



IUP Graduate Handbook

Special Education, M. Ed. and Special Education Certification

Department of Communication Disorders, Special Education,
and Disability Services

Handbook Updated 2023

Graduate Special Education Programs:

Special Education, M. Ed. and Special Education Certification
Special Education, M. Ed.
Special Education Certificate Only

Department of Communication Disorders, Special Education and Disability Services
Davis Hall, Room 203
570 South Eleventh Street
Indiana, Pennsylvania 15705-1050
Phone: 724-357-2450
Fax: 724-357-7716

Program Website: <http://www.iup.edu/special-ed/grad/edex-certification-med/>

Table of Contents

Special Education, M. Ed. and Special Education Certification.....	i
Introduction.....	4
Purpose of the Graduate Student Handbook.....	4
IUP’s Civility Statement.....	4
Affirmative Action.....	4
Title IX Reporting Requirement.....	4
Student Conduct and Student Rights.....	4
Department of Communication Disorders, Special Education, and Disability Services.....	5
Mission Statement and Program Objectives.....	5
Faculty and Staff.....	5
Admission.....	6
Department of Special Education Program Requirements.....	6
Financial Assistance.....	7
Tuition, Fees, and Financial Aid.....	7
Graduate Assistantships.....	7
Commonly Asked Questions.....	7
Academic Advisement.....	8
Campus Resources & Student Support.....	8
IUP Email.....	8
Graduate Student Assembly.....	8
Programs and Degrees.....	8
Master of Education Degree in Special Education Program.....	8
Pennsylvania Special Education Certification ONLY Program.....	9
Master of Special Education Degree AND Pennsylvania Special Education Certification.....	11
Course Descriptions.....	11
Evaluation of Students.....	13
LiveText.....	13
Field Placement and Required Forms.....	13
CastleBranch Account.....	14
EDEX785/786 Practicum/Internship.....	15
EDEX 785 Internship Requirements for Certification.....	15
Application for EDEX 785/786-Practicum Internship.....	16
Evaluation of Students.....	17
PRAXIS Exam.....	17
Pennsylvania Certification in Special Education.....	17
Teacher Information Management System (TIMS).....	17
Comprehensive Examinations.....	18
Program Level Examination Appeals.....	20
Reexamination Policy.....	21
Degree Completion.....	21
University Policies and Procedures.....	21
Research.....	22
Appendices.....	23
Appendix A: Graduate Assistantship Guidelines & Performance Review Criteria.....	23
Appendix B: Graduate Assistant Performance Review.....	25
Appendix C: Application for Pre-Practicum Assignment in EDEX 578 and EDEX 569.....	26
Appendix D: Pre-Practicum Contract for EDEX 578 and EDEX 569.....	27
Appendix E: Application for EDEX 785/786-Practicum Internship.....	28
Appendix F: Master’s Comprehensive Examination.....	29
Appendix G: Special Education Required Formats.....	30
Signature Page.....	35

Introduction

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, 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 www.iup.edu/gradcatalog 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.

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.

Affirmative Action

<https://catalog.iup.edu/content.php?catoid=7&navoid=951>

Title IX Reporting Requirement

<https://catalog.iup.edu/content.php?catoid=7&navoid=959>

Student Conduct and Student Rights

<https://www.iup.edu/studentsupportandstandards/policies/index.html>
www.iup.edu/gradcatalog

Department of Communication Disorders, Special Education, and Disability Services

The Department of Communication Disorders, Special Education, and Disability Services houses a unique blend of interrelated programs of study: Speech-Language Pathology and Audiology, Disability Services, and multiple special education programs.

The department offers two master's programs: the Master of Education Degree in Special Education and the Master of Science Degree in Speech-Language Pathology.

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to assure equal education and employment rights for all persons.

Our program is accredited through the Council for the Accreditation of Educator Preparation (CAEP). It is also approved by the Pennsylvania Department of Education (PDE). The next review is 2025-2026.

Mission Statement and Program Objectives

If you're a working professional, you can still earn your MEd or teaching certification in Special Education at IUP. We've designed this program to make learning more convenient for you with online and evening courses.

