



Indiana University of Pennsylvania

IUP Graduate Special Education Program Handbook

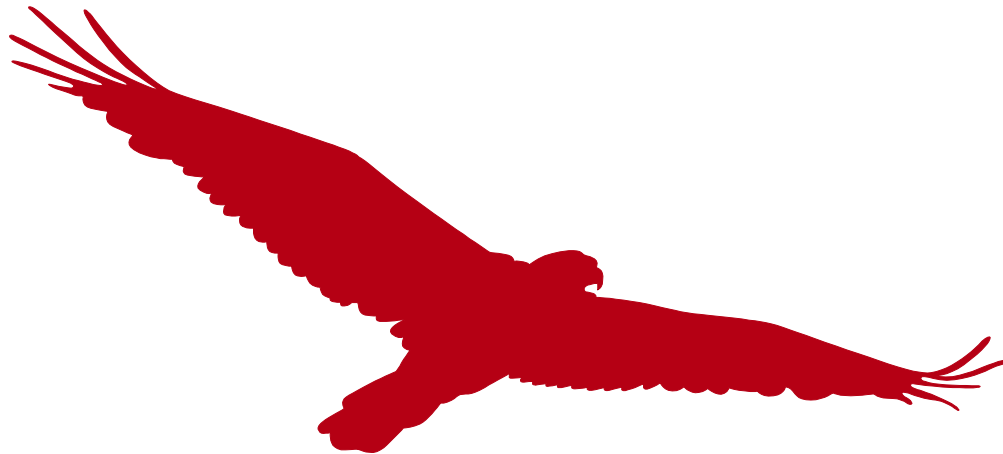
Special Education, M. Ed. and Special Education Certification

Special Education, M. Ed.

Special Education Certificate Only

Autism Spectrum Disorder, Online Endorsement Certificate

Department of Communication Disorders, Special Education and Disability Services



Handbook Updated
Mariha Shields, D.Ed.
Fall, 2019

Graduate Special Education Programs:

Special Education, M. Ed. and Special Education Certification
Special Education, M. Ed.
Special Education Certificate Only
Autism Spectrum Disorder, Online Endorsement Certificate

Department of Communication Disorders, Special Education and Disability Services
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Program Website: <http://www.iup.edu/special-ed/grad/edex-certification-med/>

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WELCOME

Purpose of the Graduate Student Handbook:

The major purpose of the Graduate Student Handbook is to describe the requirements for the Master of Education in Special Education, to identify the requirements for Pennsylvania Certification in Special Education, to identify the requirements for the Autism Spectrum Disorder Online Endorsement Certificate, and to explain the academic policies of this department and the university.

Students are responsible for familiarizing themselves with the information, policies, and procedures of this handbook, and knowing the program, degree, and certification requirements. Information, policies, and procedures sometimes change so please be certain to refer to the most up-to-date version of the handbook.

In addition to the descriptions in this handbook, students should be familiar with Graduate School Catalog found on <http://www.iup.edu/graduatestudies/catalog/> the Schedule of classes, found on URSA-
<http://www.iup.edu/myiup/> and the Special Education graduate program website <http://www.iup.edu/special-ed/grad/special-education-programs/>

Referring to this handbook regularly will enable you to answer most questions immediately and to take a more active role in attaining your personal and professional goals within the **five** year time limit for degree completion. Additional questions should be directed to the Coordinator of the Graduate Program, Dr. Mariha Shields at 724-357-2450 or M.K.Shields@iup.edu.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for Academic Success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Faculty and Staff

Joseph Domaracki - Dr. Domaracki received his Ph.D. in Special Education specializing in severe disabilities and a minor in research methodology in 1988 at the University of Pittsburgh. He received his Master of Education degree specializing in severe disabilities in 1983 at the University of Pittsburgh. He is a Professor and currently serves part time as a Dean's Associate for Teacher Education for the College of Education and Educational Technology. He teaches undergraduate and graduate courses on persons with mental retardation or developmental disabilities and physical or multiple disabilities (EDEX 478/578). He also teaches courses about inclusion of students with disabilities in secondary classrooms (EDEX 301) and methods and curriculum for students who have severe or profound disabilities (EDEX 435).

Annah Hill – Dr. Annah L. Hill is an associate professor at Indiana University of Pennsylvania (IUP) where she teaches undergraduate and graduate courses in the Department of Communication Disorders, Special Education and Disability Services. She obtained her Doctor of Education in Curriculum and Instruction (2013). She also obtained her Reading Specialist certification (2006), Special Education certification (2013), and her certification in Teaching English as a Second Language [ESL] (2014). She works closely with both the Arc of Indiana County and the Arc of Pennsylvania to improve the quality of life for persons with complex needs, individuals with hearing loss and the Deaf Community, as well as individuals with multiple disabilities. Her research interests include: self-determination, self-advocacy, transition, ESL, service learning, assistive technology, and curriculum, instruction, and assessment.

Alexandria Kappel - Dr. Kappel received her Ed. D. in Special Education, specializing in Teacher Preparation and Early Childhood Special Education in 2012 from West Virginia University. She is an Assistant Professor and faculty advisor of the Best Buddies chapter at IUP. She teaches classes regarding typical and atypical development, perspectives on families of children with special needs, assistive technology, and methods for teaching preschoolers with special needs. Her research interests focus on the effects of sensory inputs on children with autism, creativity in teaching, and mentorship.

Becky Knickelbein – Dr. Knickelbein received her Ed. D. in Special Education, specializing in Severe Disabilities at the University of Pittsburgh. She is a nationally certified school psychologist, holds teaching certification in elementary education and English as a second language, and created and directed the Alternatives: Student Learning Center, a licensed Educational Testing and Remedial Center in Indiana, PA. Dr. Knickelbein is a professor, teaching undergraduate and graduate courses regarding typical and atypical development, exceptional populations, assessment and research addressing the needs of students with special needs, particularly students diagnosed with autism spectrum disorder. Dr. Knickelbein is also the co-director of the Labyrinth Center, supporting the needs of IUP students with autism spectrum disorder. Her research interests include assessment and intervention, data-based decision making, grapho-motor skills and program evaluation.

Joann Migyanka – Dr. Migyanka received her D. Ed at Indiana University of PA. Dr. Migyanka has been a Learning Support, Life Skills Support and Autistic Support teacher and has taught special education classes from preschool through middle school. She holds certification in Early Childhood Education, Special Education, and Curriculum and Instruction Supervision. She has published articles and a book chapter, presented internationally, and has conducted workshops on autism spectrum disorder and inclusive education. She has been nationally recognized for her work with children on the autism spectrum. Dr. Migyanka is the Coordinator of the Undergraduate Special Education PreK-8/7-12 with Reading Specialist Program. She is also the Co-director of the Labyrinth Center serving IUP students with Autism Spectrum Disorder. Her areas of scholarly interest and research include Autism Spectrum Disorder, Applied Behavior Analysis, and inclusionary programs and practices for individuals with special needs.

Mariha Shields - Dr. Mariha Shields received her D. Ed in Curriculum and Instruction in 2016 from Indiana University of Pennsylvania. Dr. Shields has taught in middle and secondary Special Education in the areas of Learning Support, Life Skills Support, and Emotional Support. She holds certification in deaf education, special education, and middle level/secondary mathematics. Dr. Shields' research interests are in the areas of professional development for pre-service teachers, curriculum, transition, dual enrollment programs for students with disabilities, and differentiated instruction using technology. She is the Graduate Coordinator for the Special Education program, teaches undergraduate and graduate courses on characteristics and identification of students with mild disabilities, emotional disabilities, and behavioral disabilities, behavior management, advanced instructional design, and explicit instruction, as well as supervision of student teachers and disability service interns.

