

Edinboro University Online Master of Special Education
Graduate Student Handbook

Department of Counseling, School Psychology and Special
Education



April 14, 2014

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Department of Counseling, School Psychology and Special Education · 310 Scotland Road · (814) 732-2421

Dear Graduate Student,

Welcome to the Department of Counseling, School Psychology and Special Education. We are pleased that you have decided to pursue your graduate studies with us. Our department faculty and staff are committed to providing you with a quality academic experience. A program of study sheet detailing the courses specific to obtaining a Masters in Special Education with P-8 certification, a schedule indicating when courses are offered, directions in obtaining/purchasing LiveText and the necessary objectives needed to be completed within LiveText, information on the graduate field experience (SPED 695) internship that all Masters in Special Education candidates must complete, steps required for applying for graduation, as well as additional information that may be pertinent to the program are included within the Special Education graduate handbook. This handbook has been compiled to provide valuable information as you progress through the program. You will find your assigned advisor through your SCOTS account or within your acceptance information that was sent from the Graduate Office. Please contact your advisor, the Graduate Program Director, or the Department Chair, if you need assistance. We look forward to working with you!

Sincerely,

Dr. Juanita Kasper

Graduate Program Head

jkasper@edinboro.edu

STUDENTS BEGINNING IN THE FALL SEMESTER

OPTION I PROGRAM: Master of Special Education ([Seeking Certification in Special Education](#))
36 Credits

The courses and sequence are as follows:

SPED 710	Seminar in Exceptionalities
SPED 715	Creating Inclusive Classrooms
SPED 720	Advanced Assessment**
SPED 725	Seminar in Mild to Moderate Disabilities
SPED 735	Explicit Instructional Strategies in Special Education**
SPED 740	Issues Effecting Individuals with Severe Disabilities
SPED 745	Language and Literacy-based Instruction in Special Education
SPED 750	Behavior Disorders and Positive Behavior Supports
SPED 755	Collaboration, Partnerships, and IEP Development
SPED 695	Graduate Field Experience in Special Education
APSY/SPED788	Research in Education I (listed in SCOTS under School Psychology)
APSY 789	Research in Education II (listed in SCOTS under School Psychology)

CALENDAR: Online Sequence for Master of Education in Special Education

Year 1

Fall	Spring	Summer
SPED710	SPED 725	SPED 720 (P-8) (residency)**
SPED715	SPED 750	SPED 735 (residency)**

Year 2

Fall	Spring	Summer
APSY 788	APSY 789	SPED 740
SPED 745	SPED 755	SPED 695*

**** SPED 720 and SPED 735 are hybrid I-NET courses that include a one week on-campus residency requirement during Summer Year 1. These courses must be taken together. Do not take these courses separately.**

The on-campus residency is normally held in the second and third summer session (week four of a five week course). Dates for the summer session are posted in the spring semester each year.

*** SPED 695 Graduate Field Experience in Special Education may be taken during Year 2: Spring or Summer.**

STUDENTS BEGINNING THEIR PROGRAM IN THE SPRING SEMESTER

OPTION I: Master of Special Education (Seeking Certification in Special Education)
36 Credits

The courses and sequence are as follows:

SPED 710	Seminar in Exceptionalities
SPED 715	Creating Inclusive Classrooms
SPED 720	Advanced Assessment**
SPED 725	Seminar in Mild to Moderate Disabilities
SPED 735	Explicit Instructional Strategies in Special Education**
SPED 740	Issues Effecting Individuals with Severe Disabilities
SPED 745	Language and Literacy-based Instruction in Special Education
SPED 750	Behavior Disorders and Positive Behavior Supports
SPED 755	Collaboration, Partnerships, and IEP Development
SPED 695	Graduate Field Experience in Special Education
APSY/SPED788	Research in Education I (listed in SCOTS under School Psychology)
APSY 789	Research in Education II (listed in SCOTS under School Psychology)

CALENDAR: Online Sequence for Master of Education in Special Education

Year 1

Spring	Summer	Fall
SPED710	SPED 720 (P-8) (residency)**	
SPED725	SPED 735 (residency)**	SPED745
SPED750		SPED715

Year 2

Spring	Summer	Fall
APSY788	SPED740	APSY789
SPED755	SPED695	

**** SPED 720 and SPED 735 are hybrid I-NET courses that include a one week on-campus residency requirement during Summer Year 1. The on-campus residency is normally held in the third summer session (week four of the five week course). These courses must be taken together. Do not take these courses separately.**

*** SPED 695 Graduate Field Experience in Special Education may be taken in Year 2.**

STUDENTS BEGINNING THEIR PROGRAM IN THE SUMMER

OPTION I: Master of Special Education (Seeking Certification in Special Education)
36 Credits

The courses and sequence are as follows:

- SPED 710 Seminar in Exceptionalities
- SPED 715 Creating Inclusive Classrooms
- SPED 720 Advanced Assessment**
- SPED 725 Seminar in Mild to Moderate Disabilities
- SPED 735 Explicit Instructional Strategies in Special Education**
- SPED 740 Issues Effecting Individuals with Severe Disabilities
- SPED 745 Language and Literacy-based Instruction in Special Education
- SPED 750 Behavior Disorders and Positive Behavior Supports
- SPED 755 Collaboration, Partnerships, and IEP Development
- SPED 695 Graduate Field Experience in Special Education
- APSY/SPED788 Research in Education I (listed in SCOTS under School Psychology)
- APSY 789 Research in Education II (listed in SCOTS under School Psychology)

CALENDAR: Online Sequence for Master of Education in Special Education

Year 1

Summer	Fall	Spring
SPED710	SPED745	SPED750
SPED715		SPED725

Year 2

Summer	Fall	Spring
SPED720 (residency)	APSY788	APSY789
SPED735 (residency)		
SPED740	SPED695	SPED755

**** SPED 720 and SPED 735 are hybrid I-NET courses that include a one week on-campus residency requirement during Summer Year 1. The on-campus residency is normally held in the third summer session (week four of the five week course). These courses must be taken together. Do not take these courses separately.**

*** SPED 695 Graduate Field Experience in Special Education may be taken in Year 2.**

**M.Ed. in Special Education (OPTION 1)
Seeking Certification in Special Education**

**Plan of Study
Option1 (P-8)
36 Credits**

Student _____

Advisor _____

Student ID# _____

Date Entered Grad Program: _____

Date Expecting to Graduate _____

Courses Required		Sem. Hours	Semester Planned	Semester Completed	Grade
SPED 710	Seminar in Exceptionalities	3			
SPED 715	Creating Inclusive Classrooms	3			
SPED 725	Seminar in Mild to Moderate Disabilities	3			
SPED 750	Behavior Disorders and Positive Behavior Supports	3			
SPED 720 Residency	Advanced Assessment **	3	Summer Year 1		
SPED 735 Residency	Explicit Instructional Strategies in Special Education **	3	Summer Year 1		
APSY/SPED 788	Research in Education I	3			
SPED 745	Language and Literacy-based Instruction in Special Education	3			
APSY 789	Research in Education II	3			
SPED 755	Collaboration, Partnerships, And IEP Development	3			
SPED 740	Issues Effecting Individuals with Severe Disabilities	3			
SPED 695	Graduate Field Experience in Special Education **	3			

**** SPED 720 and SPED 735 are hybrid I-NET courses that include a one week on-campus residency requirement during Summer Year 1. The on-campus residency is normally held in the third summer session (week four of the five week course).**

**** SPED 695 Graduate Field Experience in Special Education may be taken in Year 2.**

APSY Courses- can be found under School Psychology courses when you are scheduling!

