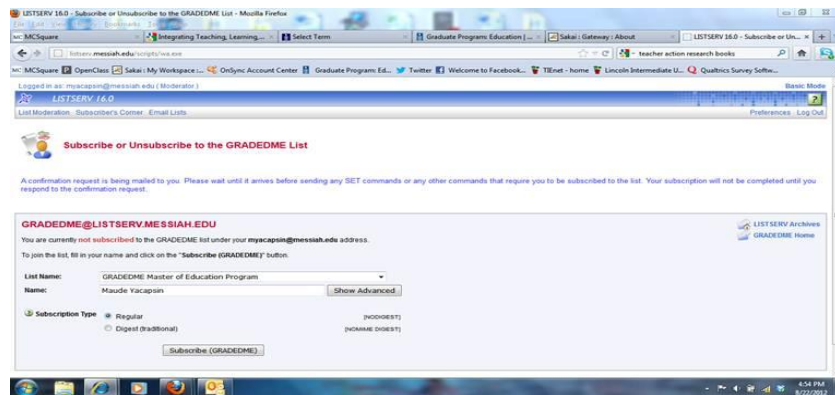
We invite you to join our listserv-- it is a trusted tool that is dedicated to you, as a means to receive professional information about the program at Messiah, conferences, job openings, as well as an avenue for you to post any questions you may have for your peers and faculty. They, in turn, will respond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

### 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: 2.0 – 4.0 GHz
- Memory (RAM):
  - Windows® XP: 512 MB or more; or
  - Windows® Vista: 1024 MB or more; or
  - MAC OS: 1024 MB or more
- Hard Disk Space: 40 GB or more of free space
- CD-ROM CD-RW drive (DVD or combo drive helpful)
- Any Office Suite:
  - MS Office 2007 or newer, or
  - OpenOffice 3.1, or
  - Google Docs
- Webcam and headset

### Minimum Computer Skills Requirements



Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- A working knowledge of word processing
- Navigate the internet using different search engines
- Email (Compose, Attach, Send, Read)
- Utilize Microsoft Office programs (Word & PowerPoint)
- Copy and Paste

### **Technical Support for Students**

For your convenience, a telephone hotline is available seven days a week in order to provide assistance for technological problems. This hotline is staffed by the College's Information and Technology Services staff and provides "real person" assistance during the following times:

- By phone at (717) 796-1800 ext. 3333
  - 7am-11pm EST - Monday thru Friday
  - 8am-11pm EST - Weekends & Holidays
- Via email [helpdesk@messiah.edu](mailto:helpdesk@messiah.edu)

In the event you need to leave a message, please provide your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

You also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, Canvas – Help(for Students) tab.

For your convenience, while you are taking an online course, "real person" assistance will be available in "real time" if a technological program arises. A telephone hotline and instant messaging will be staffed from 8:00 AM to 11:00 PM, Eastern Standard Time, seven days a week, by the College's Information and Technology Services staff.