

## **IUP Graduate Handbook**

### **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



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### **Affirmative Action**

For information on academic policies, affirmative action, campus regulations, the IUP judicial system, sexual harassment policy, Indiana Borough and state laws, and more, see the Source, the IUP student handbook. [www.iup.edu/gradcatalog](http://www.iup.edu/gradcatalog)

### **Title IX Reporting Requirement**

IUP is committed to maintaining a community free from sexual discrimination and sexual misconduct, and to promoting the safety and security of minors who visit campus or participate in our programs. In compliance with federal and state laws, and the State System's Board of Governors, all university and university-related personnel must complete annual











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

#### Additional Requirements

Elective	3 cr
Elective or Thesis EDEX 795	3 cr

#### Approved Electives

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

*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 3 cr

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

*\*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 3 cr

EDEX 754: Advanced Instructional Design in Special Education 3 cr

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

**\*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 3 cr

For 7 to 12 Track:

**EDEX 558:** Transition Assessment for Youth with Disabilities 3 cr

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



**Autism Spectrum Disorder, Online Endorsement Certificate**

Twelve (12) Semester Hours Minimum

### **Course Descriptions**

#### **EDEX 515 PRESCHOOL EDUCATION FOR CHILDREN WITH DISABILITES**

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

**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 u.assessmentofp2(15(1)neg )TJ-0.05sr**









**Indiana University of Pennsylvania – Teacher  
Education**

April 11<sup>th</sup>, 2017



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**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 10<sup>th</sup> prior to the start of the experience.**

**Application for EDEX 785-Practicum Internship**

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-8<sup>th</sup> 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**

7. PECT Scores: Special Education Module 1 \_\_\_\_\_ and Module 2 \_\_\_\_\_

8. Permanent Address: \_\_\_\_\_

\_\_\_\_\_

Phone: Work \_\_\_\_\_ Home \_\_\_\_\_

Email \_\_\_\_\_

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Faculty Advisor Signature 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

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

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.



**Degree Completion**



### **Evaluation Outcome for Thesis**

**Effective fall 2017 for students admitted and students admitted after --** Dissertation and 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 Dissertation and Thesis**



## **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 assi5.1 (ek13.98 -n3.8 (l)- y.7 (d)-3.1 (8.12 T (er)axq.se)f2oal)T-4gg

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(g)o/Type /Poy or.yJTS/Attd t1/TT3 1 : Td( BD.339/TT3 1 Tf-0.098 55.92)-0.7 ( 2 (e 22**

N/A – Not  
Applicable  
e Ha (s) TJETQS

2 N  
A

2 N  
A

2 N  
A

2 N  
A

~~2~~ N  
A

N  
A

**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-8<sup>th</sup> OR 7<sup>th</sup>-12<sup>th</sup> level. [circle one]

\_\_\_\_\_ I verify that I want to focus on adding Special Education Certificate Only PreK-8<sup>th</sup> OR 7<sup>th</sup>-12<sup>th</sup> 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.E0\_e