

**THE UNIVERSITY OF SAINT FRANCIS
SCHOOL OF PROFESSIONAL STUDIES
DEPARTMENT OF EDUCATION**

KNOWLEDGE
OF



The Graduate Handbook
2007 Revision

Name: _____ **Date:** _____

Major: _____ **Advisor:** _____

Table of Contents

Part I	- 1 -
Welcome	- 2 -
The University of Saint Francis	- 2 -
The Graduate School	- 2 -
Accreditation	- 2 -
Institutional Memberships	- 3 -
The Faculty	- 3 -
Objectives of the Graduate School	- 3 -
Academic Calendar	- 4 -
Scheduling of Classes	- 4 -
Cancellation of Classes	- 4 -
Vision Statement and Mission of the Department of Education	- 5 -
Disclaimer	- 6 -
Part II	- 7 -
Rights and Responsibilities	- 8 -
Registration	- 8 -
Registration By Mail	- 8 -
Time Limits	- 8 -
Completing Degree Requirements	- 8 -
Interruption of Studies	- 9 -
Course Load	- 9 -
Class Attendance	- 9 -
Grades and Honor Points	- 9 -
Withdrawal from a Course	- 10 -
Pass/Fail (P-F) Grading Option	- 10 -
Application for Graduation	- 10 -
Academic Integrity	- 10 -
Standards for Written Work	- 10 -
Academic Procedures	- 12 -
Academic Rights	- 12 -
Part III	- 16 -

Admission Guidelines/Procedures	- 17 -
University of Saint Francis Conceptual Framework	- 26 -
Alignment of the USF Conceptual Framework and	- 32 -
University of Saint Francis Critical Decision Points - Graduate	- 33 -
Portfolios	- 37 -
Part IV	- 38 -
Introduction	- 39 -
School Counseling Course Outline/Program Planning Sheet	- 40 -
Objectives of Practicum and Internship	- 42 -
Responsibilities of the University Supervisor	- 43 -
Responsibilities of the On-site Supervisor	- 43 -
Responsibilities of the Intern/Practicum Candidate	- 44 -
Steps to Securing a Placement Site	- 45 -
Field Placement Sites	- 47 -
School Counseling Contract for Internship	- 48 -
School Counseling Contract for Practicum	- 53 -
Practicum/Internship School Counselor Log	- 58 -
Part V	- 60 -
Program Planning Sheet	- 61 -
Exceptional Needs Off-campus Practicum Contract	- 65 -
Practicum Observation Report	- 69 -
Practicum Time Log	- 70 -
Lesson Plan Format	- 71 -

(Part I)

I. GENERAL INFORMATION

A. Welcome

B. The University of Saint Francis/Graduate School Background

C. Accreditation

D. Institutional Memberships

E. Faculty

F. Objectives of Graduate School

G. Academic Calendar

H. Scheduling of Classes

I. Cancellation of Classes

J. Mission of the Department of Education

K. Disclaimer

PART I: GENERAL INFORMATION

A. Welcome

Congratulations on your decision to enter the Graduate Program in Education at the University of Saint Francis!

In order to assist you in your quest to obtain an advanced degree in education, the Graduate Handbook has been designed to incorporate information you may need throughout your program of studies. This handbook, as well as regular meetings with your advisor, will help assure success in reaching your goal. We, in the Department of Education, believe in shared responsibility for program success and accomplishment. Therefore, it is imperative that you become fully aware of policies and procedures that pertain to the acquisition of a Master of Science in Education (MSEd) in Exceptional Needs, Educational Leadership or School Counseling. We wish you success and fulfillment as you progress through the master's degree program in education at the University of Saint Francis!

B. The University of Saint Francis

The Sisters of Saint Francis of Perpetual Adoration founded the University of Saint Francis in 1890. The University is located in a suburban area in the southwest sector of Fort Wayne, Indiana. Offering first-rate academic training, the University seeks to serve candidates by facilitating learning and personal and professional development permeated by Franciscan Values.

The Graduate School

The Graduate School of the University was established in 1960, with the introduction of programs leading to the Master of Arts and Master of Science in Education degrees. In 1961, the University received preliminary accreditation from the North Central Association of Colleges and Schools and, in 1971, received full accreditation.

The Graduate School enrolls approximately 235 candidates in its degree, and non-degree professional studies certification programs in art, business, education, school counseling, educational leadership, pastoral counseling, mental health counseling, nursing, physician assistant, and psychology. In the past two decades, over 5,000 graduate degrees have been conferred.

C. Accreditation

The Graduate School of the University of Saint Francis is accredited by the North Central Association of Colleges and Schools, Indiana Department of Education and currently the Indiana Division of Professional Standards, the National Council for the Accreditation of Teacher Education (NCATE), the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Commission on Collegiate Nursing Education (CCNE), and the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP).

D. Institutional Memberships

The University holds institutional memberships in the Association of Catholic Colleges and Universities (ACCU), Association of Franciscan Colleges and Universities (AFCU) Independent Colleges of Indiana (ICI), the Indiana Conference of Higher Education (ICHE), the National Association of Independent Colleges and Universities (NAICU), Council for Higher Education Accreditation (CHEA) the Council of Independent Colleges (CIC). Other memberships include American Association of Higher Education (AAHE), American Association of Collegiate Registrar and Admissions Officers (AACAO), National Association of Foreign Student Advisors (NAFSA), National Association of College and University Business Officers (NACUBO), National League for Nursing (NLN), and Indiana Office of Campus Ministries (IOCM).

E. The Faculty

The University of Saint Francis employs faculty who mirror the characteristics it seeks to instill in its graduates: scholarship, motivation, concern, and an orientation to service. The faculty of the University of Saint Francis represents a broad background in academic studies, educational experiences and social experiences. They dedicate themselves to good teaching and enjoy working with candidates.