Questions about when courses are offered? Refer to the chart on Pg. 11.

OPTION II: Master of Special Education (Already Certified in Special Education)
30 credits

18 Credit Core:

SPED 610	Secondary Transition
SPED 628	Classroom and School-wide Behavior Management Strategies for Inclusive Settings
SPED 760	Early Intervention and Working with Families
SPED 765	Response to Intervention, Progress Monitoring and Data Management**
APSY/SPED788	Research in Education I (listed in SCOTS under School Psychology)
APSY 789	Research in Education II (listed in SCOTS under School Psychology)

12 Credit Specializations (choose one area):

Autism

SPED 695	Graduate Field Experience in Special Education
SPED 770	Autism Spectrum Disorders
SPED 785	Applied Behavior Analysis
SHLD 708	Autism Spectrum Disorders and Augmentative and Alternative Communication**

Behavior Management

SPED 695	Graduate Field Experience in Special Education
SPED 750	Behavior Disorders and Positive Behavior Supports
SPED 785	Applied Behavior Analysis
APSY 796	Crisis Management and Violence Prevention in Schools **

OPTION 2: Masters in Special Education (already certified in Special Education) 30 Credit Program

All students will enroll in the 18 credits of core courses and choose one 12 credit area of specialization. The chart below provides the sequence and semester that each course will be offered.

	Specialization	Specialization
	Autism	Behavior Management
Year 1	*SPED 628	*SPED 628
Fall	*SPED 610	*SPED 610
Spring	*SPED 760 *SPED 770	*SPED 760 *SPED 750
Summer	SPED 785 *SPED 765 (residency)** SHLD 708 (residency)**	SPED 785 *SPED 765 (residency)** APSY 796 (residency)**
Year 2	*APSY/SPED788	*APSY/SPED788
Fall		
Spring	*APSY 789	*APSY 789
Summer	SPED 695	SPED 695

*Denotes a core course

**** Residency courses are hybrid I-NET courses that include a one week on-campus residency requirement during Summer Year 1. The on-campus residency is normally held in the third summer session (week four of the five week course). These courses must be taken together. Do not take these courses separately.**

SPED 695 may be taken in year 2

M.Ed. in Special Education (OPTION 2)

(Already Certified in Special Education)

Plan of Study with Specialization in Autism

30 Credits

Student _____

Advisor _____

Student ID# _____

Date Entered Grad Program: _____

Date Expecting to Graduate _____

Courses Required		Sem. Hours	Semester Planned	Semester Completed	Grade
	Specialization: Autism Recommended Year 1				
SPED 628*	Classroom and School-wide Behavior Management Strategies for Inclusive Settings	3			
SPED 610*	Secondary Transition	3			
SPED 760*	Early Intervention and Working With Families	3			
SPED 770	Autism Spectrum Disorders	3			
SPED 785	Applied Behavioral Analysis	3	Summer Year 1		
SPED 765*	Response to Intervention, Progress Monitoring and Data Management**	3	Summer Year 1		
SHLD 708 Residency	Autism Spectrum Disorders and Augmentative and Alternative Communication**	3	Summer Year 1		
	Recommended Year 2				
APSY/SPED 788*	Research in Education I	3			
APSY 789*	Research in Education II	3			
SPED 695	Graduate Field Experience in Special Education	3			

* Denotes a core course

** SHLD 708 & SPED765 are I-NET hybrid courses that include a one-week, on-campus residency requirement during Summer Year 1. The on-campus residency is normally held in the third summer session (week four of the five week course).

APSY Courses- Can be found under School Psychology courses when you are scheduling.

Questions about when courses are offered? Refer to the chart on Pg. 11.

M.Ed. in Special Education (OPTION 2)
(Already Certified in Special Education)

Plan of Study with Specialization in Behavior Management
30 Credits

Student _____

Advisor _____

Student ID# _____

Date Entered Grad Program: _____

Date Expecting to Graduate _____

Courses Required		Sem. Hours	Semester Planned	Semester Completed	Grade
	<i>Specialization: Behavior Management Recommended Year 1</i>				
SPED 628*	Classroom and School-wide Behavior Management Strategies for Inclusive Settings	3			
SPED 610*	Secondary Transition	3			
SPED 760*	Early Intervention and Working With Families	3			
SPED 750	Behavior Disorders and Positive Behavior Supports	3			
SPED 785	Applied Behavior Analysis	3	Summer Year 1		
SPED 765 Residency	Response to Intervention, Progress Monitoring and Data Management**	3	Summer Year 1		
APSY 796 Residency	Crisis Management and Violence Prevention in Schools**	3	Summer Year 1		
	Recommended Year 2				
APSY/SPED 788*	Research in Education I	3			
APSY 789*	Research in Education II	3			
SPED 695	Graduate Field Experience in Special Education	3			

* Denotes a core course

**** APSY 796 and SPED765 are I-NET hybrid courses that include a one-week, on-campus residency requirement during Summer Year 1. The on-campus residency is normally held in the third summer session (week four of the five week course).**

APSY Courses- Can be found under School Psychology courses when you are scheduling!

Note: SPED785 is offered summer only.

Questions about when courses are offered? Refer to the chart on Pg. 11.

GRADUATE SPECIAL EDUCATION COURSE OFFERINGS

The following table indicates the course offerings by semester for the Master of Special Education degrees Options 1 and 2.

Option 1 courses are for student seeking Special Education certification (36 credit program)
 Option 2 courses are for students certified in Special Education (30 credit program)

On the Program of Studies sheets in this handbook are a recommended sequence of courses. Students may enroll in one, two or three classes per semester. This table is to be used as a reference for long range planning, as to when the courses will be offered. **Please note that not all courses are offered every semester so plan carefully.**

Courses in the summer with an * beside them, have a one week residency requirement. Those courses are offered in the summer session 3, with the residency week falling during the fourth week of the session. Two courses must be taken in that session to complete the one week residency.

