ST. BONAVENTURE UNIVERSITY

SCHOOL OF EDUCATION

MASTER'S IN INCLUSIVE SPECIAL EDUCATION

STUDENT HANDBOOK

CAEP Council for the Accreditation of Educator Preparation

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INTRODUCTION

MISSION STATEMENT:

Building on the Franciscan philosophy of Social Justice, we strive to create inclusive communities that value diversity as a strength. This program prepares and mentors professionals who are able to individualize instruction in inclusive and collaborative environments. Using critical pedagogy to meet the needs of diverse and marginalized populations, including students with disabilities, students for whom English is an additional language, and students experiencing trauma or living in poverty, teachers will become leaders and agents of change.

This program is founded in the School of Education conceptual framework of competence, experience, and social justice. This program is aligned with the CEC standards for professional special educators and students practice these competencies in hands-on, clinical-based experiences. Students integrate social justice into their practice through respect for diversity, dignity and worth and creating learning experiences that are mindful of a full range of diversity.

SKILLS GAINED IN THIS PROGRAM:

- Strategies to differentiate instruction for students with disabilities
- Assessment and data literacies to meet the needs of all learners
- Meeting the needs of students for whom English in not a first language
- Advanced collaboration methods
- Individualizing and differentiating STEM content for all learners
- Integrating meaningful instructional and assistive technologies
- Designing supportive environments to meet the social, emotional and behavioral needs of learners

CERTIFICATION INFORMATION

NEW YORK:

The degree in Inclusive Special Education requires candidates to have met all requirements for their first teaching certificate prior to admission; it is not a path to *initial* certification.

However, the degree in Inclusive Special Education **DOES** meet the master's degree requirements, and may be used in partial fulfillment of the requirements for professional teacher certification in New York, and delivers the coursework required for the **Students with Disabilities certification K-12.**

The degree can be completed in as little as one year.

You will be able to apply for your certification after the Office of Educator Preparation Placement and Certification (EPPC) submits the university recommendation, which usually happen a few weeks after commencement.

PENNSYLVANIA:

This degree can be used toward Level II certification in Pennsylvania.

DEGREE REQUIREMENTS

Course number	Credit hours	Course title
EDUC 511	3	Research for the Education Professions – Over entire summer.
SPED 525	3	Classroom and Behavior Management – Summer session 1.
SPED 520	3	Instructional Practices for Students with Disabilities – Summer session 2.
EDUC 500	3	Research for the education profession – Summer session 2.
SPED 515	3	Technology for Inclusive Education – Fall semester.
SPED 510	3	Instructional Design and Strategies for Inclusive Education – Fall session 1
READ 550	3	Teaching Linguistically and Culturally Diverse Learners – Fall session 2
SPED 503	3	Evaluation and Measurement for Inclusive Education – Spring semester.
SPED 590	3	Graduate Internship –Students with Disabilities – Spring semester
SPED 504	3	Collaborative Behavioral Supports and Transition for Inclusive Education – Spring session 1
SPED 550	3	Teaching Linguistically and Culturally Diverse Learners, 7 weeks Spring Session 2

For course descriptions, please see the current version of the St. Bonaventure University Graduate Studies Catalog.

CLINICAL EXPERIENCE REQUIREMENTS:

St. Bonaventure's teacher preparation programs are extensively clinical-based, and students should expect clinical-based projects on a routine basis in SPED courses

AN OVERVIEW OF CLINICAL EXPERIENCE REQUIREMENTS:

All SPED courses have clinical-based project that will require you to work with individuals in community or classroom settings.

Several courses have required hours in the clinical that must be documented with signed log sheets – In any case keep a running record of all of your hours in different classrooms. Most classes require end of semester projects that focus on working with students in different settings, even if that specific class does not include clinical hours, for example SPED 515 and SPED 503. You can work with different students for different purposes within the same clinical placement, and you have to plan it!

Class	**Description**	**Sequence (24/25 start)**	**Clinical Hours**
SPED 511	Foundations of inclusive SPED 7 weeks	Summer Session 1	
SPED 520 SU	Instructional Practices for Students with Disabilities 7 weeks	Summer Session 2	15hrs
EDUC 500 SU	Research for the education professions 14 weeks over entire summer	Summer	
SPED 510 F1	Instructional Design and Strategies for Inclusive Education 7 weeks	Fall Session 1	10hrs
SPED 525 F2	Classroom and Behavior Management 7 weeks	Fall Session2	15hrs
SPED 515	Technology for Inclusive Education	Fall semester	
SPED 503	Evaluation and Measurement for Inclusive Education	Spring semester	
SPED 590	Graduate internship	Spring semester	120hrs
SPED 504 S1	Collaboration and Transition for Inclusive Education 7 weeks	Spring Session 1	
READ 550 S2	Teaching Linguistically and Culturally Diverse Learners, 7 weeks	Spring Session 2	10hrs
		TOTAL	170 hrs.