F. Objectives of the Graduate School

Scholarship and professional development are the general objectives of the Graduate School. Through its faculty and programs, the University provides graduate candidates with the opportunity to attain knowledge and to develop abilities and understandings that constitute a foundation for their effective participation in society. The Graduate School curriculum is designed to ensure knowledge of basic professional functions and to provide an opportunity for intensive study. It attempts to develop the ability to identify problems, obtain information, devise and evaluate alternative solutions, and implement decisions. The Department of Education acknowledges and embraces the NCATE outcomes for the Master of Science in Educational Leadership, Exceptional Needs, and School Counseling programs. Therefore, candidates in advanced level preparation programs are expected to:

1. Demonstrate knowledge of the content of their disciplines, including central concepts, tools of inquiry, and structures.
2. Meet professional standards for the subjects they plan to teach.
3. Demonstrate knowledge, skills, and dispositions to provide learning opportunities supporting students' development of critical thinking, problem solving, and performance skills.
4. Create learning environments encouraging positive social interaction, active engagement in learning, and self-motivation.
5. Foster active inquiry, collaboration, and supportive interaction in the classroom.
6. Plan instruction based upon knowledge of subject matter, students' academic achievement as well as their social and physical development and use the results to maximize students' motivation and learning.

7. Reflect on and continually evaluate the effects of choices and actions on others and actively seek out opportunities to grow professionally.
8. Foster relationships with school colleagues, parents and families, and agencies in the larger community to support students' learning and well-being.
9. Demonstrate an understanding of learning with a sound professional base as well as from the context of schools, families, and communities.
10. Demonstrate an understanding of and be able to apply knowledge related to the social, historical, and philosophical foundations of education, professional ethics, law and policy.
11. Demonstrate knowledge of the ways children and adolescents learn and develop including their cognitive and affective development and the relationship of those to learning.
12. Demonstrate an understanding of language acquisition, cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools.
13. Integrate, appropriately and effectively, technology and information literacy in instruction to support student learning.
14. Demonstrate an understanding of the importance of using research in teaching and other professional roles.
15. Demonstrate knowledge of the roles and responsibilities of the educational profession.
16. Develop and model dispositions that are expected of educators.

Dottin (*The Development of a Conceptual Framework* 2001, University Press of America, p 13)
NCATE (*Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, 2002, p 2-4).

G. Academic Calendar

The academic year consists of two semesters, the Fall Semester extending from late August to mid December; and the Spring Semester from mid January to early May. Courses are also scheduled on weekends, in accelerated formats, and in the summer.

H. Scheduling of Classes

The scheduling of graduate classes is designed to accommodate candidates who work during daytime business hours. Thus, classes are scheduled in the evenings and during the summer.

I. Cancellation of Classes

The University reserves the right to cancel courses because of insufficient numbers.

Note: For complete information on the history of the University of Saint Francis, its mission, commitments, and the campus please consult the Graduate Catalog.

J. Theme and Mission of the Department of Education

Theme:

“Educators facilitating and advancing learning in a diverse, ever-changing society” (Revised Summer 2002).

Mission:

The University of Saint Francis Department of Education primarily serves the population of the northeastern region of the State of Indiana through professional preparation of educators at the undergraduate and graduate levels. The Department’s undergraduate programs lead to state licensing in elementary, secondary, and special education. The option of dual licensing in a content area and special education is offered. Graduate programs prepare candidates for licensure in special education and school counseling.

The Department’s mission strives to prepare candidates who will incorporate in their daily lives and professional endeavors the Franciscan Values (pg. 5 of the Graduate Catalog) that define the mission of the University. In keeping with Franciscan intellectual tradition, the Department prepares candidates to demonstrate confidence in their professional expertise through collaborative work with all levels of a diverse community – local, national, and global.

The Department’s theme, “Educators facilitating and advancing learning in a diverse, ever changing society” aptly expresses its over-arching purpose: to develop scholarly, technologically skilled, accomplished, empathetic educators who maintain a stable sense of self in a constantly changing and multi-faceted world; that is, educators who remain independent thinkers living responsibly in interdependent societal and institutional contexts. The Department endeavors for candidates to blend the most current, research-based pedagogical practices with time-honored educational principles, in conjunction with support for both student and faculty research. The ultimate outcome of programs is the preparation of educators who can demonstrate the dispositional, skill oriented, and knowledge-based performances synonymous with quality professional educators.

Philosophy:

“Education is not a preparation for life; Education is life itself.” John Dewey

The purpose of education at the University of Saint Francis is to prepare teacher candidates who will become highly effective professionals in the field of education. It is our firm belief that the educational programs offered must be purposefully designed to provide an extensive, superior blend of liberal studies and professional education. Throughout their University of Saint Francis educational careers, teacher candidates will be challenged to develop expertise in content as well as in the understanding and application of theories of development, behavior, learning, instruction and assessment. They will demonstrate their ability to apply these skills in a multitude of settings with students from diverse backgrounds, skills, and strengths. Nurtured by effective supervision and collaborative relationships with practicing educators, students should and will experience a variety of opportunities to explore, practice, enhance, perfect and reflect on the skills expected in professional roles.

The faculty will act as positive catalysts that model effective instructional practices and professional ethics. Faculty, who are active learners in their own fields, will model this quest for learning and growth to students, colleagues, and through dynamic involvement with the broader community.

Collectively and collaboratively faculty of the Department of Education will strive to move pre-service educators along a developmental continuum towards their emergence as individuals who are thoughtful and self-directed and who will

impact and inspire,
collaborate and contribute to the enhancement of learning of all students,
advocate for social justice,
manage and embrace far reaching societal changes,
be recognized as educational leaders, and who will
rise to the many opportunities and challenges posed in today's world.

K. Disclaimer

The University reserves the right to change its admission, registration and graduation requirements as necessary.

The policies and regulations contained in this document represent minimum standards established by the Department of Education. Candidates are expected to be fully cognizant of their program requirements.

The course offerings and requirements of the University of Saint Francis are continually under examination and evaluation. The information provided here is not a contract; it merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same. Every effort will be made to provide advance information related to any changes.