- You'll hone your expertise in core classes that focus on vocational preparation, assessment, research, advanced instruction, professional collaboration, and family perspectives.
- Your practicum and internships will provide invaluable hands-on experiences that build on what you learn in the classroom.

Faculty and Staff

Annah Hill – a.l.hill@iup.edu

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 is the Graduate Coordinator for the Special Education program. Through her Doctor of Education in Curriculum and Instruction, Reading Specialist certification, Special Education certification, and her certification in Teaching English as a Second Language [ESL] she writes grants to support individuals with special needs. 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 – akappel@iup.edu

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 Associate Professor and faculty advisor of the Best Buddies chapter at IUP and IUP Special Olympics

student organizations. 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, assistive technology, and mentorship.

William Schleicher – wschleic@iup.edu

Dr. William Schleicher received his Ed. D. in Special Education from Slippery Rock University of Pennsylvania in 2022, his Master's in Special Education from California University of Pennsylvania in 2012, and his bachelor's degree from California University of Pennsylvania in 2010 in Elementary Education (K-6). He holds the following certifications: Elementary Education K-6, Autism Spectrum Disorders, N-12 (Endorsement), K-12 PA School Principal. His research interests include Positive Behavior Interventions and Supports (PBIS), Elementary Education, K-12 Professional Development, Inclusive K-12 education, and Teacher Retention and Preparation.

Admission

Department of Special Education Program Requirements

- An applicant must have a bachelor's degree for the Master's 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.
- 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. 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 for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

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/>

- <https://www.iup.edu/admissions/graduate/financialaid/index.html>
- 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 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 each semester. The special education graduate advisor (who is also your Graduate Coordinator) schedules flexible advisement sessions for part-time students.

Special Education D2L Advising: <https://d2l.iup.edu/d2l/home/3352259>

Campus Resources & Student Support

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

Graduate Catalog: www.iup.edu/gradcatalog

Office of Student Billing: <https://www.iup.edu/student-billing/>

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

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

Office of Social Equity: www.iup.edu/socialequity/

IUP Campus Library: www.iup.edu/library/

MyIUP: www.iup.edu/myiup/

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

Veterans and Service Members: www.iup.edu/veterans/resource-center/

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

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

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

University Policy: www.iup.edu/police/ | 724-357-2141

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

Student Registration: www.iup.edu/registrar/students/registration-resources/index.html

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 <https://www.iup.edu/itsupportcenter/get-support/e-mail-and-calendar/general/> to learn more about setting up this account. For more information regarding University Policy on email communications, view the Graduate Catalog: www.iup.edu/gradcatalog

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 to 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.

Programs and Degrees

Master of Education Degree in Special Education Program

Thirty-two (32) 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. 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.

Special Education MED

MED REQUIREMENTS (32 cr.)	CREDITS	GRADE	COURSE	SEM
Instruction of English Language Learners with Special Needs	2	_____	EDEX 523	_____
Methods and Curriculum – Mild to Moderate Disabilities	3	_____	EDEX 525	_____
Methods and Curriculum – Severe Cognitive Disabilities	3	_____	EDEX 535	_____
Transition Assessment and Planning for Youth with Disabilities	3	_____	EDEX 558	_____
Family Perspectives on Disability	3	_____	EDEX 560	_____
Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities, or Brain Injury	3	_____	EDEX 569	_____
Education of Persons with Intellectual/Developmental and Physical/Multiple Disabilities	3	_____	EDEX 578	_____
Assessment of Persons with Disabilities	3	_____	EDEX 752	_____
Advanced Instructional Design in Special Education	3	_____	EDEX 754	_____
Professional Collaboration and Team Building for Special Educators	3	_____	EDEX 755	_____
Elements of Research	3	_____	GSR 615	_____

TOTAL CREDITS TO COMPLETE MED: 32

COMP EXAM: _____

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

Twenty-four (24) 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.

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.