Fall Semester Offerings	Spring Semester Offerings	Summer Sessions Offerings
SPED 610 1 section (OPT 2)	SPED 695 internship application	SPED 610 1 section (OPT 1 for 7-12 cert. and Option 2)
SPED 628 1 section (OPT 2)	SPED 710 3 sections (Option 1 and open)	SPED 695 internship application
SPED 695 internship application	SPED 725 3sections (OPT 1, 2 and open)	SPED 628 1 section (OPT 2)
SPED 710 4 sections (OPT 1 and open)	SPED 740 1 section (OPT 1)	SPED 710 2 sections (OPT 1 and open)
SPED 715 2 sections (OPT 1)	SPED 750 2 sections (OPT 1 and 2)	SPED 720 2 sections (OPT 1)*
SPED 745 2 sections (OPT 1)	SPED 755 2 sections (OPT 1)	SPED 725 1 section (OPT 1,2 and open)
	SPED 760 1 section (OPT 2)	SPED 735 2 sections (OPT 1)*
	SPED 770 1 section (OPT 2)	SPED 740 2 sections (OPT1)
		SPED 765 1 section (OPT 2)*
		SPED 775 1 section (OPT 2)
		SPED 785 1 section (OPT 2)
SUPPORT COURSES	SUPPORT COURSES	SUPPORT COURSES
APSY/SPED 788 2 sections (OPT 1 and 2)	APSY/SPED 788 2 sections (OPT 1 and 2)	APSY 796 1 section (OPT 2)*
APSY 789 1 sections (OPT 1 and 2)	APSY 789 2 sections (OPT 1 and 2)	SHLD 708 1 section (OPT 2)*
		APSY/SPED 788 2 sections (OPT 1 and 2)
		APSY 789 1 sections (OPT 1 and 2)

PURCHASING *LIVETEXT*

As of May 2011, all students enrolled in the Master's of Special Education Program need to have purchased *LiveText*.

- *LiveText* may be purchased *online* at
- The Standard version is required
 - www.livetext.com
 - Follow the Purchase/Register link

OR by coming to the Edinboro campus

- ***Edinboro University of Pennsylvania Campus Bookstore***
 - Bookstore semester Hours:
 - Monday-Thursday: 8:30-5:30
 - Friday: 8:30-4:30
 - Saturday: 11-4
 - Hours may vary for campus breaks as well as for summer hours and in that case their hours can be found on the university's website
 - <http://edinborobookstore.com/home.aspx>

**INSTRUCTIONS FOR SELF-EVALUATION OF
GRADUATE-LEVEL KNOWLEDGE, SKILLS AND DISPOSITIONS
CONCERNING THE FIELD OF EDUCATION**

Students pursuing a graduate degree in Special Education are required to evaluate themselves [twice during their program of study in regard to their knowledge, skills, and dispositions about the field:](#)

1. [During the first semester of their program.](#)
2. [When they apply to graduate.](#)

You will find the “KSD” form in your LiveText account. Directions for completing this form are included below.

Please use the following rubric to rate your level of performance on each of the items on the KSD form. The ratings should reflect your current levels of functioning, at each of the two points in your program.

T = Target – You consistently demonstrate a level of mastery of the knowledge, skill, or disposition that exceeds expected performance by graduate students who have just completed the M.Ed. in Special Education.

A = Acceptable – You consistently demonstrate a level of competence that reflects expected performance in this area by graduate students who have just completed the M.Ed. in Special Education.

D = Developing – You are progressing towards competency in this area, but you need to improve your performance.

U = Unacceptable – You are not succeeding in this area. You require additional assistance in order to move toward competency. Without significant improvement in this area, you could be disadvantaged in acquiring a relevant job or maintaining a relevant career.

Directions for Completing the KSD LiveText Self-Evaluation Form:

1. Log-on to your LiveText account.
2. Click on the Forms button located in the Tool area of your account. (The Tool area is located on the top of the window. You will locate that at the top of the webpage as soon as you are logged on.)
3. A window should appear listing the forms for your account. Locate the Graduate KSD Form and click on the link “Take Form,” located to the right of the listing for this form.
4. Complete each field of the form. Once complete, click on the “SAVE FORM” button.
5. When you are sure that all information is accurate, PRINT A COPY to be sent to the Program Head for your file. Then click on the SUBMIT button. **IMPORTANT:** Print it before you hit submit.
6. Submit paper copies of the completed form to:

Dr. Juanita Kasper, Miller Hall Room 112, 325 Scotland Road, EUP, Edinboro, PA 16444.

- ❖ A copy of your first and second self-evaluations should be sent to your Academic Advisor

Transfer of Credit

A maximum of nine (9) semester hours of graduate credit earned at a regionally accredited or state approved college or university will be accepted for transfer to a student's graduate program at Edinboro University of Pennsylvania.

Students in the degree program may transfer a maximum of 15 semester hours. The Dean of Graduate Studies and Research must authorize transfer credits. Transfer credit is, as a general rule, only authorized if the course is not offered by Edinboro University. If the institution granting the graduate credit has placed limitations on the use of this credit, these same limitations will be placed on transfer credit requests.

Transfer credit will only be authorized if (1) a grade of "B" or better has been earned, (2) the credits were completed within a five-year time period from the date of the semester or session in which the student earned the first accepted credits of the master's degree program, (3) the approval procedures have been followed and (4) the School of Graduate Studies and Research is provided with an official transcript for the completed credit.

The Dean of Graduate Studies and Research may deny a student permission to transfer credit when the course is judged to be outdated or inappropriate, or if the proper procedure has not been followed.

1. Students seeking admission to the graduate program who desire acceptance of graduate credit completed at another institution must apply for the transfer of credit when the application for admission to the graduate program is submitted. Copies of the forms needed to request acceptance of transfer credit may be obtained from the School of Graduate Studies and Research. When an individual is notified of his or her acceptance to the graduate program he or she will also be informed whether or not the request for acceptance of transfer credit has been approved.

2. Students who have already been admitted to the graduate program at the University must have submitted a request for authorization to transfer a course and must have received written approval of this request in order to receive transfer credit for a course to be completed at another institution. This request for transfer credit approval must be submitted at least four weeks prior to the beginning date of the course.

The request for transfer credit form may be obtained from the School of Graduate Studies and Research. Transfer credit will not be authorized if prior written approval for the transfer credit has not been granted by the graduate dean.

3. Students who have been admitted to a graduate program and have a GPA of at least 3.0 may take one or more courses at another institution and transfer those credits to Edinboro University with advance approval using the transfer credit form. The completed form must be date stamped in the Graduate Office at least four weeks prior to the semester in which the course begins. After-the-fact requests for transfer credit will be denied. Transfer credit may not be used to repeat courses already taken at Edinboro University. The Graduate Dean is the final point of approval for all transfer credits.

Research Project

All students working towards a Masters Degree in Special Education are required to complete a research project. In APSY/SPED 788, Research I, students will select a research topic and complete a research proposal. It is recommended that you choose a single case design that evaluates a research based strategy in special education. Your selected research topic must be approved by your advisor.

In APSY 789, Research II, students will complete their study proposed in Research I and write a manuscript according to APA Publication Style guidelines. Three copies need to be made and submitted to your instructor (1), your advisor (1) and also to the program head (1). Submission of this project is a requirement for graduation.

Summer Residency Information

Check with the instructor of your courses for the exact dates of the summer residency. It will be five full days- Monday through Friday during the fourth week of Summer Session 3.

These courses must be taken together. There is one week spent on campus. The Residency courses will depend upon your option and specialization area. Specific courses are:

Option One-Seeking Certification

- **SPED720: Advanced Assessment in Special Education AND**
- **SPED735: Explicit Instructional Techniques**

Option Two-Autism Spectrum Disorders

- **SPED765: Response to Intervention AND**
- **SHLD708: Autism Spectrum Disorders and AAC**

Option Two-Behavior Management

- **SPED765: Response to Intervention AND**
- **APSY796: Crisis Management Techniques**

Residency Housing

Please make arrangements ASAP! When you contact these places, be sure to identify yourself as a student in our online program in need of housing during your one -week residency.