Kaylee Wynkoop– Dr. Wynkoop received her Ph. D. in special education in 2016 at the University of Pittsburgh. Dr. Wynkoop has been an Autistic Support teacher, Learning Support teacher, and Life Skills teacher at the elementary school level. She holds certification in early childhood education and special education. Dr. Wynkoop's research interests include using technology and portable devices to implement video-based interventions such as video modeling to improve the independent living skills of students with autism and intellectual disabilities. She has conducted workshops on using video modeling interventions. Dr. Wynkoop was nominated for and participated in the Council for Exception Children (CEC), Division for Research, Doctoral Student Scholars Program. She teaches courses on the foundations of special education and behavior management in special education and also serves as a student teacher supervisor.

Program Requirements

- An applicant must have a bachelor's degree for the Masters in Special Education program. An applicant must have a bachelor's degree AND teacher certification from a regionally accredited college or university and current teacher certification in Pennsylvania for the Special Education Certification and/or the Autism Endorsement Certificate.
- The Graduate School requires the applicant's cumulative undergraduate grade point average must be at least a 3.0.
- The Graduate Record Examination (GRE) is not required for the Special Education graduate program.
- Applicants are required to write a Professional Goals Statement that describes what they hope to achieve.

Admission

- Each applicant must file a completed application form. All application forms are contained in the application packet received from the Graduate School or at the IUP website.
- The application should be accompanied by official transcripts from each undergraduate and graduate institution attended, regardless of whether or not a degree was earned. If the degree was earned at IUP, the applicant must submit a request to the Registrar's Office to forward official transcripts to the Graduate School.
- At least two letters of recommendation are required for each applicant. These letters must be from individuals familiar with the applicant's academic abilities (someone who has taught the applicant in a college level classroom experience) or from an individual who is familiar with the applicant's professional skills.
- A non-refundable application fee must accompany the application. The application cannot be processed without this fee.
- Students are encouraged to apply by the following deadlines to guarantee a space if requirements are met:
 - Fall Semester Admission – March 15th
 - Spring Semester Admission – October 15th
- Graduate Admissions: www.iup.edu/admissions/graduate/
For more information regarding Admission Classification and Provisional Admission

Financial Assistance

Tuition, Fees, and Financial Aid

- See graduate catalog or call the Graduate School, Stright Hall, for complete and up-to-date information. The phone number for the graduate school is 724-357-2222 and the website is <http://www.iup.edu/graduatestudies/>
- Office of Financial Aid: www.iup.edu/financialaid/

Graduate Assistantships

- IUP offers both half-time assistantships (twenty hours per week of assistantship service) and quarter-time assistantships (ten hours per week of assistantship service) to full-time graduate students pursuing their master's degree in Special Education. Part-time students pursuing their master's degree in Special Education can also be considered for a quarter-time assistantship. The deadline for a fall assistantship is March 15 of the same calendar year. For further information, visit the Graduate Assistantship website: <http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/>
- Commonly Asked Questions
 - 1. What is involved in a Special Education Assistantship?**

As a special education graduate assistant, you work with department faculty on special projects and research, grade course requirements, proctor exams, attend workshops and locate and review professional literature. Each faculty member decides what s/he will want the assistant to focus on.
 - 2. How early must I apply for an assistantship to be considered?**

The applications for assistantships are due by March 15 at the Graduate School Office (but it may take a few months prior to that deadline to assemble all the required documents). **NO LATE APPLICATIONS** will be accepted.
 - 3. For what length of time are assistantships awarded?**

Assistantships are awarded by semester and/or one year- the fall and/or spring semesters.
 - 4. What costs will I have as a graduate assistant?**

A graduate assistantship pays for tuition for fall and/or spring semesters and a monthly stipend from September up to May only. All academic fees are the responsibility of the student.
 - 5. I have taught in a classroom. Can this experience count toward my Practicum requirements?**

Speak with your advisor regarding any possible applications of your previous experience to the Graduate requirements. The program requires that students demonstrate/document professional knowledge and skills under university supervision.
 - 6. What housing options are available for graduate students?**

Contact the Office of Housing and Residence Life, the Graduate School, or Graduate Students' Association for more information.

7. How many faculty members are there?

There are seven faculty members. For more information on each faculty member see Faculty Biographies or check faculty websites.

8. What are the guidelines and performance review Criteria?

Please see Appendix A.

Academic Advisement

- Students are required to meet with their advisor before they may obtain the PIN number needed for scheduling. The special education graduate advisor schedules flexible advisement sessions for part-time students.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/

Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Office of the Bursar: www.iup.edu/bursar/

Office of the Registrar: www.iup.edu/registrar/

Disability Support Services: www.iup.edu/disabilitysupport/

IUP Campus Library www.iup.edu/library/

MyIUP: www.iup.edu/myiup/

Applied Research Lab: www.iup.edu/arl/

IT Support Center: www.iup.edu/itsupportcenter/

Veterans and Service Members: www.iup.edu/itsupportcenter/

IUP Writing Center: www.iup.edu/writingcenter/

IUP Career and Professional Development Center <http://www.iup.edu/career/>

IUP Parking Services and Visitor Center <http://www.iup.edu/parking/>

University Police <http://www.iup.edu/police/> | 724-357-2141

Crisis Intervention 24/7 Hotline: 1 - 877 - 333- 2470

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit

www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account.

For more information regarding University policy on email communication, view the Graduate Catalog:

www.iup.edu/graduatestudies/catalog/

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Student Rights and Responsibilities

Upon admission to the Graduate School, students assume responsibility for knowing program requirements and following departmental advising requirements when selecting and registering for courses. Students are also responsible for knowing the procedures for paying fees, processing class drop-adds and withdrawals, and applying for and meeting all requirements for graduation. Conversely, students have the right to expect that program requirements will be made clear, that course requirements-including grading criteria and procedures-will be made known early in a course, and that course grades will represent the instructor's professional and objective evaluation of performance. Students have the right to instruction that encourages the free and open discussion of ideas and that respects reasonable student needs and aspirations. Students share with instructors the responsibility for creating a classroom atmosphere that encourages maximum learning and exhibits a more intense scholarly zeal than that expected in undergraduate studies.

See the Graduate School Catalog for additional information.

www.iup.edu/graduatestudies/catalog/

Programs and Degrees

Master of Education Degree in Special Education Program

Thirty (30) Semester Hours Minimum

Matriculation into the M.Ed. program of studies allows graduate students who hold the Pennsylvania Department of Education Mentally and/or Physically Handicapped Certificate to pursue advanced studies in the field of special education. Enrollees admitted to the program may select either a thesis or non-thesis option. Students who do not elect to write a thesis will select one additional elective and must complete a minimum total of 30 semester hours of course work according to the outlined program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies.

Students who qualify for admission who wish to work professionally with persons with disabilities in human service areas, but who do not want to qualify for the Pennsylvania Department of Education Mentally and/or Physically Handicapped Certificate, may enter the M.Ed. program and follow this course of study.