**Special Education PreK-12
Certification Only Candidates**

CERTIFICATE REQUIREMENTS (24 cr.)	CREDITS	GRADE	COURSE	SEM
Methods and Curriculum – Mild to Moderate Disabilities	3	_____	EDEX 525	_____
Methods and Curriculum – Severe Cognitive Disabilities	3	_____	EDEX 535	_____
Transition Assessment and Planning for Youth with Disabilities	3	_____	EDEX 558	_____
Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities, or Brain Injury	3	_____	EDEX 569	_____
Education of Persons with Intellectual/Developmental and Physical/Multiple Disabilities	3	_____	EDEX 578	_____
Assessment of Persons with Disabilities	3	_____	EDEX 752	_____
Practicum and Internship (Severe)	3	_____	EDEX 785	_____
Practicum and Internship (Mild)	3	_____	EDEX 786	_____

TOTAL CREDITS TO COMPLETE CERTIFICATION: 24

PRAXIS EXAM: _____

**Please note: EDEX 569 and 578 require field experience, the total of which is designed to approximate the student teaching field experiences designated by PDE requirements.*

Master of Special Education Degree AND Pennsylvania Special Education Certification

Thirty-eight (38) 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.

Special Education MED and PreK-12

MED and Certification Candidates

CERTIFICATE REQUIREMENTS (24 cr.)	CREDITS	GRADE	COURSE	SEM
Methods and Curriculum – Mild to Moderate Disabilities	3	_____	EDEX 525	_____
Methods and Curriculum – Severe Cognitive Disabilities	3	_____	EDEX 535	_____
Transition Assessment and Planning for Youth with Disabilities	3	_____	EDEX 558	_____
Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities, or Brain Injury	3	_____	EDEX 569	_____
Education of Persons with Intellectual/Developmental and Physical/Multiple Disabilities	3	_____	EDEX 578	_____
Assessment of Persons with Disabilities	3	_____	EDEX 752	_____
Practicum and Internship (Severe)	3	_____	EDEX 785	_____
Practicum and Internship (Mild)	3	_____	EDEX 786	_____
ADDITIONAL MED REQUIRMENTS (14 cr.)				
Instruction of English Language Learners with Special Needs	2	_____	EDEX 523	_____
Family Perspectives on Disability	3	_____	EDEX 560	_____
Advanced Instructional Design in Special Education	3	_____	EDEX 754	_____
Professional Collaboration and Team Building for Special Educators	3	_____	EDEX 755	_____
Elements of Research	3	_____	GSR 615	_____

TOTAL CREDITS TO COMPLETE MED and CERTIFICATION: 38

**Please note: EDEX 569 and 578 require a field experience, the total of which is designed to approximate the student teaching field experiences designated by PDE requirements.*

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

Course Descriptions

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 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 785/786 PRACTICUM AND INTERNSHIP

Advanced students are offered guided practicum experiences in selected schools, clinics, or agencies. Internships or supervised student teaching are planned individually. Students analyze, evaluate, and report on the experience. Students will have the option to complete the practicum near campus during the summer or to arrange for a practicum experience in the home region with online supervision. Practicum experiences at sites in home region must be approved by the Special Education Graduate Coordinator.

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

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 emailed (or placed in the D2L assignment submission folder) to the instructor.

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	Identigo
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](#)

EDEX785/786 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 - Master 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 785/786). The student must discuss the proposal with the Graduate Coordinator when submitting the [Application for EDEX 785/786 Practicum/Internship Form](#). The project must be approved by the coordinator and the faculty assigned to supervise the EDEX 785/786 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: School Year or 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 785/786). There is a requirement for a severe disability experience in a local site or in the Extended School Year (ESY) program. 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 PRAXIS Exam. 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 (in CastleBranch) to your Ms. Samantha Bozzer (srbozzer@iup.edu) and copy (cc) your advisor prior to the start of the experience. See required due dates.

Application for EDEX 785/786-Practicum Internship

EDEX 785/786 Internship Requirements for Certification and Application

Students in these programs are not certified in Special Education and are required to enroll for three (6) credits of Practicum/Internship (EDEX 785/786). 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 evaluation procedures are detailed in the syllabus. Observation forms can be viewed on the Office of Teacher Education website.

