



IUP Graduate Handbook

Special Education, M. Ed. and Special Education Certification

Department of Communication Disorders, Special Education,
and Disability Services

Handbook Updated 2023

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

Department of Communication Disorders, Special Education, and Disability
e Services

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.

– 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.

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/>

- o <https://www.iup.edu/admissions/graduate/financialaid/index.html>
- o 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-

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/social-equity/

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 Police: 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

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.

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	_____

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

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.

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

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

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

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 Redt]TJ0 Tc 0 Tw 10.7 059 BDC -0.002 Tw -8.158 -1o3sBDC -0.002 Tw -8.enGcyc

dssaed.1811.2.3.C./PC.002LinEMC 3s>BDC enat(/nat(K)T) EMH1 T1 -0.3s>BDC -n JT w T* (((G 7>BDC -0.002L// /1h)T1 (ds .1 78 Wsl.8 (r#59c)1.saed.1ssaed.1811.2.3.C.002LinEMC 3s>BDC enat(((e (AT1 (dPAT1 (d fTw T* ((G 7enat(m)(G 7)T) EM C /PS(((G 7upp ((G 7enat(801 Tw T* ((G1.)))-2.6 (6.31. BMC >.. B)3.4www. 08Twie)))-up. J2-6e2.9c dw)Qu.1-6r

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)

SGSR1.639

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:

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

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

Graduate Program—Special Education EDEX _____

Semester and Year

LESSON PLAN FORMAT (example)

HEADING: List author/teacher name, date, subject, grade, and time allotted. This

q 360278 328]002224 0bfa m0i of s h u l d B e D E M s i f e d o n t h e t o p o f t h e f i r s t p a g e a n d b e 1 0 0 0 c h a r a c t e r s o r l e s s (i n c l u d i n g s p a c e s)

t,8.7

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

UNIT PLAN FORMAT (example)

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.

TABLE OF CONTENTS – specify the page numbers for each section, anavf30 Tc 0 T(n)-7.1 (s)]TJ/TT0 1

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-