Required Courses

EDEX 558:	Vocational Preparation and Transition for Youth with Disabilities	3sh
EDEX 569:	Education of Persons with Emotional or Behavioral Disorders, Brain Injury, or Learning Disabilities	3sh
EDEX 578:	Education of Persons with Mental Retardation, Development Disabilities, Physical or Multiple	3sh
EDEX 752:	Assessment of Persons with Disabilities	3sh
EDEX 754:	Advanced Instruction Design in Special Education	3sh
EDEX 755:	Professional Collaboration and Team Building for Special Educators	3sh
GSR 615:	Elements of Research	3sh
EDEX 785:	Practicum and Internship (Severe-Profound Disabilities)	3sh

Additional Requirements

Elective	3sh
Elective or Thesis EDEX 795	3sh

Approved Electives

EDEX 515	Preschool	3sh
EDEX 520	Autism: Characteristics	3sh
EDEX 560	Family Perspectives	3sh
EDEX 750	Autism: Assessment	3sh
EDEX 751	Autism: Instruction	3sh
EDEX 753	Research Seminar	3sh
EDSP 704	Advanced Ed. Psychology	3sh
EDSP 746	Learning & Instruction	3sh
EDSP 748	Psychology of Adol. Ed.	3sh
COUN 629	Group-child	3sh
COUN 639	Group	3sh
EDEX 796	Thesis	3sh

Or other relevant courses with approval of the program coordinator

Comprehensive Exam - *All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies.*

Benchmark Project- completed during practicum and internship

Pennsylvania Special Education Certification ONLY Program

Eighteen (18) Semester Hours Minimum

A graduate certification program enables students who hold a Pennsylvania Department of Education teaching certificate in another field to add on special education certification. Students who enter this program with secondary teacher certification or with teacher certification in an area other than elementary education will be required to complete additional coursework in teaching methods, child development, and any other area of deficiency noted by graduate program faculty.

Matriculation into this program option is limited to students who do not at the time of their matriculation wish to complete the necessary course work to obtain a Master of Education degree in special education. Although this program closely parallels the two M.Ed. programs, it excludes the Master of Education degree.

Because enrollment in graduate-level courses is required by enrollees in the certification program track, all matriculants must be approved for graduate study by the Graduate School. At any time during the period of enrollment in this program, the matriculant --with permission from the Department of Special Education and Clinical Services and the Graduate School --may elect to change to the program of study which will result in a Master of Education degree in Special Education, in accordance with outlined program criteria.

Required Courses

EDEX 569: Education of Persons with Emotional or Behavioral Disorders, Brain Injury, or Learning Disabilities 3sh

EDEX 578: Education of Persons with Mental Retardation, Development Disabilities, Physical or Multiple Disabilities 3sh

**Please note: Each of the 500-level courses (dual-level offerings) requires a field experience, the total of which is designed to approximate the student teaching field experiences designated by PDE requirements.*

EDEX 752: Assessment of Persons with Disabilities 3sh

EDEX 754: Advanced Instructional Design in Special Education 3sh

EDEX 785: Practicum and Internship (Severe-Profound Disabilities) 3sh

**Students must pass the Special Education PECT Exam – Module 1 and Module 2 before applying for their internship. Internship Applications are due in March.*

One of two tracks:

For PreK to 8 Track:

EDEX 755: Professional Collaboration and Team Building for Special Educators 3sh

For 7 to 12 Track:

EDEX 558: Transition Assessment for Youth with Disabilities 3sh

***If you're entering the program without an early childhood teaching certificate you will also need to take methods courses in reading and mathematics.*

Master of Special Education Degree AND Pennsylvania Special Education Certification

Thirty-six (36) Semester Hours

This program of studies has been developed for students not holding the Pennsylvania Department of Education Mentally and/or Physically Handicapped Certificate, but who would like to obtain certification while working toward a Master of Education degree in special education. The program of studies parallels the M. Ed. program that was designed for students already certified in special education. Three hours of practicum and internship will also be required. Enrollees selecting this program option may choose a thesis or non-thesis option.

Required Courses – Certification:

EDEX 569:	Education of Persons with Emotional or Behavioral Disorders, Brain Injury, or Learning Disabilities	3sh
EDEX 578:	Education of Persons with Mental Retardation, Development Disabilities, Physical or Multiple Disabilities	3sh

**Please note: Each of the 500-level courses (dual-level offerings) requires a field experience, the total of which is designed to approximate the student teaching field experiences designated by PDE requirements.*

EDEX 752:	Assessment of Persons with Disabilities	3sh
EDEX 754:	Advanced Instructional Design in Special Education	3sh
EDEX 785:	Practicum and Internship (Severe-Profound Disabilities)	3sh

**Students must pass the Special Education PECT Exam – Module 1 and Module 2 before applying for their internship. Internship Applications are due in March.*

Required Courses - M.Ed.

EDEX 558	Transition	3sh
EDEX 755	Collaboration	3sh
GSR 615	Elements of Research	3sh

Approved Electives

EDEX 515	Preschool	3sh
EDEX 520	Autism: Characteristics	3sh
EDEX 560	Family Perspectives	3sh
EDEX 750	Autism: Assessment	3sh
EDEX 751	Autism: Instruction	3sh
EDEX 753	Research Seminar	3sh
EDSP 704	Advanced Ed. Psychology	3sh
EDSP 746	Learning & Instruction	3sh
EDSP 748	Psychology of Adol. Ed.	3sh
COUN 629	Group-child	3sh
COUN 639	Group	3sh
EDEX 796	Thesis	3sh

***If you're entering the program without an early childhood teaching certificate you will also need to take methods courses in reading and mathematics. (These can count as electives)*

Comprehensive Exam - *All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies.*

Benchmark Project- completed during practicum and internship

Autism Spectrum Disorder, Online Endorsement Certificate

Twelve (12) Semester Hours Minimum

All classes are specifically designed for those who already have initial teaching certifications in such areas as early childhood education, middle level, or secondary education.

Students who complete these courses will be ideally prepared to receive the Endorsement Certificate in Autism Spectrum Disorder by the Pennsylvania Department of Education (PDE). In addition, this certificate will also enhance the proficiency of professionals with degrees or certification in Speech Language Pathology, Educational Psychology, and General Psychology.

Courses in this program are taught online by faculty with expertise and years of direct teaching and service to individuals with Autism Spectrum Disorder and their families.

In This Program You Will:

- Earn the Certification in Autism Spectrum Disorder, preparing you for the PDE Endorsement.
- Take online coursework related to characteristics of students with Autism Spectrum Disorder, effective instructional practice, assessment, and working with families.
- Focus on the full spectrum of autism across ages from early intervention through graduation from school.
- Complete 80 hours of field experience integrated across the four courses.

If you have already earned a teaching certification by the Pennsylvania Department of Education, complete the below 12 credits of coursework in order to be eligible for the PDE Endorsement Certificate in Autism Spectrum Disorder. All courses are offered online.

Required Courses

EDEX 520:	Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Spectrum Disorder (with 10-Hour Field Experience)	3cr
EDEX 750:	Assessment for Instructional Planning for Students with Autism Spectrum Disorders (with 30-Hour Field Experience)	3cr
EDEX 751:	Instructional Interventions and Methods for Students with Autism Spectrum Disorder (with 30-Hour Field Experience)	3cr
EDEX 755:	Family, Agency, and Community Collaboration and Team Building for Special Educators (with 10-Hour Field Experience)	3cr

NOTE: All field hours are integrated into the courses

NOTE: The 80 hours of field experiences will be negotiated with the course instructor of each course and all necessary clearances and permissions must be presented to the course instructor before field hours can be started. The field experience hours are NOT considered complete unless all assignments associated with the field experience have been satisfactorily completed and submitted.

Course Descriptions

EDEX 515 PRESCHOOL EDUCATION FOR CHILDREN WITH DISABILITIES

Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood education, as an elective for other interested students in related fields, and as a priority course for Early Childhood Education majors. Prerequisite: Certification or EDEX 650 or EDEX 111 or EDEX 300.

EDEX 520 CHARACTERISTICS AND ETIOLOGY: A THEORETICAL AND PRACTICAL INTRODUCTION TO AUTISM SPECTRUM DISORDER

An overview of the characteristics and learning traits, classification systems, assessment strategies/issues, approaches, and interventions related to individuals with autism spectrum disorder (ASD). Special emphasis will be given to theoretical, actuarial and scientific hypotheses regarding the etiology of ASD and definitions, interventions, and cultural attitudes regarding ASD and their relationship to educational services.