(Part II)

II. ACADEMIC POLICIES

- A. Rights and Responsibilities**
- B. Registration**
- C. Time Limits**
- D. Completing Degree Requirements**
- E. Interruption of Studies**
- F. Course Load**
- G. Class Attendance**
- H. Grades and Honor Points**
- I. Withdrawal from a Course**
- J. Pass/Fail Option**
- K. Application for Graduation**
- L. Academic Integrity**
- M. Standards for Written Work**
- N. Academic Procedures**
- O. Academic Rights**

PART II: ACADEMIC POLICIES

A. Rights and Responsibilities

The University of Saint Francis has established policies that recognize the academic rights of candidates, faculty, and administrators. The policies are published in the *Student Handbook*. Procedures for appeal are also outlined in the *Student Handbook* and are available in the Office of the Provost (260-399-7700, extension 6000).

Candidates have the following responsibilities: plan an academic program that meets current requirements; to meet all financial obligations; to maintain established academic standards; to fulfill graduation requirements; and to familiarize themselves with the information in the *University of Saint Francis Graduate Catalog*.

As an institution guided by Christian principles, the University of Saint Francis places the highest importance upon honesty in all academic work.

Candidates are expected to manifest those qualities judged to be appropriate and necessary in the profession for which they are preparing. Failure to do so may result in dismissal from Graduate School (*Graduate Catalog 2006-2008*).

B. Registration

Registration online: Graduate candidates may register for courses online if their enrollment status is current (registered for courses the prior semester) and if they have:

- Developed a program of study with their advisor
- Reviewed their program of study (for the current semester) with their program advisor
- Obtained a pin # for the semester of the intended registration

Registration By Mail

Registration by mail: Graduate candidates may register for courses by mail if they have been fully accepted into a program at The University of Saint Francis and if they have previously taken course work at the University. There is no fee to register by mail. Candidates who are eligible and interested in mail registration should contact their advisors to have the registration form mailed to them.

C. Time Limits

A candidate must begin the course of studies toward the degree within 12 months of being accepted into a graduate program or it will be necessary to repeat the entire admission process.

D. Completing Degree Requirements

Once a candidate has begun course work toward a graduate degree, a maximum of five (5) years is allowed for completion of all degree requirements. (Transfer course work also must be

completed within this time.) Courses more than five (5) years old will not be accepted toward current programs.

E. Interruption of Studies

If a candidate discontinues courses toward the graduate degree, his or her file will be kept for an additional 36 months. To re-enroll after that time, the candidate must repeat the entire admissions process. Re-enrolling candidates must follow the current program requirements.

F. Course Load

Nine (9) semester hours constitutes full-time status. The graduate advisor in consultation with the candidate determines individual course loads.

G. Class Attendance

All candidates must attend class whenever an announced test, quiz or oral or written examination is scheduled, and whenever a report or paper is due. In addition, instructors may establish specific attendance requirements in their courses. It is the responsibility of the candidate to keep fully informed of class assignments, special activities and examinations of all types and to meet the requirements of the course.

H. Grades and Honor Points

The University of Saint Francis operates on a 4.00 grading system and determines the scholastic standing of candidates according to the following scale (see program advisor for specific requirements):

Grade	Description	Honor Points
A	Distinguished performance	4.0
A-		3.7
B+		3.3
B	Superior	3.0
B-		2.7
C+		2.3
C	Average	2.0
D		1.0
F	Fail	0.0
P	Pass	
I	Incomplete	
W	Withdrawal	
Audit	Courses may be taken on a special non-credit basis, with the approval of the Graduate School.	

** If a candidate receives an F in an assigned course, the course must be repeated the next term it is offered.*

I. Withdrawal from a Course

The candidate must contact the Graduate School or his/her advisor to formally withdraw from any course. This can be done in person, by letter, or by telephone at 260-399-7700, extension 8400. If the candidate does not formally withdraw, a grade of F will result.

J. Pass/Fail (P-F) Grading Option

Candidates may use the P-F grading option for specific courses, with approval of the instructor and the Graduate School. The request for the P-F grading option must be made prior to the third week of the semester. A form is available at the Graduate School. The P-F option grade is not computed in the GPA. Requests for applying the P-F option to courses not listed below must be approved by the Graduate Council.

EDUC 500	Research and Evaluation
PSYC 500	Research and Evaluation
All 590 Courses	(Directed Study)

K. Application for Graduation

The candidate must apply for the degree in the academic year in which he/she intends to graduate. The Application for Graduation form is available from the Graduate Office in Pope John Paul II Center Suite 313 and must be filed by September 1 for December completion and by January 1 for May or August completion.

L. Academic Integrity

As an institution guided by Christian Principles, the University of Saint Francis places the highest importance upon honesty in all academic work. As such, academic integrity is a fundamental principle of collegial life at the University of Saint Francis and is essential to the credibility of the university's education programs. Moreover, because assessment may be competitive, students who misrepresent their academic work violate the rights of their fellow students. The University of Saint Francis, therefore, views any act of academic dishonesty as a serious offense requiring disciplinary measures, including failing the assignment, failing the course, and even expulsion from the university. In addition, an act of academic dishonesty may have unforeseen effects far beyond any officially imposed penalties. Violations of academic integrity include cheating or assisting others to cheat. Examples of academic dishonesty include plagiarism, misrepresenting data, falsification of academic records or documents, and unauthorized access to computerized academic or administrative systems.

M. Standards for Written Work

The Department of Education is dedicated to assisting candidates with the rigorous process of producing exemplary written work. Since following a professionally endorsed format facilitates the preparation of a scholarly paper, the *Publication Manual of the American Psychological Association (APA)* current edition will be the style of choice.

The decision to follow APA format is based on the fact that at the University of Saint Francis as well as most colleges and universities, APA is the most widely used format among graduate and undergraduate candidates as well as being the most frequently used format within the social and behavioral sciences area.