Note: You are required to complete:

- a. one elementary placement
- b. one secondary placement
- c. EDEX 785- 80 hours of student teaching internship- summer- students with severe characteristics- face-to-face
- d. EDEX 786- 80 hours of student teaching internship- summer- students with mild characteristics- face-to-face

Eligibility requirements for internship placement:

- Special Education PRAXIS Exam. 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

Complete the required application for the experience and return it along with the necessary clearances (in CastleBranch) to your Ms. Samantha Bozzer (srbozzer@iup.edu) and copy (cc) your advisor prior to the start of the experience.

Required due dates:

Applications for fall are due the 1st week of May. Spring applications are due the first week of December. Summer applications are due the first week of March. Return application to Davis Hall. Students are NOT to contact the school; the College of Ed office will set up all placements in order to confirm affiliation agreements.

Successful completion of the Special Education PRAXIS Exam and 785/786 are required for certification through the Pennsylvania Department of Education.

Applications for Fall are due the 1st week of May. Spring applications are due the first week of December. Summer applications are due the first week of March. **Students are NOT to contact the school; the College of Ed office will set up all placements in order to confirm affiliation agreements.**

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

PRAXIS Exam

The Pennsylvania Educator Certification Test (PRAXIS) in the student's designated certification area is required for all graduate students who will be certified in Pennsylvania. Contact the Office of Teacher Education at 104 Stouffer Hall (357-2485) for additional information.

Successful completion of the Special Education PRAXIS Exams must meet the PDE requirements **before completing the EDEX 785/786 internship placement.**

Pennsylvania Certification in Special Education

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 in CastleBranch 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.

Sherry Kelly, Administrative Assistant, Educator Preparation Office
skelly@iup.edu or Phone -724-357-2485 Fax – 724-357-3294

Comprehensive Examinations

This examination is given, usually upon the candidate’s completion of course work, to determine the student’s progress in the degree field and fields related to it. The examination is written and is not necessarily limited to areas in which the candidate has taken course work. In addition to having written procedures for taking the comprehensive exam, departments must also have written procedures regarding providing feedback for comprehensive exams.

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. 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

An online 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 the five critical areas of special education.

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 conclusion section, 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.

Program Level Examination Appeals

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations, and not simply on the outcome of the examination. Procedural violations would be cases in which the program/department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination. Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

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. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Degree Completion

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

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

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

University Policies and Procedures

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 [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar

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

The Following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

Academic Integrity

Bereavement-Related Class Absences

Continuous Graduate Registration for Dissertation and Thesis

Grade Appeal Policy

Graduate Fresh Start Policy

Graduate Residency Requirement

Leave of Absence Policy

Time Limitations

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation

Transfer of Credits Policy

Research

Graduate Catalog

www.iup.edu/gradcatalog

IUP Graduate Research

www.iup.edu/research/

IUP Writing Center/Kathleen Jones White Writing Center (APA format Support)

<https://www.iup.edu/writingcenter/index.html>

Appendices

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 (week 6 and week 13). 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.

Appendix B: 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

Appendix C: 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

(University Professor Signature)

(Date)

Appendix D: Pre-Practicum Contract for EDEX 578 and EDEX 569

Graduate Program—Special Education EDEX ____

Semester and Year _____

I have worked with _____
(Cooperating Teacher's Name)

at _____ School in the _____ District.
(School Name) (School District)

The 20 hours of the pre-practicum observation was completed on the following dates (include dates and times):

Comments from Cooperating Teacher:

(Student Signature)		(Cooperating Teacher Signature)
(Typed Student Name)		(Date)

After the observation hours have been completed and signatures have been obtained, the contract must be emailed (or placed in the D2L assignment submission folder) to the instructor.