Edinboro University On-campus Highland Dormitories:

- **Contact #:** 814-732-2818 (Please contact office by July 10th for reservations)
- **Semi-suite Double Occupancy:** \$182.00 per week
- **Semi-suite Single Occupancy:** \$273.00 per week
- Kitchen facilities are “available”
- Residents of the dormitories are **REQUIRED** to have a meal plan
- **Meal Plan options:** 14 meals per week \$75.00 (cost per week) 10 meals per week \$67.00 (cost per week)

○ *Note: listed prices are subject to change*

College Park Apartments & Darrow Place Apartments:

- Located on Darrow Road, across the street from campus; 4-5- minute walk to your classroom
- **Contact #:** 814-734-1166 (Lori Galvin)
- Private Room with bath, \$250.00 per week
- 1-bedroom apartment, \$200 per week for 2 people
- Apartment includes living room, dining room, bedroom, kitchen, & bath
- Semi furnished, with bed, dresser, couch, table, refrigerator, & stove
- WEBSITE: www.jamesproperties.com

○ *Note: listed prices are subject to change*

You can also find many hotels and motels, along with campgrounds in the Erie area, 10 to 15 miles north of campus.

Meals

Edinboro University Food Services:

- **Contact #:** 732-2635
- **Breakfast:** \$5.25
- **Lunch:** \$6.25
- **Dinner:** \$7.20

○ *Note: listed prices are subject to change*

Casual Dining:

- **Eclectic Etceteras Coffee House (down-town)**
- **Norman’s Deli (just off-campus)**
- **Perkins’s Family Restaurant (6N-West)**
- **Lakeside Bagel (6N-West)**
- **John Wildwood Pizzeria (in town and DELIVERS to campus)**
- **Flip’s (down-town)**

- **Compadres (just outside of town, on 6N-West)**
- **Edinboro Sunset Grill (just outside of town, on 99)**

Fast Food:

- **McDonald's: (6N-East)**
- **Taco Bell: (6N-West)**
- **Subway: (inside the Wal-Mart plaza & 6N-East)**
- **Little Caesar's Pizza: (6N-East)**
- **Tim Horton's/ Cold Stone (just outside of town, on 6N-west)**
- **Dairy Supreme (in town)**

Convenience Stores: (within walking distance)

- **Country Fair (just outside of town, on 6N-east)**
- **CVS drug store**
- **Dollar General (in Edinboro Mall Plaza)**

Grocery Stores:

- **Super Wal-Mart (a couple of miles west of town, on 6N)**
- **Giant Eagle (a couple of miles north of town, on 99)**

Miscellaneous

Shopping:

- **Edinboro University bookstore**
- **Many small shops in town**
- **Millcreek Mall (about 12 miles north, on I-79)**

Many other shopping opportunities can be found in, e.g., Meadville, Waterford, and Grove City!

Swimming/Boating Areas:

- **Edinboro University pool**
- **Edinboro Lake**
- **Presque Isle (Lake Erie)**

Childcare:

- **YMCA on Darrow Road – contact Stephanie Zarzeczny at (814) 734-8020 after 1: 00 p.m. for more information. Email: stephz@ymcaerie.org**

Suggested items to bring for your week's stay for residency:

Alarm Clock	Radio/CD Player
Bathing suit	Sun-glasses &/or visors
Bed Linens & Pillow	Towels
Cell phone	Umbrella
Fan	Laptop (not required, but useful)
Jacket--light-weight	

Building Hours

Building hours are subject to change and students should be able to locate the accurate hours by visiting the EUP website

www.edinboro.edu

LIBRARY HOURS:

Contact #: (814) 732-2273
8am to 10pm Monday thru Thursday
8am to 6pm Friday
CLOSED Saturday
2pm to 10 pm Sunday

- <http://www.edinboro.edu/departments/library/about/Hours.dot> (the following link has additional information on summer hours)

UNIVERSITY BOOK STORE:

Contact #: (814) 732-2456
8:30am to 4:30 Monday thru Friday
(Book store will be open the first day of classes
July 16, 2012 until 6 pm)
CLOSED ON WEEKENDS

- **Important: Please take the time to contact the site prior to going to verify that the hours listed are consistent with the current summer schedule!**

Appendices



“APPENDIX A”

DISPOSITIONS EXPECTED OF SPECIAL EDUCATION CANDIDATES

Department of Counseling, School Psychology and Special Education
Edinboro University of Pennsylvania

Disposition Statement:

Honor Code Statement: University students should demonstrate ethical decision-making. Students are expected to display professionalism by being trustworthy, respectful, responsible, fair, caring, and good citizens. Plagiarism or any other kind of cheating will be processed in full accordance with the policies and practices of the Department of Early Childhood and Special Education and the University.

Dispositions Statement: In addition to knowledge and skills, students in this course will be assessed on their professional dispositions. According to NCATE, dispositions are defined as the following:

- values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE Professional Standards, 2002, p. 53).

Students pursuing educational certification through Edinboro University of Pennsylvania are expected to demonstrate the fundamental knowledge, skills, and dispositions associated with ethical and professional practice in general, and also those associated with their respective field of study. The criteria developed in those three areas by the Department of Early Childhood and Special Education for the preparation of Special Education teachers reflect the standards established by both INTASC and CEC. The attached matrix illustrates the alignment of the Department's expectations for appropriate dispositions, in particular, with those of Edinboro University's professional preparation unit and its School of Graduate Studies and Research, along with those articulated by INTASC and by CEC.

Monitoring Teacher Dispositions

If a faculty member (or another professional who is directly involved in the teacher preparation process of Edinboro University) observes a behavior by a student within a class or a field-based experience that appears to conflict with professional and ethical dispositions (as identified in the attached Dispositions Matrix and explicated in the attached “Examples of Evidence”), the faculty member (or other individual) will follow these procedures:

1. Record the situation observed on an *Incident Report* form (attached).
2. Inform the student of the concern and give her/him a copy of the *Incidence Report*
3. Meet with the student (and other relevant personnel, if applicable*) to discuss the incident:

- If the evidence presented at the meeting does *not* support the concern:
 - Discuss the importance of avoiding misperceptions by others of unethical behavior (if relevant to the particular case).
 - Enter a note to this effect on the *Incident Report* and place it in the student's departmental file.
- If the evidence presented at the meeting *validates* the concern:
 - Assist the student in gaining insight about the negative impact of such behavior.
 - Discuss options for improvement.
 - Complete an *Action Plan* with the student
 - Arrange a follow-up meeting (if relevant to the particular case).
 - Add a copy of the *Action Plan* to the *Incident Report* in the student's departmental file.

* In cases of serious and/or repeated violations of ethical/professional standards, the situation will be presented to the Departmental Dispositions Committee, which will arrange a meeting that may also include such individuals as (a) the student's university supervisor and/or site supervisor, (b) the student's advisor, and (c) the Dean of Education.

Failure by the student to correct the problem may lead to the Department's recommending that the Dean of Education deny the student continuation in the program.