EDEX 558 VOCATIONAL PREPARATION AND TRANSITION FOR YOUTH WITH DISABILITIES

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Transition service elements are, at a minimum, postsecondary education and training, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

EDEX 560 FAMILY PERSPECTIVES ON DISABILITY

Intended for any major who will work with families and youth with disabilities. By understanding families as competent and resourceful systems, students examine critically ways to collaborate effectively with family members. This course focuses on legal and philosophical bases for supporting families in making important decisions affecting the education and care of their children. Prerequisite: PSYC 101.

EDEX 569 EDUCATION OF PERSONS WITH EMOTIONAL OR BEHAVIORAL DISORDERS, BRAIN INJURIES, OR LEARNING DISABILITIES

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities, and brain injury; definition and identification of the populations; and educational approaches. The course will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, and role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using Internet resources and PowerPoint format. This course is designed to meet teacher certification requirements.

EDEX 578 EDUCATION OF PERSONS WITH INTELLECTUAL, DEVELOPMENTAL DISABILITIES, PHYSICAL OR MULTIPLE DISABILITIES

Focus on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/multiple disabilities, and other health impairments. Definitions, population characteristics, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services. Prerequisite: Certification or EDEX 650 or EDEX 111 or EDEX 300. This course is designed to meet teacher certification requirements.

EDEX 581 SELECTED TOPICS

EDEX 650 EXCEPTIONAL CHILDREN AND YOUTH

Surveys characteristics, definition/identification, and service delivery models for children and youth with disabilities or who are gifted/talented. Considers state and federal policies governing special education program service delivery, as well as the legal rights of individuals with disabilities.

EDEX 750 ASSESSMENT FOR INSTRUCTIONAL PLANNING FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

Particular attention will be given to the identification of the range of assessment domains and the valid use of the functional behavior assessment process. Practical strategies for teaching skills in the domain areas based on assessment results will be addressed. An overview of curricula, approaches, strategies, and materials used with students with Autism Spectrum Disorder will also be provided.

EDEX 751 INSTRUCTIONAL INTERVENTIONS AND METHODS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

Focuses on evidenced-based educational interventions for students with autism spectrum disorder. Examines practical strategies for assessing and structuring the environmental supports needed for students to participate and progress in all environments. Special attention will be given to instructional planning to accommodate and modify specific instructional programs and materials, behavioral interventions, and language, communication, and socialization interventions. Examines the necessary considerations for organizing and supervising classroom teams.

EDEX 752 ASSESSMENT OF PERSONS WITH DISABILITIES

Provides students with an understanding of the diagnostic tools and techniques used to evaluate students with disabilities. Examines formal and informal assessment measures used in the diagnosis and remediation of educational problems. Emphasizes those skills expected of a special education teacher as a member of a multi/interdisciplinary team.

EDEX 753/853 RESEARCH SEMINAR IN SPECIAL EDUCATION

Provides enrollees with opportunities to focus on current research in special education. Focus of research may change each term in accordance with preferences of instructor and students. Emphasizes critical analysis of research, classroom applications of that research, and implications for future research.

EDEX 754 ADVANCED INSTRUCTIONAL DESIGN IN SPECIAL EDUCATION

Emphasizes effective instructional approaches appropriate for the education of students with mild to profound disabilities. Considers educational priorities and effective teaching practices in developing and evaluating individualized, integrated interventions.

EDEX 755 PROFESSIONAL COLLABORATION AND TEAM BUILDING FOR SPECIAL EDUCATORS

Focuses on strategies for collaborating with families, regular and special educators, paraprofessionals, and other service providers in the school and community.

EDEX 785 PRACTICUM AND INTERNSHIP

Offers advanced students guided practicum experiences in selected schools, residential institutions, clinics, or agencies. Internships or supervised student teaching planned individually. Students analyze, evaluate, and report on their experiences.

EDEX 850 THESIS

LiveText

All students are required to purchase a LiveText account. Key Assessments from each course will be uploaded and scored in your LiveText portfolio.

The version of LiveText that we use at IUP is the field experience package. Students can purchase it via the LiveText website www.livetext.com when you are ready to set up your account. You will need a credit card to complete your account at that time.

Field Placement and Required Forms

Pre-practicum Guidelines

A twenty-hour observational experience is required in both EDEX 569 and 578. Settings, documentation, and requirements are described below.

Internship Settings

Option 1 – Current place of employment. Any students wishing to complete their experience in their current place of employment should discuss this option with the instructor and complete the attached application. The Office of Educational College-School Partnerships will contact the district to inform the administration of the student's intent to conduct a Pre-Practicum Clinical Experience. Additionally, information will be provided regarding the nature of the experience as well as the name of the faculty. Students are free to make arrangements for conducting the Pre-Practicum Clinical Experience with the appropriate administrator.

Option 2 – Private or public agency. Any student wishing to complete the experience in a Private School or Agency should discuss this option with the instructor and complete the attached application. The Office of Educational College-School Partnerships will contact the school or agency to inform the administration of the student's intent to conduct a Pre-Practicum Clinical Experience. Additionally, information will be provided regarding the nature of the experience as well as the name of the faculty. Students are free to make arrangements for conducting the Pre-Practicum Clinical Experience with the appropriate administrator.

Option 3 – Public School Placement. Any student wishing to complete his/her Pre-Practicum Clinical Experience in a Public School setting should discuss this option with the instructor and complete the attached application. The Office of Educational College-School Partnerships will then proceed in processing the Pre-Practicum Assignment Application. The student may not make contact with any personnel at the school until the placement is approved.

Internship Documentation

Application for Pre-Practicum Assignment - The attached application should be completed and submitted to the instructor by the end of Week 1 for EDEX 578 and EDEX 569. The form can be submitted via the learning management system. The instructor will work with the Office of Teacher Education to make assignments. The student will receive an email when the placement has been confirmed.

Pre-Practicum Contract - After the observation hours have been completed and signatures have been obtained, the contract must be mailed or emailed to the instructor at 225 Davis Hall, IUP, Indiana, PA 15705.

Pre-Practicum Requirements:

Observations – The twenty hours can be scheduled in a variety of ways. You can arrange full or partial days at the site. For example, you might observe three full days or six half days.

Journal – You will maintain a daily log containing typed entries of experiences. Focus on descriptions of students' academic and social behaviors, teacher's instructional and management behaviors, and instructional curricula. You can include comments/reflections from your observations and from discussions with cooperating teachers. Your journal will be evaluated on content and grammar. Your assignment should be submitted using the LMS assignment submission tool as outlined in the course syllabus.

Clearances - Prior to any observation/participation in special education classrooms and many agencies, you must submit the following clearances done within the current year:

CastleBranch Account

In accordance with the Pennsylvania Department of Education (PDE) and school districts with whom we partner in hosting field experiences, the Office of Educator Preparation (EPP) requires that all candidates maintain current clearances.

All candidates (both incoming and current) are required to have a CastleBranch account for managing their clearances. The CastleBranch management system will allow students to upload, maintain, and access their clearances from any electronic device. It is recommended that all candidates update their clearances by August 15th each year in preparation for the upcoming field experience(s).

The clearances that will be stored and monitored within CastleBranch are:

Act 24	Arrest and Conviction Report	www.education.pa.gov/Documents/Teachers-Administrators/Background Checks/Arrest or Conviction form.pdf
Act 34	Criminal Background Check	epatch.state.pa.us
Act 114	FBI Fingerprinting	www.pa.cogentid.com and ARIN.I.U. - (724) 463-5300
Act 126	Child Abuse Recognition and Reporting Act	www.reportabusepa.pitt.edu
Act 151	Child Abuse History Clearance	www.compass.state.pa.us/cwis/public/home
TB Test	Free to all IUP students that have paid a wellness fee	www.iup.edu/healthservice/services/tb-testing-clinic-dates/
Proof of Liability Required	PSEA Membership or Private Insurance	Must have a minimum of \$1,000,000 per claim and an aggregate of \$3,000,000 per occurrence if obtained

Below you will find the links to the CastleBranch documents you will need to establish your REQUIRED account. Also available on the following pages.