Appendix E: Application for EDEX 785/786-Practicum Internship

School Year Placement- pick 1 Fall _____ or Spring _____ OR

5-Week (80 hours minimum) Off-campus ESY Field Placement –pick 1 summer session

Pre-summer _____ OR summer 1 _____ OR 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: _____

Contact Phone number: _____

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

6. Level of Special Education Certification for Field Placement (**complete both a and b**):

a. Prek-4th grade _____ or grades 5-12 _____

b. EDEX 785 (severe) _____ or EDEX 786 (mild) _____

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**

1. PRAXIS Scores: _____

2. Permanent Address: _____

Phone: Work _____ Home _____

Email _____

Student Signature

Date

Faculty Advisor Signature

Date

Appendix F: Master’s Comprehensive Examination

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:

Appendix G: Special Education Required Formats

INDIVIDUAL BEHAVIOR PLAN FORMAT (example)

1. Name (*First name or initials*)

2. Target behavior: (*specify in observable terms*)

3. Function of behavior (*e.g., avoid something, get something*)

4. Replacement behavior

5. Data collection/analysis procedures:

6. Behavioral Objective:

7. Intervention procedure(s):
 - a. Antecedent modifications

 - b. Instruction for replacement behavior

 - c. Positive reinforcement for replacement behavior

 - d. Consequences for target behavior

8. Generalization/maintenance plan (plan for generalizing this behavior to other settings, over time):

LESSON PLAN FORMAT (example)

HEADING: List author/teacher name, date, subject, grade, and time allotted. This information should be left-justified at the top of the first page.

RATIONALE AND BACKGROUND: This portion typically features two brief paragraphs initiated as follows:

- What is the purpose or essential question of this lesson? Which standards (PA or Common core) does this lesson address?
- What are the students familiar with or able to do in relation to this topic? Address context of the classroom including the social and physical environment, relevance to students' lives and interests, students' background knowledge, and student diversity.

<p>Facts about the learners Use people first language instead of labels when listing facts about the learners. Note, you will typically have 3-5 students with special needs in your classroom. Your plan should address each student's needs.</p> <p>E.g.: BR is working on developing his fine motor skills.</p>	<p>Specific, required adaptations The adaptations that you list here, for each student, should relate very explicitly to the content that you are covering.</p> <p>E.g.: For the individual written activity, BR will use a digital device to record his answer (example/non-example).</p> <p>BR will work with a partner to complete short written tasks (use of a thesaurus, post-it response)</p>
---	---

NOTE: Use students' initials when listing facts or adaptations.

LESSON OBJECTIVE(S):

An objective is a clear, concise statement of intent designed to guide and anchor a lesson plan. A strong objective contains an **audience, behavior, condition, and degree**. Additionally, objectives should address all three domains of learning: **cognitive, affective, and psychomotor**. Each objective, when appropriate, should include adaptations for students with special needs.

Adaptations should include students' initials, the condition, observable behaviors and degree of mastery that is expected.

Example Objectives:

1. Given a box containing 5 slips with action words written on them, students will, within their small groups, mime the actions in 5 minutes. (Psychomotor Objective)

Given 5 examples and 5 non-examples of verbs on the SMARTboard; students will list the examples on their individual dry erase board and then share their answers verbally. BR will use a digital device to record his answers. (Cognitive Objective)

2. Given a thesaurus, the student will substitute the underlined verbs in four sentences with suitable synonyms with 90% accuracy. BR will work with a partner to complete this assignment. (Cognitive Objective)
3. Given a list of 5 verbs, an X and Y axis on the board, and post-it notes, student will help create a bar graph on the board by adding a post-it with their favorite activity to the graph. They will orally explain why they enjoy the activity. BR will work with a partner to complete the first part of the task. (Affective Objective)

LIST OF MATERIALS/VOCABULARY/RESOURCES:

- A) Indicate where this lesson came from (mentor, book, website, self). Describe how you made it your own.
- B) Provide a complete list of resources (books, articles, websites, etc.) including materials that supplement available textbooks, teachers' manuals, and/or resources to extend knowledge of the lesson/unit topic. (Use APA format.)
- C) Vocabulary (terms and definitions- visual aid/chart)
- D) List materials needed to teach the lesson including audio-visual aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources.
- E) When students need adaptations, be sure to designate any elements of "specially-designed instruction (SDI)" to meet the adaptation requirements.
- F) Attach all resources such as handouts and teacher-created materials.