“Appendix B”



Department of Counseling, School Psychology and Special Education

SPED 695 Graduate Field Experience in Special Education

Effective Facilitators of Learning

VISION STATEMENT

Edinboro University prepares highly qualified teacher candidates and related professionals who effectively facilitate student learning. Through knowledge, skills, dispositions, experiences, and understanding of our diverse and global society, our candidates successfully contribute to the future of their students, to their own professional development, and to the well-being of the larger community.

BELIEF STATEMENTS

The successful professional education program prepares educators and related professionals who...

- A. **Accept the requirement to build a civil society that focuses on respect and embraces diversity.**
- B. **Demonstrate pedagogical skills built on a solid foundation of discipline-specific content, reinforced by a broad liberal arts education and supervised clinical experiences.**
- C. **Effectively utilize community resources to support the educational and personal growth of learners.**
- D. **Engage in a professional learning community committing themselves to excellence, continual study, practice, reflection, and self-improvement.**
- E. **Exhibit continual informed decision-making, planning, and facilitation of learning based on knowledge of research, best practices, state and national student performance standards and ethical standards of the profession.**
- F. **Give back to the community through civic action.**
- G. **Lead and monitor all student learners using motivational and management skills.**
- H. **Recognize the importance of technology and are able to utilize current and appropriate technology for instruction, administration, and facilitation of learning.**
- I. **Strive for congruence of professional and interpersonal dispositions to interact, communicate, and collaborate effectively with students, families, colleagues, and the community.**
- J. **Utilize personal creativity, flexibility, and skill in assessing, creating and adapting instruction that provides opportunities for every student to be successful.**

SPED 695 Graduate Field Experience in Special Education

Rationale:

This course provides candidates the appropriate professional environment for the development of skills necessary to become certified in special education or to develop graduate level skills in a chosen area of specialization. This internship includes topics in all areas of teaching/working with students with special needs. These topics are reflected in the Course Objectives articulated below. Note: The following outline provides a range of competencies addressed in internships. Due to the specific nature of your internship many objectives may not apply to your situation.

Course Description:

This graduate field experience provides students with an intensive experience in the instruction of students with disabilities in a public school or alternative setting. Students are responsible for the assessment, planning, instruction, and classroom management of students under the supervision of a certified special educator. Prerequisites: Enrollment in the Masters of Special Education Program, minimum of 18 credits of graduate courses completed, meets PDE clearance requirements.

Course Objectives

- I. Foundations
 - A. Understand and identify the Least Restrictive Environment (LRE) for individual students and implement Individualized Education Plans (IEPs) that meet LRE.
 - B. Define continuum of services and implement at each level.
 - C. Describe models and theories of behavior with respect to special education and develop effective behavioral intervention plans.

- II. Understanding and Preventing Over-Representation of Diverse Students in Special Education.
 - A. Demonstrate the ability to positively interact with economically, culturally and linguistically diverse families.
 - B. Implement appropriate research-based instructional strategies to make content comprehensible for all ELLs and PA academic standards.
 - C. Demonstrate effective instructional planning and assessment integrating the

- III. Prevention and Early Intervening
 - A. Provide interventions for struggling learners provided at increasing levels of intensity and matched to individual student need.
 - B. Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision making.
 - C. Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student's response to instruction across multiple tiers of intervention.

- D. Participate in school wide approaches to intervention and effective instruction.
 - E. Demonstrate evidenced-based practices for use in both the special and regular education settings in the school.
- IV. Development of academic and functional performance needs of students with disabilities
- A. Demonstrate knowledge and understanding of the characteristics of each of the disability categories and develop effective instructional plans for students.
 - B. Plan evidence-based learning and educational experience to demonstrate knowledge of common etiologies and the impact of sensory disabilities on learning and the educational experience.
- V. Individual Learning Differences
- A. Identify and demonstrate an understanding of learning differences and reflect these differences in Individual Education Plans.
 - B. Identify present educational levels of academic and functional educational performance based on formative assessment and student performance.
 - C. Determine evidence-based interventions that meet students' needs, based on formative assessment, developmental and educational information.
 - D. Identify and differentiate learner differences within each disability category based on a student's level of functioning rather than classification.
 - E. Identify and implement level of appropriate support based on individual differences and identify providers or methods of providing necessary supports.
- VI. Instructional Strategies
- A. Identify and use specialized resources in order to implement specially designed instruction for individuals with disabilities.
 - B. Recommend and use evidence-based practices validated for specific characteristics of learners and settings.
 - C. Apply prevention and intervention strategies for individuals at-risk for academic or behavioral failure.
 - D. Teach individuals to use self assessment, problem-solving and other cognitive strategies to meet their needs within the framework of PA standards.
 - E. Demonstrate the use of opportunities to integrate learning into daily routines and activities.
 - F. Provide integrated learning experiences for all students to facilitate maintenance and generalization across academic settings.
 - H. Provide strategies to prepare students to foster continuous learning and performance on standards-based assessments.
 - I. Implement methods for increasing accuracy and proficiency in basic mathematic and literacy skill development for students with disabilities.
 - J. Implement methods for guiding students in identifying and organizing critical content.
 - K. Use strategies from multiple instructional approaches for individuals with disabilities.
 - L. Teach learning strategies and study skills to acquire academic content.
 - M. Use appropriate methods to teach mathematics for individuals with disabilities.
 - N. Modify pace of instruction and provide organizational cues.
 - O. Use appropriate adaptations and technology for all individuals with disabilities.
 - P. Identify resources and techniques used across all transition points to allow for the effective transition of individuals with disabilities.

- Q. Use a variety of positive techniques to promote appropriate behavior and maintain attention of students with disabilities.
- R. Identify and teach common instructional features within and across curricula.
- S. Use and teach instructional methods to strengthen and compensate for weaknesses in perception, comprehension, memory, and retrieval.
- T. Identify and teach essential concepts, vocabulary, and content across the general curriculum.
- U. Teach strategies for organizing and composing written products.
- V. Implement explicit and systematic instruction to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading.
- W. Use responses and errors to guide instructional decisions and provide feedback to learners.

VII. Learning Environments and Social Interactions

- A. Foster positive, inclusive, learning settings in cognitive, behavior, language, physical, and social domains.
- B. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.
- C. Establish and maintain consistent standards of classroom and individual student behavior through the use of positive techniques and resources.
- D. Implement basic classroom management theories and strategies for all students, and especially students with disabilities through a school wide methodology utilizing tiered approaches.
- E. Obtain and analyze student-specific data and implement strategies based on behavioral data to develop positive behavioral support plans or interventions.
 - 1. Identify and monitor antecedent, behavior, and consequence events to address inappropriate behavior.
 - 2. Identify and implement crisis prevention and intervention techniques indicated in a student's behavior plan.
 - 3. Apply appropriate reinforcement techniques in serving individuals with disabilities.
 - 4. Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
 - 5. Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with disabilities
- F. Identify and explicitly teach social skills needed for all educational settings.
 - 1. Teach students with disabilities to give and receive meaningful feedback from peers and adults.
 - 2. Use skills in problem solving and conflict resolution for educational plans.
- G. Develop, support and demonstrate positive, inclusive learning environments for all students by promoting the engagement and independence of students with disabilities in classroom environments.
 - 1. Adapt physical environments to provide optimal learning opportunities for students with disabilities.
 - 2. Establish consistent and appropriate classroom routines for students with disabilities.
 - 3. Design and implement curriculum and instructional strategies for medical self- management procedures.