1. **SPED 510**: **Instructional Design and Strategies for Inclusive Education**: Students worked with during the 15 clinical hours MUST be grades PreK-12 (all grades) and have an **IEP**, not a 504-accommodation plan. The SPED 510 coursework includes assignments working with students with disabilities and the hours spent completing those assignments CAN count toward the 15 hours. The remainder of the time must be purposeful work with students, not observations. This can include working 1:1 or in small groups with students, supervision for testing or recreational activities, or some other direct work that will be of benefit to your learning and the welfare of the students.

   There are no mandatory supervisor observations for this experience.

2. **SPED 590 Graduate Internship** –Students with Disabilities: The Inclusive Special Education program requires an extended practicum experience of 120 clock hours or 20 school days working with students at different levels (elementary, middle, and high school), and along the special education spectrum (consulting, co-teacher, self-contained, behavioral, and transition-focused classrooms, etc.), with students who receive special education services. This practicum is divided into two distinct experiences, clinical experience and internship. It is recommended you work with a certified special educator on site.

   The clinical experience (during classes) is 50 hours in duration and is meant to occur prior to the internship. This experience is the time spent in classrooms completing clinical-based projects, including the hours for SPED 510 and READ 550. You are to log your hours for this experience and submit the log sheet to Taskstream.

   The internship is 120 hours in duration, or 20 school days, and is similar to student teaching in that you are expected to do the work of a special education teacher. This includes co-teaching, small group and individualized instruction, classroom and behavior management and progress monitoring, among other duties. This internship takes place during regular school hours, near the end of the program. You are to log your hours and arrange for the **university supervisor** to observe you twice in this experience. The first observation must be done before you log 80 hours.

   Students who are teaching in a K-12 school setting may be eligible to complete a portion of this practicum in their own school or district. Please be sure to discuss this option with the program director. We recommend that if you are going to use job-embedded practicum, you complete the 120 hours in your classroom and arrange to complete the 50 hours in a different classroom and at a different developmental level.

   The state does not specify how many hours must be completed in each developmental level (elementary vs. secondary), however you are expected to experience both.

   All students are required to submit the appropriate request for clinical placement no later than the end of the preceding semester to allow time for the EPPC to secure your placement. In most cases, if you hold a teaching job you may complete your placement in your own classroom but you still need to complete the form. Forms are available from the program director or in the back of this handbook.

EXIT CRITERIA

In order to be awarded the degree in Inclusive Special Education, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. The successful completion of logged clinical and internship hours in different developmental settings , and a satisfactory grade in all projects associated with the classes.

PROFESSIONAL STANDARDS

The Inclusive Special Education master's degree aligned with the Council for Exceptional Children (CEC) professional standards, found at https://www.cec.sped.org/

REGISTRATION PROCEDURES

Registration takes place online at **my.sbu.edu**; as long as you are following your degree plan, you do not need to meet with your advisor for registration each semester. (If your degree plan needs to be revised or updated, please contact your advisor.)

You must have an active technology account to use my.sbu.edu. **If you need assistance**, new students should contact the Graduate Admissions office. Current students in need of assistance should contact Technology Services (helpdesk@sbu.edu or 375-7600) or the Records Office (records@sbu.edu).

TASKSTREAM

You will be provided with an account for Taskstream, which serves as a supplement to Moodle and allows faculty to easily collect and analyze assessment data for accreditation and program improvement. Each course in the program has at least one assessment in Taskstream. You can access assignment descriptions and rubrics in Taskstream at any time. If you need help with Taskstream, please email taskstream@sbu.edu.

OVERVIEW OF COURSEWORK

All students should review their degree progress periodically – at least at the end of each semester. To be certain that all requirements are being met. Access your progress through my.sbu.edu. Click on academics, then records office, then degree audit, and student planning, then view your progress. This page lists all the courses you are supposed to take and what you have already taken.

IMPORTANT: Save copies of all of your SPED course assignments, for possible use in your portfolio. You should also save copies of relevant work outside of SPED course assignments that will help you demonstrate the competencies in the CEC standards (e.g., from your teaching). DO NOT save your only copy of a document on a flash drive or your computer's hard drive. Use "cloud" storage such as googledocs to save your work.

CERTIFICATION EXAMS

The required exams for the SPED certification depend on what exams had been taken during undergraduate teacher preparation and the developmental level of the certification. Determining what exams are required is discussed during SPED 590.