PROCEDURES:

This section should be logical, sequential and numbered. Please include the estimated time frame for each of the three sections below. Additionally, include example questions for each section to demonstrate that you are (a) engaging students in each of six levels of Bloom's taxonomy (b) that you are relating content to students' cultural background and promoting cross-cultural awareness. Include example questions; indent these for ease of use. Clearly describe how the accommodations/adaptations listed in the table are carried out throughout the lesson. This includes instructional arrangements, fluid grouping arrangements and co-teaching approaches when appropriate.

- A) *Initiation/Motivation* – Getting the students "warmed up" for the lesson; this brief activity should catch their attention and motivate them. The introduction will include a motivational strategy that (1) activates prior knowledge and (2) relates closely to the lesson purpose.
- B) *Lesson Body* – The lesson body will include the following:
 1. Describe the experiences and instructional strategies used to develop the lesson. This should include a description of the child's role and opportunities for children to make decisions, problem solve, and develop independence. Each experience should relate to the lesson's objectives

and knowledge about the learners.

2. Adapt this section according to varying instructional approaches (i.e., explicit instruction, inquiry approach, cooperative learning activities, etc.) required to fully differentiate the content (what you teach), process (how you teach), product (student outcomes), as well as meeting student learning styles and interests. In some inclusive and support classroom settings small group instruction or highly individualized instruction may be required.

NOTE: The lesson should be sufficiently detailed so that another educator could teach the lesson without further instructions.

C) Lesson Closure – The closure will include one or more of the following:

1. Application of knowledge learned to a new situation to prove that students understand beyond the knowledge level.
2. Review of main concepts through a summary statement, student participation, restatement of purpose of the lesson or questioning.
3. Address student needs for remediation or enrichment.

NOTE: The Lesson Closure is not a homework assignment. If homework is assigned, note it in a separate section following the closure section.

EVALUATION:

A) Student Assessment:

Effective teachers monitor and evaluate their instruction. Answer the question, “How will I know if my students understood today’s lesson?” Be sure that the evaluation matches the objective.

Describe the plan for assessing student performance. Address formal and/or informal assessment addressed in the lesson plan and note, as in the lesson’s objectives, whether it is designed for large group (entire class), small group, or individual assessment. Remember, there are numerous ways to differentiate your assessment measures depending upon student need. Be sure to provide assessment adaptations for students to demonstrate their mastery of objectives; describe assessment adaptations appropriate to meet learner needs. If warranted, be sure to mention progress monitoring routines for students with specific, required adaptations. Be sure to go beyond paper and pencil activities.

NOTE: For clarity, set this up in headings of “Formal Assessment” and/or “Informal Assessment.”

B) Self-Evaluation* (For field experiences, only):

Reflect on the teaching of this lesson and respond to the following items:

1. Identify and list three (3) strengths of this lesson.
2. Identify and list three (3) elements or areas that need improvement.
3. Based on the closure and student evaluation portions of this lesson plan, identify any students (use initials, not names) who were not successful in meeting the stated objectives. Indicate how shortcomings will be addressed with these students to ensure success.

* Include this section in the lesson plan. Only *after this lesson is taught* can responses be made to these questions.

UNIT PLAN FORMAT (example)

- I. TITLE PAGE** – include unit title, your name, number of days unit is to be taught, grade level, and course for which the unit is required.

- II. TABLE OF CONTENTS** – specify the page numbers for each section, and for each individual lesson plan.

- III. RATIONALE/BACKGROUND** – briefly explain how the unit will meet the needs of the students. Address the context of the classroom, relevance to students’ lives and interests, student background knowledge, and student diversity (e.g., learning styles, ability levels).

- IV. ASSESSMENT PLAN** – describe the various methods that will be used to determine if the students have met the objectives of the set of lessons. The methods used to assess students before the unit is taught and after the unit concludes must be included.

- V. DAILY LESSON PLANS** – include copies of daily plans that follow the basic format. Introductory and culminating activities should be described in the first and the final lesson plans.

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 [

_____ I verify that I want to focus on adding Special Education Certificate Only

Print Name

Signature

Date

Submit via email a signed copy to your advisor before beginning your first class.

Davis Hall, Room 203
570 South Eleventh Street
Indiana, Pennsylvania 15705-1050
Phone: 724-357-2450 Fax: 724-357-7716

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