- H. Identify and implement methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
 - I. Use and maintain assistive technologies that support student participation.
 - J. Demonstrate the ability to integrate the IEP within the classroom routine.
 - K. Use universal precautions.
- VIII. Least Restrictive Environment-School Wide Delivery
- A. Provide high-quality and well-defined instruction instructional strategies in a whole class structure in order to demonstrate learning connections and learning strategies.
 - B. Instruct small groups and provide a differentiated instruction period in the general education classroom.
 - C. Model the learning and instructional strategies portion of “core curriculum” with prioritized content specified in the district curriculum and specific core strategies selected at each grade level.
 - D. Provide explicit instruction and guided practice in targeted, key areas for students who show evidence of falling behind.
 - E. Provide support in small groups either inside the classroom or outside the classroom through specific remedial classes or supplemental/extended day program (reading comprehension lab, vocabulary lab). Specific evidence-based interventions are utilized.
 - F. Demonstrate the direct relationship between IEP development, implementation and progress monitoring to the general education curriculum via academic standards and anchors.
 - G. Demonstrate the direct relationship between assessment-present educational levels and the IEP goals and specially designed instruction, as measured by progress monitoring data.
 - H. Demonstrate present educational levels in a more detailed narrative form, ensuring the inclusion of progress monitoring data in a standards aligned curricula benchmark-based information described that represent the student’s learning.
 - I. Demonstrate the impact of accommodations that is directly related to assessment information and includes items that the student needs across all settings.
 - J. Demonstrate how accommodations are to be implemented by all teachers who teach the student, realizing it is not specific to a subject, but related to a student’s skills deficits.
- IX. Language (Communication)
- A. Candidates will, in consultation with other specialists (e.g., speech & language; Augmentative communication; assistive technology (AT); physical/occupational therapists) be able to:
 - 1. Teach communication and social interaction alternatives for non-speaking individuals.
 - 2. Enhance communication development through the use of research validated instructional strategies and techniques
 - 3. Teach students skills for monitoring errors in oral and written language.
 - 4. Plan instruction on the use of alternative and augmentative communication systems.
 - B. Select, design, and use technology, materials and resources required to educate students whose disabilities interfere with communication.
 - C. Observe culturally and/or linguistically diverse instructional settings.

- X. Literacy Development and Instruction in Core and Intervention Areas
 - A. Implement systematic instruction in teaching reading comprehension and monitoring strategies.
 - B. Demonstrate instructional strategies to enhance comprehension of material.
 - C. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content in a variety of ways without compromising curriculum intent.
 - D. Teach strategies for organizing and composing written products

- XI. Instructional Planning
 - A. Integrate academic instruction and behavior management for students with disabilities.
 - B. Intervene with strategies and interventions for students who may be at risk for learning or behavioral disabilities.
 - C. Plan and implement individualized reinforcement systems and environmental modifications appropriate to the intensity of the behavior.
 - D. Develop and implement an Individual Education Program that integrates assessment data with the general curriculum.
 - E. Develop Individualized Family Service Plans, Individualized Education Plans, and Section 504 Plans in conjunction with all team members based on multiple sources of assessment data and the needs of the student.
 - F. Plan and implement age and ability appropriate instruction for students with disabilities.
 - G. Design, implement, and evaluate instructional programs that enhance social participation across educational environments.
 - H. Align instructional programming and outcomes with the standards of the general education curriculum.

- XII. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings
 - A. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
 - B. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
 - C. Analyze performance of all learners and make appropriate modifications.
 - D. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
 - E. Use research supported methods for academic and non-academic instruction for students with disabilities.
 - F. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
 - G. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.

- XIII. Assessment
 - A. Apply specialized terminology used in the assessment of students with disabilities.
 - B. Implement the laws and policies regarding referral and placement procedures for students with disabilities.

- C. Access and use different types of information concerning students with disabilities available from families and public agencies.
- D. Gather relevant background information.
- E. Implement procedures for assessing and reporting both appropriate and problematic social behaviors of students with disabilities.
- F. Use targeted formal and informal, including vocational, tools as appropriate for students with disabilities.
- G. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- H. Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with disabilities.
- G. Monitor intra-group behavior changes across subjects and activities.
- H. Design, implement, and monitor student progress in academic and behavioral settings.
- I. Design and implement data collection systems and tools to monitor progress and adjust instruction to differentiate and modify instruction for optimal student learning including ELL students.
- J. Identify and implement permissible accommodations and modifications on PA statewide assessments.
- K. Use technology to conduct assessments.

XIV. Professional and Ethical Practice

- A. Demonstrate an understanding of, and implement, FERPA (Family Education Right to Privacy Act) and the need for confidentiality in all educational interactions with students, families, and community.
- B. Promote positive relationships to support collaboration and partnerships in order to effectively implement the IEP.
- C. Demonstrate integrity, ethical behavior, and professional conduct as stated in the CEC Code of Ethics and Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations.
- D. Implement procedures and legal requirements for safeguarding student health and welfare.
- E. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- F. Conduct professional activities in compliance with applicable laws and policies.
- G. Participate in the activities of professional organizations relevant to individuals with Disabilities.
- H. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
- I. Access information on exceptionalities.
- J. Demonstrate commitment to developing the highest education and quality-of- life potential of individuals with exceptional learning needs.

XV. Collaboration

- A. Work collaboratively with various general educators as students participate in the general education curriculum.
- B. Demonstrate collaborative, co-teaching models for serving ELLs.
- C. Utilize culturally responsive strategies that promote effective communication and collaboration with students with disabilities, families, school and agency personnel and community members.

- D. Structure, direct, and support the activities of para-educators, volunteers, and tutors.

XVI. Secondary Transition

- A. Develop and implement a transition plan that integrates functional, academic and vocational data aligned to identified post school outcomes.
- B. Involve the individual and family in setting instructional goals and monitoring progress.
- C. Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.
- D. Create an environment that encourages self-advocacy and increased independence.

REGISTRATION PROCEDURE FOR SPED695

The student must complete the Application for Permission to register for a Graduate Internship on pg.38; Appendix C, in Section III **sign your name only**.

Your application packet must include the following:

- Clearances (Act 24, Act 34, Act 151, Act 114, Act 126, TB test results)
- Unofficial transcript
- Completed plan of study (On pages 4-11 in handbook)
- Once the internship packet is submitted, your application will be received and approved by the Dean of Education. This may take several weeks. You will not need to register for SPED 695. Once approved, you will be registered for the course by Records and Registration.

APPLICATION DEADLINES: ALL NECESSARY PAPERWORK MUST BE SUBMITTED:

<u>SEMESTER</u>	<u>DEADLINE</u>
FALL INTERNSHIP	JULY 1 ST
SPRING INTERNSHIP	NOVEMBER 1 ST
SUMMER INTERNSHIP	MARCH 1 ST

DIRECTIONS TO SCHEDULE FOR SPED695 ON SCOTS:

1. IN THE DROP DOWN MENU, SELECT THE WORD INTENT.
2. YOU WILL THEN SELECT A GRADUATE INTERNSHIP FOR 3 CREDITS, AND IT IS LISTED AS INTENT 700.
3. ONCE YOUR APPLICATION HAS BEEN APPROVED, RECORDS AND REGISTRATION WILL CONVERT INTENT 700 TO SPED 695.
4. FOR ANY INFORMATION ABOUT THE APPLICATION PROCESS PLEASE CONTACT MRS. MARY NIENTIMP AT MNIENTIMP@EDINBORO.EDU OR 814-732-1329

Internship Application Packet Checklist:

Packets must include the following before being submitted.