The following points should be followed when preparing written work:

1. For identification purposes, your paper should be faced with a *title sheet*.
2. So that your professor will be able to easily record comments on your paper, *double-space* your paper throughout.
3. To enhance the organization qualities of your paper, you should adhere to *consistent margins* throughout your paper. APA style format recommends that margins of *1 inch* be used at the left, right, top, and bottom of your paper.
4. *Number* the pages of the report, placing the page number in the upper right-hand corner of each page.
5. According to APA, it is unacceptable to use sexist language (i.e. always referring to a child, person, etc. as “he” or “him”). This is sometimes difficult, but practice makes it easier. In writing your papers, be alert to avoid such language.
6. For most candidates, the major task involved in writing a paper is merely getting started. Unfortunately, many candidates dwell on the task as a whole rather than deciding what is to be done first, and setting about accomplishing such. One of the keys to successful writing is the careful preparation of an *outline*. A topical outline sketches the content, line of reasoning, and the structural pattern of the paper.
7. *Avoid plagiarism*. As stated on page 12 of the Graduate Catalog (2006-2008), "Plagiarism is the use of another person's ideas or expressions in your writing without acknowledging the source...The most blatant form of plagiarism is reproducing someone else's sentences, more or less verbatim and presenting them as your own. Other forms include repeating another's line of thinking as your own development of an idea, and failing to cite the source for a borrowed thesis or approach (MLA Style Manual 2)". Plagiarism is not limited to textual expression, but may include graphic, artistic, and electronic expression as well. Examples of plagiarism include:
 - Copying verbatim without using quotation marks and citing the reference.
 - Using someone else's sentences with only a few words changes.
 - Paraphrasing without citing references.
 - Copies of other's paintings.
 - Lifting a computer program from someone else.Plagiarism is the judgment of the professor and usually results in failure of the assignment or the course. The candidate has the right to appeal as outlined in the “Academic Rights and Responsibilities policy.”

It is essential to note that throughout the University and specifically within the Department of Education honesty and integrity are expected from all candidates in all academic endeavors.

N. Academic Procedures

Embodied within the academic procedures are policies and regulations governing the attainment of academic credit and degrees from the University. The administration and interpretation of these regulations rest with the administrative academic officers, committees, and councils. The responsibility to know and abide by them resides with the candidates, faculty, and administration. Please consult the *Graduate Catalog* for procedures for changing majors, transferring credits, graduation requirements, financial aid information, incomplete grades, etc.

O. Academic Rights

The following section reflects student's rights in academic policy matters.

Grade Appeal Policy and Procedure

A student may appeal the final grade for a course. A student's appeal of an academic grade shall be resolved solely and exclusively in accordance with the following procedures.

Students may not use the academic grade appeal procedure to challenge academic policies. See the guidelines for Request for Review of Academic Policy.

Informal Procedure

1. The student shall, in good faith, attempt to settle the disagreement in an "informal" manner at the lowest level possible.
2. This process begins with a meeting and discussion between the student and the faculty member who issued the grade. The "informal" attempt at resolution shall be accomplished within 10 working days after the student has received notification of the final grade.
3. If the student is not satisfied with the result of the meeting with the faculty member, the student shall meet with the Academic Department Chair within 10 working days. The department chair shall attempt to settle the disagreement. Within 10 working days after the meeting, the department chair shall respond, in writing, to the student.

Formal Procedure

If there is no resolution during the informal process the following steps are taken:

1. The student should submit a letter to the Dean of the School of Professional Studies identifying the concern(s) and requesting resolution. The letter should not exceed two typed pages. The student shall submit the letter within 10 working days of receiving the response from the Department Chair. The student may attach supporting materials to the letter.

2. The Dean of the School of Professional Studies shall attempt to settle the disagreement between the student and the faculty member. Within 10 working days after the appeal is filed, the Dean of the School of Professional Studies shall respond, in writing, to the student.

3. If the student is not satisfied with the decision of the Dean of the School of Professional Studies, the student should submit a written request to the Provost to convene an Academic Appeals Committee. The student shall submit the written request within 10 working days of receiving the response from the Dean of the School of Professional Studies. The student may attach materials previously submitted to the Graduate Dean, but no additional materials are to be submitted.

4. The Provost shall convene the Academic Appeals Committee to consider the issue. The Academic Appeals Committee shall meet within 10 working days after the written request has been received by the Provost.

The membership of the Academic Appeals Committee shall consist of the following:

- The Provost, Chair.
- Two faculty members appointed by the chair of the Graduate Council.
- Two graduate students appointed by the president of the Student Government Association.

The student has the right to be accompanied by his/her parents, spouse, or another student to the Academic Appeal Committee meeting. Either party shall have the right to bring in witnesses necessary for the processing of the appeal. The student may not submit additional materials to the Appeal Committee. Since this is an internal grievance procedure, legal counsel shall not be involved in the process.

5. The Academic Appeals Committee shall notify the student of its decision in writing and issue its written recommendation to the President within 10 working days after considering the issue. The President shall either accept or reject the recommendation of the Academic Appeals Committee within fifteen (15) working days of the recommendation. The President shall notify the Provost, the student, and the faculty member of her decision in writing. The decision of the President shall be final.

General Provisions

1. It is desirable that a solution to an academic grade appeal be reached at the lowest possible level. The appeal shall be considered resolved when the solution offered is accepted by the student and further appeal is not requested or until a decision is made by the President.

2. If the student does not act on the appeal process within the specified time limits, the appeal shall be considered settled on the basis of the last decision rendered. If the student is not

notified of a decision within the specified time limit, the appeal is automatically moved to the next step in the appeal process. Time limits may be extended by the mutual, written consent of both parties.

3. Students, faculty members and administrators involved in the academic appeal process shall act in an ethical manner and shall not be subject to discipline or reprisal because of such involvement.

4. To protect all parties concerned, the strictest privacy shall be maintained by all parties involved.

Request for Review of Academic Policy

Academic policies are designed to provide fairness and to maintain academic quality. Academic policies include admission and progression standards. As a general rule, the University does not grant exceptions to academic policy for individual students. A student or group of students may request that an academic policy be reviewed and considered for modification for future application of the policy, provided changes in the policy will benefit many students. The following procedure must be followed for a request to review an academic policy. The Academic Grade Appeal Policy may not be used for this purpose.