- [CastleBranch Information Document.pdf](#)
- [CastleBranch Creating Student Account Document.pdf](#)



Indiana University of Pennsylvania - Teacher Education

How to Place Order

Welcome to **my** 

To place your order go to:

<https://portal.castlebranch.com/IH40>



To place your initial order, you will be prompted to create your secure myCB account. From within myCB, you will be able to:

- ✓ View order results
- ✓ Upload documents
- ✓ Manage requirements
- ✓ Place additional orders
- ✓ Complete tasks

**Please have ready personal identifying information needed for security purposes.
The email address you provide will become your username.**

Contact Us: 888.914.7279 or servicedesk.cu@castlebranch.com



QUOTE

**Indiana University of Pennsylvania – Teacher
Education**

April 11th, 2017

**STUDENT
SCREENING
SOLUTIONS**

Prepared By: Jenny Bernard
Executive Sales Consultant
CastleBranch 888.723.4263, ext. 7125
jennyb@castlebranch.com

SCHOOL OF EDUCATION - INITIAL PACKAGE

To Do List Item – Act 114 – Cogent Dept of Education Fingerprint* (Act 114)
Pennsylvania Statewide Criminal Search (PATCH) (Act 34)
To Do List Item – Pennsylvania Child Abuse Clearance* (Act 151)
Document Tracker – arrest and conviction report – annual renewal included (Act 24)
Document Tracker – child abuse and recognition reporting act – annual renewal included (Act 126)
Document Tracker - TB Test – annual renewal included if needed
Proof of Liability Insurance
Package Price: \$38.50
<i>*These requirements may include fees paid outside of CastleBranch, please see product descriptions below for more information.</i>
ANNUAL RECHECK PACKAGE
Pennsylvania Statewide Criminal Search (PATCH) (Act 34)
To Do List Item – Pennsylvania Child Abuse Clearance* (Act 151)
Package Price: \$25.00

Product Descriptions:

PRODUCT	DESCRIPTION
Pennsylvania Statewide Criminal Search	This search is sourced directly from the Pennsylvania State Police, results will be returned on PA State Police letterhead.
To Do List Item - Cogent Department of Education Fingerprint	CastleBranch will provide your students with detailed instructions to complete their Fingerprinting requirement. The cost is \$27.50 paid directly to Cogent at the time of registration. Students are instructed to upload, mail or fax a copy of their fingerprint results once received. Results are viewable by school and student once reviewed by CastleBranch, student maintains original.
To Do List Item - Pennsylvania Child Abuse Clearance	CastleBranch will provide your students with detailed instructions to complete their Child Abuse Clearance requirement. Students are eligible to request one clearance every 57 months free of charge, all other requests are \$8.00 paid at the time of request. Students are instructed to upload, mail or fax a copy of their clearance results once received. Results are viewable by school and student once reviewed by CastleBranch, student maintains original.
Document Tracker	CastleBranch provides custom requirements which can include detailed instructions, forms to download and an information needed to complete the requirement. The applicant has the ability to upload any documentation needed to complete the requirement, CastleBranch will review the information to ensure it meets your criteria.

Application for Pre-Practicum Assignment in EDEX 578 and EDEX 569

Graduate Program—Special Education EDEX _____

Type directly on the form below on the lines and save as a new document. Return the completed electronic version of the form per the directions from the instructor.

Name _____ Banner ID _____
(Last) (First) (Middle)

Home Address: _____
(Street) (City/State) (Zip Code)

Home Phone: _____ Campus Phone: _____

Clearances: (valid for one year)
TB Clearance Date: _____ Liability Insurance Type: _____
Act 34 Clearance Date: _____ Act 24 Clearance On File: _____
Act 151 Clearance Date: _____ FBI Fingerprinting Date: _____
Act 126 Certificate _____

****Clearances must be on file with Castle Branch**

Program/School District/Agency requested:* _____
Name of School: _____
County: _____ Town/City: _____

Specify preference for type of classroom by placing X next to the appropriate option:

- Learning Support
- Emotional Support
- Autistic Support or Life Skills
- Multiple Disabilities

Specify certification level of classroom by placing X next to the appropriate option:

- Elementary
- Secondary

Name of teacher I would like to work with (if known):** _____

Place an X next to the semester in which you intend to complete the experience:

- Fall Semester Spring Semester Summer Session

(Instructor Signature) (Date)

EDEX 785 Practicum/Internship

Practicum and Internship Experiences

All students in the Special Education program (e.g. M. Ed., M. Ed. and Certification or Certification only) must complete either three (3) credits of Practicum or Internship.

As with the Pre-practicum Field Experiences, there are a variety of options that students may select based upon the student's certification status and their program of studies. Graduate students must have completed at least nine (9) semester hours in the EDEX curriculum prior to requesting a practicum/ internship placement. Additionally, the Graduate Coordinator reserves the right to limit the number of placements being conducted in any given semester. The options available to students are as follows:

OPTION 1: SPECIAL PROJECT - Masters of Education Program

Students in this program are already certified in Special Education and are required to enroll for three credits of Practicum and/or Internship (EDEX 785). The student must discuss the proposal with the Graduate Coordinator when submitting the Application for EDEX 785 Practicum/Internship Form. The project must be approved by the Coordinator and the faculty assigned to supervise the 785 practicum. The special projects might include a literature review, curriculum development, or single subject research. The product and the evaluation procedure will be outlined in an individual contract between the student and the instructor. The project will serve as a student's required benchmark project.

OPTION 2: ESY PROGRAM - M.Ed. with Certification or Certification Only

Students in these programs are not certified in Special Education and are required to enroll for three (3) credits of Practicum/Internship (EDEX 785). There is a requirement for a severe disability experience in a local site or in the Extended School Year (ESY) program at IUP during Summer I. Requirements for the internship include lesson plans, an intervention project, and a progress report. The intervention project shows the effect of the intervention on the students and served as the required benchmark project. Students will be observed by the instructor using the College of Education evaluation forms. Requirements and evaluations procedures are detailed in the syllabus. Observation forms can be viewed on the Office of Teacher Education website.

EDEX 785 Internship Requirements for certification

Eligibility requirements for internship placement:

- Special Education PECT Exams – Module 1 and Module 2. Scores must meet PDE requirements.
- A 3.0 cumulative GPA
- Act 24/Act 34/Act 151 (annual update required)
- Proof of liability insurance (annual update required)—PSEA membership or private insurance (must have a minimum of \$1,000,000 per claim and an aggregate of \$3,000,000 per occurrence if obtained via private insurance). Effective August 31, 2006.
- Advisor's recommendation and signature on the application
- Current TB test
- Completion of Act 126 training

All students participating in this experience must complete the required application for the experience and return it along with the necessary clearances to Dr. Shields by March 10th prior to the start of the experience.