HELP FOR CERTIFICATION EXAMINATIONS

New York State provides preparation guides for certification exams; see the New York State Education Department testing web site http://www.nystce.nesinc.com/

APPLYING FOR CERTIFICATION

You will apply for your certification through the TEACH system. Shortly after your degree is conferred, a representative of St. Bonaventure will access your TEACH account to recommend you for the certifications for which you qualified through your master's program. You will need to be sure that you have all other requirements, including all exams, completed when you apply. You will apply through the registered program option. You will apply for initial certification. Once you get three years of teaching experience, you can apply for professional certification for all of your areas of certification.

GRADUATION

Candidates for graduation must apply to the St. Bonaventure University Records Office, and are responsible to keep both their adviser and the Records Office apprised of their expected graduation date. You must apply for graduation by completing the form here: https://my.sbu.edu/custom/degree-apps/grad-degree-app

NOTES ON ONLINE COURSES

The faculty in the Inclusive Special Education master's program are continually striving to create the best learning experiences in the most accessible formats for our students. Therefore, this program follows an online format for maximum flexibility for students.

These notes will help you to be successful in these online courses:

1. **Plan ahead.** Review the coursework you need to complete for the week and plan accordingly. Online course sessions should require approximately 3 – 6 hours of preparation and production on your part. Do not wait till the last minute to read and complete your assignments.

2. **Read carefully**. Your instructors will provide you with direction in completing the course sessions for the week. Please be sure to read them very carefully and complete your coursework as the instructor has asked.

3. **Adhere to deadlines**. In online course sessions, the instructor often asks for interaction between class members. Please be sure to adhere to any deadlines given so that you are able to support your classmates in their learning. This is especially important for forum discussions.

4. **Attend Zoom sessions.** Courses may meet on Zoom during the semester. You will be notified of Zoom sessions well ahead of time, generally when you register for courses. Occasionally instructor will talk the class to see whether they would prefer to meet more often. The group then decides, which are mandatory and which are optional. It is imperative that you attend all mandatory Zoom sessions. You can access the schedule of these sessions in your class schedule on my.sbu.edu

APPENDIX A: DEGREE PLAN

Student: Student #: ANT DEGREE :

Course #	Credit Hours	Course Title	Substitution/Transfer Note – Course Number & Institution	Date Planned	Date Completed	Grade	Notes
EDUC 511	3	Research for the Education Professions – Summer session 1					
SPED 525	3	Classroom and Behavior Management – Summer session 1					
SPED 520	3	Instructional Practices for Students with Disabilities – Summer session 2					
EDUC 500	3	Research for the education profession – Summer session 2					
SPED 515	3	Technology for Inclusive Education – Fall semester					
SPED 510	3	Instructional Design and Strategies for Inclusive Education – Fall session 1					
SPED 503	3	Evaluation and Measurement for Inclusive Education – Spring semester					
SPED 590	3	Graduate Internship –Students with Disabilities – Spring semester					
SPED 504	3	Collaborative Behavioral Supports and Transition for Inclusive Education – Spring session 1					
READ 550	3	Teaching Linguistically and Culturally Diverse Learners – Spring session 2					

APPENDIX B: PLACEMENT FORMS AND LOG SHEETS

GENERAL PLACEMENT FORM (IF IN THE OLEAN AREA)

Date of application

Name:

Email:

Semester for placement: Fall_____ Spring _____ Summer _____

Use this application for al clinical experiences. Please complete this form and return to the program director and the Office of Educator Preparation Placement and Certification

1. What courses are you taking during the semester for which you are applying?

2. Where did you complete your student teaching? (district, school, teacher)

3. Certification Subject and Level already held

Please complete section 1 if you have a placement preference. ALL placements will be finalized through the EPPC.

Section 1:

1. Name of school:
2. Address:
3. Name of teacher:
4. Teacher phone number:
5. Teacher email:
6. Teaching certifications held by this teacher:
7. Name of principal:
8. Principal phone number:

9. Principal email:

10. Placement schedule (Which days and hours will you be in the classroom?)

If you would like the EPPC to arrange your placement, please complete section 2.

Section 2:

1. Did you attend any of the schools in our regional area? Yes No

2. If yes, which one(s)

3. Do any immediate family members attend or teach at any schools in our area? Yes No

4. If yes, which one(s)

5. Have you been a substitute or teacher's aide in any of these schools? Yes No

6. If yes, indicate school, grade and teachers: (add rows if needed)

School	Grade	Teachers

7. Availability for placement (days and hours)

8. Is there any special information, placement preferences or circumstances that should be considered when we make your placements?