1. The student(s) should submit a letter to the SGA, academic policy committee indicating the policy to be reviewed, requested changes, and how the change in policy will benefit multiple students.

2. The chairperson of the academic policy committee will convene with the Appeals Committee to review the request within 15 calendar days of receiving the request. The committee will be composed of all Student Government members, and has the right to request an additional 2 to 3 student representatives, who are outside of the Student Government Association, selected by the chairperson.

3. The committee will review the request and make a recommendation to the SGA to proceed with the request or to indicate in writing to the student who submitted the request that the committee does not support the request. The committee shall explain the rationale for its recommendation. The committee may take 15 calendar days to do an assessment of the policy and to determine the potential outcomes for changing the policy as requested.

4. The chairperson of the committee will act on the committee's recommendation within 7 calendar days after receiving the committee report. If the SGA determines that it will pursue a review of the academic policy, the chairperson will meet with appropriate University officials to review the policy. Should the committee decide not to pursue the review, the chairperson will correspond with the student. If the policy is a university-wide policy, the chairperson will meet with the Provost. If the policy is departmental, the chairperson will meet with the Chair of the Department.

5. The chairperson will communicate in writing to all involved parties concerning the outcome of the appeal process within 15 days of meeting with the appropriate university administrator.

6. The administrator/department chair will communicate in writing to the student(s) initiating the appeal, giving the reasons for the outcome, within 15 days of the meeting with the SGA chairperson of the academic policy committee.

Since this is an internal procedure, legal counsel shall not be involved in the process.

(Part III)

III. INFORMATION PERTAINING TO ALL GRADUATE PROGRAMS

A. Framework for Licensing

B. Admission Guidelines/Procedures

C. Conceptual Framework

D. Alignment of the USF Conceptual Framework and INTASC Core Principles

E. Critical Decisions Points

F. Portfolios

PART III: INFORMATION PERTAINING TO GRADUATE PROGRAMS

A. Admission Guidelines/Procedures

University Entrance Requirements: Application for Graduate Programs

To be considered for admission to a graduate program at the University of Saint Francis, the candidate must:

1. Hold a bachelor's degree from a regionally accredited institution in the United States (foreign credentials will be evaluated by an off-campus specialist).
2. Have an undergraduate Grade Point Average of at least 2.80 on a 4.00 scale.
3. File with the Admissions Office an Application for Admission and an official transcript indicating the awarding of the bachelor's degree. The transcript must be sent directly to the Admissions Office from the registrar of the institution that awarded the degree.
4. Fulfill additional requirements as outlined for specific degree programs. When applicable, these admission requirements follow the program descriptions beginning on Page 52 of the *Graduate Catalog*.

Application forms, available from the Admissions Office, and all other required documents must be filed prior to the first registration.

Provisional Admission

When all admission materials are submitted but there is a perceived deficiency, the candidate may be provisionally admitted. The probation period will be determined by the program. All provisionally admitted students must take EDUC 500/PSYC 500-Research and Evaluation- within the first 12 hours and they must maintain a 'B' average.

Conditional Admission

A candidate may take one semester of coursework on a conditional basis. No subsequent registration, however, is permitted until all required materials are on file in the Graduate Admissions Office and a final admissions decision has been made.

Candidates may remain on provisional status once all admissions materials have been submitted at the discretion of the admissions committee.

Non-degree Students

Individuals interested in taking graduate work for credit without pursuing a graduate degree are classified as Non-degree Students. Non-degree Students need to file an Application for Admission, pay the application fee and submit an undergraduate transcript from a regionally accredited institution in the United States of America from which they received their undergraduate degree. These students are allowed to register for classes only after degree-seeking students have registered. These dates are posted in each course schedule.

Audit Students

Individuals interested in taking graduate work on a non-credit basis are classified as Audit Students. Audit Students need to file an Application for Admission and submit an undergraduate transcript from a regionally accredited institution in the United States of America from which they received their undergraduate degree. These students are allowed to register for classes only after degree-seeking students have registered. These dates are posted in each course schedule.

International Students

Applicants with degrees from foreign colleges and universities must have completed the equivalent of at least an American bachelor's degree and must have their credentials evaluated prior to admission. The Indiana Department of Education recommends the following evaluators.

Educational Credential Evaluators, Inc.
P.O. Box 17499
Milwaukee, WI 53217

This evaluation must be sent to the Admissions Office. The applicant pays all costs associated with this evaluation. See the current *Graduate Catalog* for further information regarding international students.

Department of Education Admission Guidelines/Procedures

Admissions Procedures:

1. Complete the *University of Saint Francis Graduate School Admission Application* including the **career goals statement** and return it to the Admissions Office.
2. Contact an appropriate testing center to make arrangements to take the **Graduate Record Exam (GRE) or Miller Analogies Test (MAT)**. Scores should be from testing done within the past five (5) years.
 - IPFW is a Testing Center at (260) 481-4153.
 - Acceptable scores for the GRE are composite verbal and quantitative scores of **800**.
 - Acceptable score for the MAT is **389**. Call (260) 481-6600 to register for the MAT.
3. An undergraduate GPA of 2.8 or higher.
4. Submit two (2) **Recommendation Forms** from persons capable of speaking authoritatively about the applicant's academic ability and professional potential. The writer must return these forms directly to the Admissions Office at the University of Saint Francis.
5. Make arrangements for all **official transcripts** (undergraduate and graduate) to be sent to the Admissions Office at the University of Saint Francis.
6. Submit a copy of a **Standard Teaching License and/or a baccalaureate degree** from a regionally accredited institution sent to the Admissions Office, University of Saint Francis.
7. If the candidate is not already a licensed teacher, he or she will be required to submit successful **Praxis I test scores** for the Masters in Exceptional Needs. Contact the Licensing Advisor regarding information about scores.
8. **Submit** all materials to:

**University of Saint Francis
Admissions Office
2701 Spring Street
Fort Wayne, IN 46808
(260) 399-7700**

9. **It is the responsibility of the applicant to make sure that all admissions materials, including recommendations, are submitted.** The Department of Education is not responsible for any admissions material sent to the wrong address or submitted late. A letter will be sent to the applicant notifying her/him what is still needed to complete the admissions packet. Checking with the Admissions Office to make sure the application packet is complete would be beneficial to the applicant.