Application for EDEX 785-Practicum Internship ON-CAMPUS

5-Week On-campus ESY Field Placement – Summer 1

Date_____

Banner ID#_____

Please Print or Type

1. Name: _____
Last First Middle

2. Present Certification (type and date issued in PA):

3. Are you presently employed as a teacher?_____ Grade/Level_____

4. If so, what school/district?_____

5. Level of Special Education Certification for ESY Field Placement: **K-8th grade**____ or **7-12th grade** _____

6. Clearances (valid for one year)

TB Clearance Date: _____ Liability Insurance Type: _____

Act 34 Clearance Date: _____ Act 24 Clearance _____

Act 151 Clearance Date: _____ FBI Fingerprinting Date: _____

Act 126 Certificate _____

****Clearances must be on file with Castle Branch**

7. PECT Scores: Special Education Module 1 _____ and Module 2 _____

8. Permanent Address: _____

Phone: Work_____ Home_____

Email _____

Student Signature

Date

Faculty Advisor Signature

Date

Special Education PECT Exams – Module 1 and Module 2. Scores must meet PDE requirements.

Applications are due March 10th for Summer Placements. Return application to Dr. Mariha Shields in 203 Davis Hall. **Students are NOT to contact the schools, the College of Ed office will set up all placements.**

Application for EDEX 785-Practicum Internship OFF-CAMPUS

5-Week Off-campus ESY Field Placement – Summer 2

Date _____

Banner ID# _____

Please Print or Type

1. Name: _____
Last First Middle

2. Present Certification (type and date issued in PA): _____

3. Requested placement (district name and ESY Site) _____

4. Contact person at ESY site: _____ Email: _____

ESY Contact Phone number: _____

5. Are you presently employed as a teacher in this district? _____ Grade/Level _____

6. Level of Special Education Certification for ESY Field Placement: Prek-8th grade _____ or 7-12 _____

7. Clearances (valid for one year)

TB Clearance Date: _____ Liability Insurance Type: _____

Act 34 Clearance Date: _____ Act 24 Clearance _____

Act 151 Clearance Date: _____ FBI Fingerprinting Date: _____

Act 126 Certificate _____

****Clearances must be on file with Castle Branch**

9. PECT Scores: Special Education Module 1 _____ and Module 2 _____

10. Permanent Address: _____

Phone: Work _____ Home _____

Email _____

Student Signature

Date

Faculty Advisor Signature

Date

Special Education PECT Exams – Module 1 and Module 2. Scores must meet PDE requirements.

Applications are due March 10th for Summer Placements. Return application to Dr. Mariha Shields in 203 Davis Hall. **Students are NOT to contact the schools, the College of Ed office will set up all placements.**

Evaluation of Students

PECT Exam

The Pennsylvania Educator Certification Test (PECT) in the student's designated certification area is required for all graduate students who will be certified in Pennsylvania. Students will take either the Special Education PreK-8 PECT or the Special Education 7-12 PECT depending on the type of certification that they are pursuing. Contact the Office of Teacher Education at 104 Stouffer Hall (357-2485) for additional information.

Students MUST pass their PECT exams before completing their EDEX 785 internship placement.

Pennsylvania Certification in Special Education

Beginning in August of 2013, special education certification in Pennsylvania has been divided into two specializations, PreK-8 or 7-12. Students pursuing their certification must choose which track they plan to follow at the beginning of their studies and take courses accordingly. Students will also take specific certification tests based on their specialization choice.

In order to be recommended for teaching certification in Pennsylvania, a graduate student must complete all requirements as outlined in the section on Certification Only Courses in Part 2 of the handbook. The requirements include internships and pre-practicum field experiences. Students must obtain Pennsylvania and federal clearances to complete the pre-practicum and internship requirements. The student must also fill out an application for certification and submit it to the Teacher Education Office. Each student is responsible for obtaining the form online.

All advanced programs leading to a certificate issued by the Pennsylvania Department of Education require that candidates present Pennsylvania Criminal Record (Act 34), Child Abuse Clearances (Act 151), Child Abuse Reporting (Act 126 training) and Arrest and Convictions Report (Act 24) as well as Act 114 (FBI Fingerprinting Record) prior to any placement in a school setting or intermediate unit. They must also submit a TB test completed within the last year. Candidates for these programs should be aware that some districts or intermediate units may not accept placements if any criminal record is reflected on these background checks. Candidates with a criminal record, even summary offenses are asked to disclose this history to their program upon entry to the program to facilitate placement. Some serious offenses, typically involving child welfare, preclude state certification. Copies of candidate clearances must be on file with your program as well as in the Teacher Education Office prior to beginning any school or intermediate unit placement.

Teacher Information Management System (TIMS)

The Teacher Information Management System (TIMS) is a new PDE application process designed to replace the Teacher Certification System (TCS) and provide online educator certification services.

Step One – Confirming or Creating Your Education Website Login

- You may already have an education website login established. If you have an established login go to the www.education.pa.gov website, in the left side of the page click on “My PDE Suite”.
- To create a login, click on the “Register” link located at the bottom of the page. Fill in your first name, last name, street address, city, state, zip code, email address, User ID (username), password, security question, security question answer and other optional information you wish to provide. **Be sure to record your User ID and password.** The password is case sensitive and should have a combination of numbers, letters, uppercase, lowercase and symbols to be secure. The User Id is NOT case sensitive. Click on the “Register” button to submit your request. Your account will not be active until the next day, so **wait 24 hours** then confirm your login.

Step Two – Entering a Certification Request

- Login go to the www.education.pa.gov website, on the left side of the page click on “Access TIMS”.
- You may use TIMS to enter an application, request name changes, update your address and other contact information, review your certification(s), print copies of your certificate, and to check on the status of an application.
 1. Navigate to the www.education.pa.gov website. Click on “Access TIMS”.
 2. Log In.
 3. If this is your first visit to TIMS, enter your social security number, date of birth and your name.
 4. From the TIMS homepage, or “dashboard”, select the “New Credential Application”.
 5. Select your certification option from the pull down menu and continue through the application.
- Pay careful attention to the following when establishing your profile:
- Stop and save your application to obtain answers to your questions as you proceed through the screens.

You cannot change the application after it is submitted
Check all pages carefully before clicking on the submit button. You can delete an incorrect application on the TIMS dashboard **before it** is submitted. PDE cannot correct or return an application once submitted so this is an important step.
- **SELECT CREDIT CARD AS PAYMENT.**

Step Three – What To Do AFTER Submitting Your Application in TIMS

- After submitting the application to PDE via TIMS you will be prompted to print the coversheet, and may be asked to submit additional documentation. If you are sending additional documentation it must be sent with a coversheet.
- Go to <http://www.iup.edu/marketplace> to submit your IUP Certification Fee.
Click on Teacher Certification Store and follow the instructions.
- Submit a copy of your TIMS cover sheet and a copy of your Marketplace payment receipt to:

**Educator Preparation Office
104 Stouffer Hall
1175 Maple Street
Indiana PA 15705**

- Your certificate WILL NOT arrive in the mail. You will be able to print copies of your certificate anytime you need a copy from TIMS once the application is approved.

Thank you for your support and cooperation with the TIMS certification system.

Judy Geesey, Administrative Assistant
Educator Preparation Office

jgeesey@iup.edu

Phone -724-357-2485 Fax – 724-357-3294

Comprehensive Examination

A comprehensive exam must be passed by all students obtaining a Master's degree. Comprehensive examinations assess general competence and knowledge with regard to five critical areas of special education (i.e., general disability awareness, inclusive practices, assessment, transition, instructional design, and collaboration). The Special Education Program conducts written comprehensive examinations as an independent quality check of student progress. The process for completion and grading is described in this section of the handbook.

Completion of Comprehensive Examinations

Eligibility. To be eligible to take the comprehensive examinations, a student should be within the last 12 credits of the program. The graduate student must notify the Coordinator of the Graduate Program three weeks before the examination date that he/she will take the examination.