- _____ 1. Completed application with signature in section III.
- _____ 2. Unofficial transcript.
- _____ 3. Plan of study
- _____ 4. All clearances (Act 24, Act 34, Act 114, Act 125, Act 151, TB test results)

***Please Adhere to due dates**

Criteria for Appropriate SPED695 Placement

SPED 695 is offered every semester and summer sessions may vary according to availability. All placements must be approved by Graduate Program Head, Dr. Kasper and Field and Student Teacher Director, Ms. Nientimp.

Option 1:

- A Special Education classroom (P-8) with students receiving Special Education services. Secondary classrooms only considered for Life Skills and Autistic Support classrooms. This must be a face-to-face classroom.
- The on-site supervisor (cooperating teacher) needs to be certified in Special Education with 3 or more years of teaching experience.
- A university supervisor will be assigned.

Option 2:

- Your on-site supervisor needs to be the building principal or districts Special Education supervisor.
- This internship must be implemented in a setting with students who are receiving Special Education services
- A university supervisor will be assigned.

SPED695 Graduate Field Requirements:

Option 1: Seeking Certification Graduate Field Requirements:

*These assignments are for interns seeking certification in Special Education (P-8). Please be aware that you **cannot** use the same project for APSY789 Research II.*

Internship Assignments:

1. Hours

Graduate Interns must complete a minimum of 125 hours of teaching students with disabilities in an education setting that provides the opportunity to teach academic subjects. This teaching assignment must be supervised by a site supervisor certified in Special Education (with a minimum of three years teaching experience) and a university supervisor.

- **Site Supervisors** will complete three formative evaluation forms from Edinboro University (which they will review with their candidate and forward to the University Supervisor), as well as an online summative evaluation at the completion of their candidate's internship.
- **University Supervisors** will use several sources of information for evaluating candidates: Feedback from the Site Supervisor, at least one on-site observation (which will be followed by a detailed written evaluation), and the videotapes of lessons.

2. Projects

In addition to undertaking planning and teaching responsibilities at the approved site, candidates will complete one of the following projects, after securing approval from both their Site and University Supervisors.

- **Action Research:** Candidates will identify a problem in their class—either academic or social/behavioral—select a research-validated intervention learned during their Program of Study, and apply it to change the performance of the entire class, a particular group, or a single student. This cannot be the same project submitted for APSY 789.
- **Case Study:** Candidates will identify a particular student in their class, design and administer appropriate informal assessments, prepare an informal evaluation report that reflects their assessment results (as well as the results of student's most recent formal and informal assessments), suggest relevant revisions to the student's current IEP, and present their findings and recommendations to their two supervisors.

3. Lesson Plans

Candidates will submit to the University Supervisor through the course INET course at least two sets of five sequential lesson plans that they have prepared for their class and taught—one set for each of two different subject areas. Submitted lesson plans must

- Meet criteria established by both the Site and University Supervisors
- Specify any major adaptations made to address the particular needs of individual students
- Include a detailed self-reflection about the lesson, including (a) the teaching activities and materials, (b) students' reactions to the activities and materials, (c) students' degree of mastery by end of lesson, (d) a notation about any significant behavior problems that arose and an explanation of how they dealt with the problem, and (e) suggestions for improvement. See lesson plan format in the hand book.

4. Videotapes

Candidates will make and submit at least two 30- to 45-minute videotapes of themselves teaching in their classroom. They will submit one unedited* videotape of a selected lesson from each of the two sequences of lesson plans described above. Candidates are responsible for securing permission to complete this project. If school policy prevents the taping of students under any circumstances, then candidates will seek permission to tape only themselves teaching, *(Note: In such cases, candidates will provide a written guarantee to the relevant school administrator that they will remove any scene in which a student might inadvertently be included, and that the administrator is welcome to review the tapes before sending them to the University Supervisor.)

Option 2: Specialization Graduate Field Requirements:

*Students enrolled in our Option 2 Masters of Education in Special Education will choose their SPED 695 internship focus based on the area of specialization they are seeking. Refer to the listing below. Your choice must be agreed upon by the site supervisor/agency/parent, and the university supervisor. Please be aware that this project **cannot** be used for two courses.*

Option Two: Behavior Management Specialization

Choose one focus area from the list below. A detailed description of the requirements will be provided by your university supervisor.

Focus 1: Response to Intervention Tier 1 Project: Tier 1 projects for behavior management should address system wide positive behavior supports. This project involves examining the literature and implementing a building level system to improve positive behaviors for all students and reduce problematic behaviors.

Focus 2: Response to Intervention Tier 2 Project: Tier 2 projects involve the implementation of specific small group interventions (e.g. social skills training) for students who are systematically identified in tier 1 with problems. This project should provide a review of the literature and explanation of the outcomes of the intervention(s) Video documentation must be provided.

Focus 3: Response to Intervention Tier 3 Project: Tier 3 projects will involve implementation of a functional behavior assessment for students who are provided tier 1 and tier 2 interventions without necessary improvements. This project will involve a review of relevant literature, details on how the FBA was completed along with hypotheses related to the function of the behavior problem, clear descriptions of the intervention, and outcomes related to the intervention. The project must show positive outcomes for student's behavior or at least that more than one intervention was attempted if the first intervention does not provide positive change. Video documentation must be provided.

Focus 4: Crisis Management Graduate interns will provide a building level analysis of the schools crisis management policy and plan. This project must offer to improve the crisis management plan at the building level and describe what was completed. Interns will also provide a review of literature on crisis management. If you are using the management plan for a building, the original plan and improved plan must be included.

Options Two: Autism Specialization:

Choose one focus area from the list below. A detailed description of the requirements will be provided by your university supervisor.

Focus 1: Autistic Support Classroom Internship: The graduate intern completes a 125 hour internship experience in an Autistic Support classroom following the exact requirements of the Option 1 students seeking certification. This option is for any intern who is currently certified in special education, but has no experience teaching in an AS setting. Please see the requirements as listed under Option 1 students.

Focus 2: Autism & AAC Internship: The graduate intern will develop a low / mid tech communication system or device for a student with Autistic Spectrum Disorder (ASD). The system can augment or be used as an alternative to the communication system being implemented currently in the classroom. The graduate intern is encouraged to work with the student's Speech Language Pathologist for creation of the system. The graduate intern will implement the system with the student with ASD within a variety of educational settings such as, the classroom, lunch and specials, bus time. The graduate intern will collaborate with other teachers for implementation during the times when she or he is not present. The graduate intern will educate the other team members as to the proper use of the system. The graduate intern will acquire feedback from the team members. The graduate intern will monitor use of the system and together with feedback from other team members will modify the system accordingly for maximization of utilization. The graduate intern will write a research paper on his or her experience of creating and implementing the AAC system supplying evidence of efficacy of AAC implementation within the classroom. Video documentation must be provided.