The Admissions Committee will accept only complete application files. A completed application includes:

- A completed Graduate Student Application Form
- A written career goals statement

- Official GRE (**800 Verbal/Quantitative Combined**) or MAT (**389**) scores. Scores should be from testing done within the past five (5) years
- An undergraduate GPA of 2.8
- Official transcripts (undergraduate and graduate)
- Two (2) Recommendation Forms
- A copy of a current teaching license (if Applicable)
- Praxis I scores (if not already a licensed Indiana teacher)

Complete admissions files will be sent to the Department of Education Chair. An interview will be arranged in which the candidate will meet with the Admissions Committee. **The candidate will be notified by mail of the status of his/her application.**



Applicant's Name: (PLEASE PRINT) _____

Street _____ City/State _____ Zip _____

Name of Person Completing This Form: (PLEASE PRINT) _____

TO THE APPLICANT: Submit to the University of Saint Francis Graduate Admissions Office two (2) recommendations using copies of this form. Include at least one from a former college professor or colleague and one from an employer or supervisor who has observed you in a professional setting. For the convenience of the person completing the form, include a stamped envelope addressed to the Graduate Admissions Office, University of Saint Francis, 2701 Spring Street, Fort Wayne, IN 46808.

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that the recommendation will remain confidential. It is your option to waive your right to access these recommendations or to decline to do so. Please mark the appropriate phrase below, indicating your choice of option, and sign your name:

___ I waive my right to review this recommendation.

___ I do not waive my right to review this recommendation.

Date: _____ Applicant's Signature: _____

TO THE REFERENT:

Please complete and mail this form so that it reaches the University of Saint Francis by _____.

RECOMMENDATION

- 1. I have known the applicant for _____ years, _____ months.
2. I know the applicant: [] slightly [] fairly well [] very well
3. I have known the applicant: [] as an undergraduate student [] as an assistant [] as a graduate student [] as an advisee [] as an employee [] other, please specify: _____
4. The applicant has taken: [] none of my classes [] one of my classes [] two or more of my classes
5. Indicate the population with which the applicant is being compared in this rating: [] Undergraduate students whom I have taught or known [] Graduate students whom I have taught or known [] All students, undergraduate and graduate, whom I have taught or known [] Colleagues with whom I have worked
6. How would you rate the applicant's potential for as a teacher? [] Poor [] Fair [] Good [] Excellent [] Cannot determine
7. Is the applicant's academic potential greater or less than that indicated by his/her grades? Insert an X where appropriate on the scale below:

Table with 6 columns: much less, somewhat less, equal, somewhat greater, much greater, no basis for judgment

8. Global Ratings: Compared to the population indicated in Item 5, rate this applicant on each:

CHARACTERISTIC	Lower 50%	Upper 50%	Upper 25%	Upper 10%	Upper 5%	No Basis For Judgment
Applies Problem Solving Skills						
Displays Independence & Initiative						
Uses Standard English Language Orally						
Uses Standard English Language in Writing						
Shows Responsibility – takes ownership of problems						
Shows Evidence of General Knowledge						
Embraces the Use of Technology						
Demonstrates Social Awareness and Concern						
Treats Others in an Equitable, Fair and Just Manner						
Assesses the Needs of Others						
Portrays Appropriate Teaching Skills						
Displays Emotional Maturity						
Exhibits the Ability to Work with Others						
Utilizes Research Skills						
Possesses Leadership Skills						
Models Ethical Behavior						
Seeks Opportunities to Grow Professionally						

9. Indicate the strength of your overall endorsement of the applicant:
- Not recommended Recommended with some reservation
 Recommended Highly recommended

10. In the space below or on additional pages, please include information as it relates to the applicant’s ability to be successful in a graduate program. Also, address any concerns.

Signature of person completing this form: _____

Name (Please Print): _____

Title: _____

Institution or Affiliation: _____

Thank you for completing this form. Please return this form (for which the applicant has supplied a stamped addressed envelope) to:

**Graduate Admissions Office - University of Saint Francis
2701 Spring Street, Fort Wayne, IN 46808**



Applicant's Name: (PLEASE PRINT) _____
Street _____ City/State _____ Zip _____

Name of Person Completing This Form: (PLEASE PRINT) _____

TO THE APPLICANT: Have on file with the University of Saint Francis Graduate Office two (2) recommendations on these forms. Include at least one from a former college professor and one from an employer or supervisor who has observed you in a professional setting. For the convenience of the person completing the form, include a stamped envelope addressed to the Graduate Office, University of Saint Francis, 2701 Spring Street, Fort Wayne, IN 46808.

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that the recommendation will remain confidential. It is your option to waive your right to access these recommendations or to decline to do so. Please mark the appropriate phrase below, indicating your choice of option, and sign your name:

___ I waive my right to review this recommendation.

___ I do not waive my right to review this recommendation.

Date: _____ Applicant's Signature: _____

TO THE REFERENT:

Please complete and mail this form so that it reaches the University of Saint Francis by _____.