Preparation. The list of potential questions for the examination is handed out at the Study Session. For each examination, the Graduate Coordinator will select one question in each of five critical areas of special education (i.e. general disability awareness, inclusive practices, assessment, transition, instructional design, and collaboration). Because the exam may include any of the 5 questions, students are expected to prepare in all areas. Students are encouraged to develop study cohorts, but each student must prepare his/her own individual response for each question. In addition, no outside materials (e.g., computer disks, books, journal articles, outlines) may be brought into the exam room, **except for a reference list of 5-6 supporting journal articles and/or textbooks.**

Review session. A review session will be offered in the Fall and the Spring semesters. The purpose of the review session is to clarify procedures for the examination and to emphasize points for writing successful responses. Specific dates, times, and locations will be announced before the beginning of each semester. Participation in the review session is mandatory for first time examinees.

Timelines. Examination dates are scheduled in October and March each school year. Specific dates and locations will be announced at the beginning of each semester. Passing scores must be submitted by the Department to the Graduate School before the end of the semester in which the student intends to graduate. Consequently, all students are responsible to plan for the examination so that all questions are completed in a timely fashion.

Examination procedures. The examination period extends from 9:00 am until 12:00 pm on the scheduled date. Students should arrive at the test location 15 minutes prior to the beginning of the examination. Students may not bring food to the computer lab. Each student will be directed to answer two questions during this period. Before each examination period, questions are randomly selected from different areas.

Retakes. Students are expected to retake any question for which they did not receive a passing grade. (See following section on scoring procedure for details.) Retakes of the examination are only available in subsequent semesters (e.g., if you take the exam in October and do not pass all questions, you will retake the exam in March).

Writing tips. Clear communication is the most important goal of professional writing. You can communicate clearly by presenting ideas in an orderly manner and by expressing oneself precisely. We strongly recommend that you state the purpose of the answer and use an advanced organizer to outline your response in the

first or second paragraph. You should also provide introduction and conclusions sections. The introduction should set the stage for your answer, using relevant literature. In the conclusions, you should restate your main points.

Comprehensive examinations involve application of material that has been established as best practice. Your job is to organize, integrate and apply this material to answer the question. Be careful to answer the entire question, to use current information, and to organize your ideas so that it is easy for the reader to follow. *We expect you to use APA format throughout the entire examination and to cite professional literature from peer-refereed journals for all questions. It is highly recommended that you review the APA manual before taking the exam.*

Grading of Comprehensive Examinations

Scoring procedure. Three faculty members are selected to determine whether responses are satisfactory. Questions may be scored as HIGH PASS, PASS, PASS WITH REVISION, and FAIL. If faculty disagree about the score for the examination, the two scores in agreement will be used to determine the success of the student on the examination question. The grading is a blind review process. This means that the instructors do not know the student's identity while grading papers.

The score is based on professional writing and content (see attached scoring sheet). Professional writing pertains to the strength of the introduction, a specific outline of subtopics, use of transitions, and effective conclusions. Content pertains to the selection of relevant evidence, the use of effective examples to develop general statements, use of professional literature to support main points, accuracy of information, and coherence of ideas.

If a student receives a PASS WITH REVISION, the student will have two weeks to make the revisions. If a student FAILS one or both questions, he/she must retake the comprehensive examination during the following semester. If a student FAILS one area, he or she will complete one question during the retake examination in the same areas as the initial examination. If a student FAILS both questions, they will be given one additional attempt to retake the entire examination.

Timeline. Faculty members have two weeks from the time they receive the answers to read and evaluate the examinations. Every attempt will be made to ensure that students will receive a letter with their results within three weeks of the testing date.

STUDENT NUMBER _____

READER _____

TOPIC _____

Master's Comprehensive Examination

Special Education Program

	Strong Answer	Fairly Strong	Somewhat Strong	Weak
<u>Professional Writing</u>				
Purpose clear	4	3	2	1
Clear introduction	4	3	2	1
Coherent organization	4	3	2	1
Effective conclusions	4	3	2	1
Grammatically correct	4	3	2	1
Adequate APA format	4	3	2	1
<u>Content</u>				
Complete answer	4	3	2	1
Specific examples	4	3	2	1
Relevant evidence	4	3	2	1
Accurate information	4	3	2	1
Adequate citations	4	3	2	1

GRADE (circle one): HIGH PASS PASS PASS WITH REVISION FAIL

Comments:

Degree Completion

- Completion of course work
- Competency Exam (Masters)
- PECT Exam **completed before the internship** (Certification)
- TIMS application and IUP Certification Fee
- Evaluation for Graduation by Grad Coordinator
- Applying for Graduation and/or Certification

For more information regarding School of Graduate Studies and Research Policy on grading, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*:
<http://www.iup.edu/graduatestudies/>

Thesis Completion

The Department of Special Education has an optional thesis for any student pursuing the M.Ed. Students can seek the assistance of their academic advisor in determining which option is best for them.

Students considering a thesis should consult with their advisor as early in the program as possible. Although it is not required to identify the thesis option early, doing so will increase the likelihood of completing the thesis in a timely manner. Academic advisors serve as the chairperson of thesis committees; however, another chair may be selected if it is more appropriate.

The process of completing a thesis involves various steps.

Students must:

1. Identify a thesis committee chairperson.
2. Develop an initial topic outline.
3. Identify the other committee members to serve.
4. Submit the Research Topic Approval form to the Graduate School.
5. Develop the full thesis proposal.
6. Obtain approval by the Institutional Review Board for the Protection of Human Subjects.
7. Defend the proposal to the committee.
8. Gather data.
9. Write the final report.
10. Defend the thesis to their committee. The defense of a thesis is closed (only student and committee members permitted).
11. Thesis will be scored pass, pass with revisions, or fail.
12. Make final revisions and submit the completed thesis to the Graduate School.

Students planning to complete a thesis should allow a minimum of two semesters to do so. The thesis counts as a 3 credit elective in the plan of study.

Evaluation Outcome for Thesis

Effective fall 2017 for students admitted and students admitted after -- Thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

Ongoing Thesis students admitted "prior" to fall 2017 – Thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*:
<http://www.iup.edu/graduatestudies/>

University Policy and Procedure

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact Dr. Mariha Shields or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

Academic Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thesource/

Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Affirmative Action

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Continuous Graduate Registration for Dissertation and Thesis

Admission effective fall 2017 and after: Masters thesis, MFA thesis and Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis.

Admissions prior to fall 2017: doctoral dissertation students and MFA thesis students beginning the program “prior” to fall 2017 will follow the former Continuous Dissertation, MFA Credit, Extended Credit Registration policy which applies to doctoral and MFA students only.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*:
<http://www.iup.edu/graduatestudies/>

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean’s decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University through the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

Graduate Students

For master's students, at least 2/3 of the credits meeting program requirements must be taken from the University offering the degree.

Note that these set the minimum number of credits that must be taken "in residence" and that universities can limit the number of hours that will be allowed to transfer into a graduate program.-

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Program Level Exams Appeal Policy

For Information regarding the Program Level Exams Appeal policy, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Reexamination Policy: Candidacy/Comprehensive Examination

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration

<http://www.iup.edu/registrar/students/registration/>

For more information regarding registration and tuition billing, please contact the Office of the Bursar:
www.iup.edu/bursar/

Social Equity

The Office of Social Equity: www.iup.edu/social-equity/

For more information regarding University policy, view the Graduate Catalog:

www.iup.edu/graduatestudies/catalog

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/student-conduct/policies/

(*IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.*)

Time Limitations

Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition. Petitions are approved by the student's department and the dean of the School of Graduate Studies and Research.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Master Appeal Policy

For more information regarding Time-to-Degree Master Appeal policy, view the Graduate Catalog:

www.iup.edu/graduatestudies/catalog/

Title IX Reporting Requirement

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog:

www.iup.edu/graduatestudies/catalog/

Transfer of Credits (Effective fall 2017) Policy

No transfer credits can be transferred into the certification program.