Focus 3: Social Skill Project: The graduate intern must be currently working with individuals with autism in a classroom or home setting. The graduate intern will identify an individual on the Autism Spectrum. Written permission must be obtained from the parent prior to working with the student. The graduate intern will select two or more of the following methods to assess the student's social skills: observation in natural environments, behavior sampling, elicited responses, parent/teacher reports, student self-reports, and or standardized social skills assessment (if available). Following the assessment, the student intern will write a summary of the student's social skills including strengths and challenges. They will then identify a social skill that the student does not currently demonstrate. The graduate intern will choose one of the following strategies to teach the identified social skill: peer-mediated instruction, discrete trial training, social skills instruction, video modeling, Social Stories, Comic Strip Conversations, Concept Mastery, or Social Autopsy. The graduate intern will write a two page literature review on the selected strategy (at least 5 references from juried journal articles or publications). The graduate intern will develop: a plan for social skill training, the data sheet that will be utilized, and a plan for maintenance and generalization of the social skill. Following the social skills training with the student, the graduate intern will write up a report that includes: the literature review of the selected teaching strategy; written permission from the parent; a summary of the

student's social skills assessment; a description of the strategy that was utilized in the social skills training including all materials utilized such as: task analysis of the social skill, video, Social Story or comic strip etc.; actual data from the training sessions and generalization sessions; a written summary of the student's progress; and the graduate intern's summary of the efficacy of the teaching strategy that was utilized. Video documentation must be provided.

Submit to LiveText Assessment

“Appendix C”

SPED695 APPLICATION Graduate Field Experience

Contact Professor Mary Nientimp for further instructions on applying for SPED 695.
She may be reached at mnientimp@edinboro.edu or (814) 732-1329

EDINBORO UNIVERSITY OF PENNSYLVANIA
APPLICATION FOR PERMISSION TO REGISTER FOR GRADUATE INTERNSHIP

This is the official application form for requesting authorization to register* for an Edinboro University of Pennsylvania approved graduate internship. No other application form for internship is valid. After the student receives the copy of the application showing the internship has been approved, *the STUDENT must pay the fees at the Bursar’s Office, and then contact the Scheduling Office to complete registration for the internship.* **REGISTRATION MUST BE COMPLETED PRIOR TO THE PROJECTED BEGINNING DATE OF THE INTERNSHIP.**

***Failure to register properly will invalidate this approval.**

I. EDUCATIONAL DATA (To be completed by student)

Name: _____ Student Identification Number: _@_____

 Last First M.I.

Address during Internship:

 Street City State Zip

Home Address (if other than above):

 Street City State Zip

Email Address: _____

Home Phone: () _____

Major Field: _____

Anticipated Graduation Date: _____

II. INTERNSHIP DATA

() 1st semester, Yr: _____ () 2nd Semester, Yr: _____ () Summer Session, Yr: _____

Course Number: _____ Course Title: _____ Number of Credits: _____

Proposed Site Supervisor: _____

Internship Site: _____

Address: _____

 Street City State Zip

Internship Period: Starts _____ / _____ / _____ Ends: _____ / _____ / _____

 Mo. Day Year Mo. Day Year

Number of Weeks: _____ Hours per Week: _____

Daily from: _____ to: _____ Paid: _____ Nonpaid: _____

Student’s phone on site: () _____ Hourly Amount: _____

III. INTERNSHIP APPROVAL (the following signatures must be obtained in sequence; copies will be sent to all signers)

Student’s Signature: _____ Date: _____

Advisor’s Signature: _____ Date: _____

Internship Supervisor Signature: _____ Date: _____

Department Chairperson: _____ Date: _____

Academic Program Dean: _____ Date: _____

Dean of Graduate Studies: _____ Date: _____

Cc: APSCUF, Bursar's Office, Scheduling Office, Advisor, Internship Supervisor, Student, Graduate Program Head, with all signatures completed

This is a copy of the Graduation Card:

**EDINBORO UNIVERSITY OF PENNSYLVANIA
MASTER'S DEGREE GRADUATION CARD**

STUDENT IDENTIFICATION NUMBER: _____

Print your full legal name as you desire it to appear on your diploma: (PLEASE USE UPPER AND LOWER CASE LETTERS)

First Middle Name or Middle Initial Last

CONTACT TELEPHONE NUMBER: Local: (____) _____ Home: (____) _____

HOME ADDRESS (ONLY):

Street City State Zip Code

NOTE: It is your responsibility to inform the Coordinator of Records if you wish to change this address.

CHECK DEGREE YOU WILL COMPLETE:

- M.A. with a major in _____ M.F.A. with a major in _____
 M.Ed. with a major in _____ M.S. with a major in _____
 M.S.W. degree _____

CHECK THE SESSION WHEN YOU EXPECT TO COMPLETE THE FINAL REQUIREMENTS FOR YOUR DEGREE:

- 1st Semester, Fall yr. _____ 2nd Semester, Spring yr. _____
 Summer Session 1st, 2nd or 3rd yr. _____

(Please circle session number you plan on graduating.)

Signature Date

Submission of this card will result in the ordering of a diploma that will contain your name and the completion date of the session.

You must complete all requirements including "I" and "R" grades, comprehensive exams, non-credit projects and thesis within TWO WEEKS of the graduation date. If all requirements are not complete within this two-week period, you must reapply for graduation when the degree requirements have been met.

Applying to Graduate

In order to graduate from the Special Education M.Ed. program, students must submit an application card to Records and Registration the first week of your last semester. This “green card” is available on campus and on Edinboro University’s website. The application will be forwarded to The Dean of Graduate Studies and Research, who will process it, then send a degree-audit package to the Program Head, who will in turn give the packet to the student’s academic advisor. In order to be found eligible to graduate, a student must meet *all* of the following criteria.

Graduation Requirement Checklist:

Prior to graduation, each student must complete the following and submit any necessary copies to: Dr. Juanita Kasper, Graduate Program Head

Program Requirements:

- _____ 1. Attach a copy of “Master’s Degree Graduation Card”. The original graduation card needs to be submitted to Records and Registration midway through your last semester. Records and Registration **MUST** have the original card to trigger the audit process. The card is available online and also in your student handbook.
- _____ 2. Attach a copy of your completed KSD self-evaluation on *LiveText* (This will need to be completed during your **first** semester and also again during your **last** semester.) We need a hard copy and also an electronic submission. Print the document before you hit submit.
- _____ 3. Attach documentation of any transferred courses that have been accepted and posted by the Graduate School (if applicable).
- _____ 4. Copy of your unofficial transcript (SCOTS) (must have a GPA of 3.0 or better)
- _____ 5. Completion of all required courses.
- _____ 6. Submit a hard copy of your Research Project from APSY 789 to Dr. Kasper.

Items on this graduation checklist may be dropped off at the Counseling, School Psychology and Special Education office or mailed to:

Dr. Juanita Kasper, Program Head
Edinboro University of PA
Butterfield Office 121
Edinboro, PA 16444

Link to Pennsylvania Certification Information

http://www.edinboro.edu/departments/student_teaching/pa_certification.dot