RECOMMENDATION

- 1. I have known the applicant for _____ years, _____ months.
2. I know the applicant: [] slightly [] fairly well [] very well
3. I have known the applicant: [] as an undergraduate student [] as an assistant [] as a graduate student [] as an advisee [] as an employee [] other, please specify: _____
4. The applicant has taken: [] none of my classes [] one of my classes [] two or more of my classes
5. Indicate the population with which the applicant is being compared in this rating:
[] Undergraduate students whom I have taught or known
[] Graduate students whom I have taught or known
[] All students, undergraduate and graduate, whom I have taught or known
[] Colleagues with whom I have worked
6. How would you rate the applicant's potential for counseling work?
[] Poor [] Fair [] Good [] Excellent [] Cannot determine

7. Is the applicant's academic potential greater or less than that indicated by his/her grades?
 Insert an **X** where appropriate on the scale below:

much less	somewhat less	equal	somewhat greater	much greater	no basis for judgment

8. Global Ratings: Compared to the population indicated in Item 5, rate this applicant on each:

CHARACTERISTIC	LOWER 50%	UPPER 50%	UPPER 25%	UPPER 10%	UPPER 5%	NO BASIS FOR JUDGEMENT
Academic Ability						
General Knowledge						
Oral Expression Skills						
Written Expression Skills						
Originality						
Social Awareness & Concern						
Emotional Maturity						
Desire to Achieve						
Ability to Work with Others						
Leadership Skills						
Persuasive Ability						
Independence & Initiative						
Professional Commitment						
Research Skills						
Teaching Skills						
Potential for Success						
Carefulness in Work						

9. Indicate the strength of your overall endorsement of the applicant:

- Not recommended
 Recommended with some reservation
 Recommended
 Highly recommended

11. In the space below or on additional pages, please provide information about the applicant that will reflect their ability to function in a counseling environment. Data is sought regarding the applicant's capacity to work with others in a helping setting, their social skills, emotional stability and maturity.

Signature of person completing this form: _____

Name (Please Print): _____

Title: _____

Institution or Affiliation: _____

Thank you for completing this form. Please return this form (for which the applicant has supplied a stamped addressed envelope) to:

**Graduate Office - University of Saint Francis
 2701 Spring Street, Fort Wayne, IN 46808**

Committee Composition

The Admissions Committee is composed of Department of Education and Psychology faculty members. The Chair of the Department of Education appoints all Admissions Committee members.

Review of Applicants

Committee members serving as Primary and Secondary reviewers read each applicant file of the Masters program prior to the admissions interview. The Primary reviewer presents the file for review and evaluation; the secondary reviewers provide additional pertinent information.

A multi-factored approach is used in evaluating applicants' files. The committee uses professional judgment in assessing the applicant's potential for success as a professional educator or school counselor. Materials reviewed are listed on page 22 of this Handbook. International students are required to submit scores from appropriate admissions tests (see Graduate Catalog, p. 10). Qualified applicants are further evaluated during an interview with the Admissions Committee.

Notification of Committee Decision

After Committee discussion and/or the interview, the Committee will recommend one of the following: 1) the candidate is accepted into a masters degree program 2) the candidate is accepted provisionally (provisions are determined by the Department of Education in conjunction with the Program Director); 3) the candidate is conditionally accept; or 4) the candidate is denied admission into the program. Actions require a majority vote of the committee members present.

Students Who Are Denied Admission

Students who are denied admission may reapply to the Department. They may provide additional materials and/or written justification for reconsideration. They are encouraged to work with the Chair of the Department of Education and the Director of the Graduate Program as they prepare their reapplication materials.

Confidentiality

Admissions files are handled confidentially in accordance with university regulations. The Privacy Rights of Parents and Students as it pertains to The University of Saint Francis is available from the office of the Provost.

C. University of Saint Francis Conceptual Framework

According to NCATE (2002), the conceptual framework is “an underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability”. The theme of teacher education at the University of Saint Francis, “*Educators facilitating and advancing learning in a diverse, ever-changing society (Summer 2002).*” is incorporated within the six areas of the Conceptual Framework and the curriculum design of each graduate program. While all areas are included in the design, those highlighted and in *italics* are emphasized in the graduate program, Knowledge of Self as an Individual, Knowledge of Content, **Knowledge of the Learner**, Knowledge of Pedagogy, **Knowledge of Self as an Educator and Partner in a Learning Community**, and **Knowledge of the Spiritual Self**.

**NOTE: While all areas are included in the design,
those in *italics* are emphasized in the graduate program.**

I. Knowledge of Self as an Individual

Outcome Statement: Candidates Demonstrate Competency in Professional Communication Skills

- Expresses self verbally in a clear, concise, coherent and logical manner
- Expresses self verbally using correct grammar
- *Expresses self in writing in a clear, concise, coherent and logical manner*
- Expresses self in writing using correct spelling and grammar
- Adjusts volume, rate, inflection, and tone of voice appropriately
- Models appropriate non-verbal communication
- *Practices effective listening skills*
- *Utilizes technology to enhance and support communication*

Outcome Statement: Candidates Demonstrate Competency in a Positive Projection of Self

- Demonstrates positive self concept
- Demonstrates poise and confidence
- Models appropriate grooming and dress
- Demonstrates appropriate social skills
- *Maintains a professional demeanor at all times*

Outcome Statement: Candidates Demonstrate Competency in Development of Self

- Documents evolving life experiences and interests
- Shows comprehensive knowledge in general education
- *Continues to refine personal skills in the context of professionalism*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Self as an Individual

- Recognizes how the following personal characteristics and demeanor effect relations:

Appearance	Respect/Acceptance
Honesty/Genuineness	Responsibility
Poise	Passion
Caring/Empathy	

II. Knowledge of Content

Outcome Statement: Candidates Demonstrate Competency in Subject Matter Fluency

- Demonstrates confidence and competence in specific subject matter to be taught
- Conveys accurate content-specific knowledge
- Plans instruction to reflect comprehensive content knowledge
- Demonstrates familiarity with resources to support subject matter content
- *Relates research to practice*
- Assumes responsibility for acquiring new knowledge
- Demonstrates ethical and moral responsibility inherent in the transmittal of knowledge and information
- *Builds and extends upon knowledge base and experiences*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Content

- Acknowledges the extensive and evolving nature of knowledge by keeping current of changes in the world specifically affecting content knowledge
- Recognizes the role technology plays in education and demonstrates facility with a variety of hardware and software

III. Knowledge of the Learner

Outcome Statement: Candidates Demonstrate Competency in Developmental Needs

- Responds to the diverse social, emotional, cognitive, and physical levels and needs of all students
- Shows sensitivity to levels of development by focusing instructional methods appropriately
- *Modifies and adapts instruction to meet the needs of all students*

Outcome Statement: Candidates Demonstrate Competency in Student Diversity

- Demonstrates an understanding of the various ways students process and communicate information
- Assists students in understanding diversity by providing a variety of experiences