A student may transfer graduate credits from another institution, with Department approval, up to one third (**1/3**) of the required credits for the graduate student's program at IUP. These graduate courses must have been taken from a regionally accredited institution, within the past five years, and the grade earned must be a "B" or its equivalent or better. The time limitation rule and residency requirements pertain without modification to transfer credits.

Up to one third (**1/3**) graduate credits originally earned in one graduate program at IUP may be applied toward a different graduate program if: 1) the receiving department and 2) the School of Graduate Studies and Research both approve the credits as meeting degree requirements. These courses must have been completed within the past five years, and the grade earned must be a "B" or its equivalent or better.

The combination of transfer graduate credits earned at another institution and those earned at IUP may not exceed one third (**1/3**) of the total required graduate credits for the program.

To request transfer credits, the student must complete the Request for Graduate Transfer Credit

Review form and follow the instructions listed on the form. A catalog course description or course syllabus must accompany the request. An official graduate transcript showing the earned graduate credits must be provided by the school at which the credits were taken. To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution. The request is reviewed in the School of Graduate Studies and Research and the academic department. After review, the student's program coordinator and the student are notified of the transfer decision.

It is strongly recommended that students seeking to transfer graduate credits from another institution while enrolled at IUP receive advance written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department prior to enrolling in that course.

If graduate credits earned at another institution are approved for transfer, only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript.

Graduate credits earned at IUP that are approved for transfer to a second program will not be posted to the transcript a second time.

All candidates must complete their program's final six credits of graduate work in courses offered by IUP.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*:
<http://www.iup.edu/graduatestudies/>

Research

Applied Research Lab: www.iup.edu/arl/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*:
www.iup.edu/graduatestudies/

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Appendix A: Graduate Assistantship Guidelines & Performance Review Criteria

GRADUATE ASSISTANTSHIP ELIGIBILITY:

To be eligible for a graduate assistantship, students must:

- Be fully matriculated into a degree-seeking IUP graduate program.
- Maintain full-time enrollment as agreed upon at the time of graduate assistantship agreement signature.
- Achieve and remain in good academic standing as per the Good Academic Standing Policy per the Graduate Catalog. This is a baseline requirement.

GRADUATE ASSISTANTSHIP OFFERS:

The graduate coordinator will contact you if you are being offered a graduate assistantship. After this initial contact, you can expect the School of Graduate Studies and Research to begin the awarding process—please check your IUP e-mail account regularly.

SGSR E-mail 1: The School of Graduate Studies and Research will e-mail your offer in the form of a Graduate Assistantship Agreement and position overview. The agreement will outline terms and conditions and will state a deadline by which you must return your agreement with your signature. The position overview will outline the tasks and duties of the position.

SGSR E-mail 2: The School of Graduate Studies and Research will confirm receipt of your signed Graduate Assistantship Agreement. You will receive an e-mail from donotreply@neogov.com to your campus email address with a subject of "Activate Your Neogov PE user account." This e-mail contains an activation link valid only for five days. Follow the link to activate your account to begin the process of obtaining three background clearances. The required clearances related to PA Act 135 and IUP's background investigation checking policy are:

- Act 34 - Pennsylvania State Police Criminal Background Check (SP4-164)
- Act 151 - Pennsylvania Child Abuse History Clearance Form (CY-113)
- Act 114 - Federal (FBI) Fingerprint Criminal Background Check (Criminal History Report)

SGSR E-mail 3: The School of Graduate Studies and Research will send a final e-mail clearing you to begin working as a graduate assistant (GA). This e-mail will include a checklist of tasks to complete before your first day of work as a GA.

All e-mail correspondence will go to your IUP e-mail account from graduate-assistantships@iup.edu. Please make sure your IUP e-mail account is active and you are frequently checking your e-mail immediately after admission into a graduate program.

GRADUATE ASSISTANTSHIP RESPONSIBILITIES:

You can expect opportunities to advance your professional preparation while enhancing your academic experience. Academics and scholarly achievement are the top priority. As such, graduate assistantships are rewarding and beneficial educational experiences that include prospects for supporting instruction, research, networking, programming, providing valuable university services and resources, as well as learning new skills and improving others.

Graduate assistants are guided and supervised by scholarly faculty and university staff dedicated to providing a valuable learning experience. At the same time, GAs are beneficial to the functioning of academic and student service units.

GRADUATE ASSISTANTSHIP SCHEDULES:

Graduate assistants and their assigned faculty and university staff will establish a schedule for completing the ten-hour work commitment. Graduate assistants are not required to work during university authorized breaks/days off or during finals week.

GRADUATE ASSISTANTSHIP PERFORMANCE REVIEW:

Assessment of GA's performance will be completed two times during each semester. It is expected that the GA will meet or exceed expectations on 90% of the areas outlined below. In the event that the GA fails to maintain these high standards, remediation will be initiated by the assigned faculty/staff member with the expectation that the target level of performance will be achieved upon next review. In the event that the expected level of performance is NOT achieved following remediation/upon second review, the department faculty will consider ramifications, including revocation of the graduate assistantship. Similarly, a graduate assistantship may be lost in the event that the GA does not maintain good academic standing as per the Good Academic Standing Policy outlined in the Graduate Catalog.

Graduate Assistant Performance Review

0 = Below Expectation		1 = Meets Expectations		2 = Exceeds Expectations		N/A – Not Applicable	
During completion of all graduate assistant duties, the individual:							
1.	Exhibits respect/professionalism during all interactions with faculty, staff, peers, and visitors.	0	1	2	NA		
2.	Communicates effectively and appropriately in person, by telephone, and in written form.	0	1	2	NA		
3.	Conforms to expected standards of dress, appearance, and public behavior.	0	1	2	NA		
4.	Demonstrates punctuality.	0	1	2	NA		
5.	Demonstrates personal and professional integrity.	0	1	2	NA		
6.	Completes all assigned tasks professionally and in a timely manner.	0	1	2	NA		
7.	Solicits feedback when necessary and acts on that feedback appropriately.	0	1	2	NA		
8.	Handles all tasks and responsibilities assigned independently.	0	1	2	NA		
9.	Takes initiative – seeks/requests additional tasks when previously assigned ones are completed.	0	1	2	NA		
10.	Manages multiple tasks well and is organized.	0	1	2	NA		

Please add any additional comments relevant to assessment of the Graduate Assistant with respect to performance and disposition in the space below.

Faculty/Staff Signature

Graduate Assistant Signature

Date

Signature Page

**Verification and Acknowledgement of Having Read the Graduate Student Handbook
for Special Education**

1. I verify that I have read the Graduate Student Handbook for Special Education.
2. I acknowledge that I will be held responsible for all policies and requirements noted in the Graduate Student Handbook.
3. I understand that submission of this signed form to my advisor is a requirement for completion of my graduate program.
4. I understand my program coordinator may share this document with the School of Graduate Studies and Research

Please initial all that apply:

_____ I verify that I want to focus on adding a Special Education, M. Ed.

_____ I verify that I want to focus on adding a Special Education, M. Ed. & Special Education Certification PreK-8th OR 7th-12th level. [circle one]

_____ I verify that I want to focus on adding Special Education Certificate Only PreK-8th OR 7th-12th level. [circle one]

_____ I verify that I want to focus on adding an Autism Endorsement Certificate

Print Name

Signature

Date

Submit signed copy to Mariha Shields, D.Ed. before beginning your first class.

Mariha Shields, D.Ed.
Davis Hall, Room 203
570 South Eleventh Street
Indiana, Pennsylvania 15705-1050
Phone: 724-357-2450 Fax: 724-357-7716
Email: M.K.Shields@iup.edu

**The Communication Disorders, Special Education & Disability Services
will keep this signed document on file.**