- Fosters in each student an understanding of tolerance and respect for human diversity
- Demonstrates an awareness of knowledge, and understanding of the diversity in the family, classroom, school, and community
- Incorporates appropriate real world/community based experiences into the teaching/learning experience
- Shows respect for the diverse learners through appropriate materials, language, and resources
- Provides a positive classroom climate for the inclusion of all students
- *Modifies and adapts instruction to meet the needs of all students*
- *Develops knowledge and refines practices based on the social and cultural contexts in which learning takes place*

Outcome Statement: Candidates Demonstrate Competency in Guiding Student Behavior

- Encourages and maintains student involvement and participation
- Maintains discipline and cooperation at all times
- Maintains systematic, consistent, and fair disciplinary practices
- Maximizes learning time for all students
- Establishes a positive, productive and stimulating environment to support student learning
- Gives structured guidance for transitions
- Guides students in becoming self-reliant and self-directed
- *Applies contemporary research and knowledge of students in developing a positive environment to support learning*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of the Learner

- Respects the worth and dignity of each person through thoughtful and responsive action and communication
- Upholds the belief that all children can achieve success through persistent encouragement and instruction
- Remains sensitive to and model equity, justice, and fairness in the classroom, school, and community
- Appreciates the multiple ways students communicate and learn by providing a variety of opportunities for student expression
- Displays a commitment to the total development of the student by providing opportunities for social, emotional, physical, and intellectual growth
- Respects the diverse backgrounds of students by acknowledging their contributions and values

IV. Knowledge of Pedagogy

Outcome Statement: Candidates Demonstrate Competency in Planning

- Develops plans appropriate to students' needs, interests, and abilities

- Develops plans that are consistent with federal and state standards
- Organizes and integrates subject matter and concepts across the curriculum
- Considers the cycle of learning
- States objectives clearly and in terms of learner outcomes

Outcome Statement: Candidates Demonstrate Competency in Implementation

- Teaches to the stated objective(s)
- Encourages active participation in the learning process
- Relates lesson to prior knowledge
- Uses a variety of effective methods and techniques
- Employs individual, small group, large group, and cooperative learning experiences
- Employs a balance of student centered and teacher directed instruction
- Develops and enhances problem-solving skills
- Provides opportunities for students to utilize critical and creative thinking skills
- Adjusts instruction based on pupil performance
- Utilizes motivational techniques
- Transitions, effectively and efficiently, from one activity to another
- Utilizes technology to enhance and support the instructional process

Outcome Statement: Candidates Demonstrate Competency in Assessment

- Assesses learning (student performance) by objectives
- Uses a variety of assessment techniques to measure learning
- Utilizes rubrics to communicate and assess product expectations
- Utilizes assessment prior to, during, and after instruction
- Provides opportunities for pupils to self-assess their learning
- Analyzes assessments to modify or adapt instruction
- Provides timely feedback to students, school personnel, and parents/caregivers
- *Utilizes technology as an aid to assessment and record-keeping*
- *Collects and analyzes data on student learning and applies findings to the instructional process*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Pedagogy

- Recognizes the opportunities assessment provides in the learning cycle and utilizes information for the benefit of student learning
- Acknowledges diverse learning styles and adjusts the environment and practices to meet student needs
- Identifies their role as a catalyst and motivator for learning by providing positive encouragement and support
- Identifies the desirability of recognizing and celebrating accomplishments by providing appropriate private or public acknowledgement of student success

V. Knowledge of Self as an Educator and Partner in a Learning Community

Outcome Statement: Candidates Demonstrate Competency in Home and Community Involvement

- Demonstrates knowledge and understanding of the school community and identifies available community resources
- Provides opportunities for home support in the learning process
- Communicates student progress effectively with school personnel and parents/caregivers

Outcome Statement: Candidates Demonstrate Competency in Interpersonal, School, Community Based Relations

- Complies with school and system wide policies and procedures
- Shows an understanding of and compliance with laws governing all aspects of education
- Maintains student and colleague confidentiality
- Shows independence in task orientation, initiation, and follow through
- Demonstrates a positive attitude and establishes positive and professional relationships with all school constituencies
- *Participates in and contributes constructively in conferences with colleagues and parents/caregivers*

Outcome Statement: Candidates Demonstrate Competency in Collaboration

- Shows knowledge, expertise, and sensitivity in collaborative efforts with school constituencies
- Builds and models collaborative relationships
- Participates in learning communities
- *Pursues leadership positions in educational settings and in the community*

Outcome Statement: Candidates Demonstrate Competency in Application of Research

- Shows an awareness of issues and current research in the field of education
- *Applies research in fulfillment of educational roles and responsibilities*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Self as an Educator and Partner in a Learning Community

- Recognizes responsibility for and opportunities to collaborate with colleagues, parents and community members through participation in collective events
- Shows sensitivity to community norms and cultural diversity by seeking knowledge of and engagement with the full community
- Recognizes the desirability of building positive relationships by acknowledging others and showing interest, kindness and courtesy
- Displays a willingness to both give and receive assistance and/or direction

VI. Knowledge of Spiritual, Ethical and Professional Self

Outcome Statement: Candidates Demonstrate Competency by Applying Knowledge of Spiritual and Professional Self

- Demonstrates an awareness of and models attitudes and behaviors consistent with Franciscan Values
- Demonstrates an awareness of and commitment to professional codes of ethics and learned societies
- Participates in service learning and community outreach projects within and beyond the classroom setting
- Analyzes and acts upon experiences giving evidence of being a reflective practitioner
- Understands the value of continuous learning
- *Reflects on practice in a systematic and analytic manner*

Outcome Statement: Candidates Demonstrate Dispositional Competency in Knowledge of Spiritual, Ethical and Professional Self

- Upholds a commitment to professional growth opportunities through reading professional literature and attending workshops and seminars
- Identifies and adheres to professional codes of ethics
- Upholds Franciscan Values and assumes civic responsibility through commitment to social action



**D. Alignment of the USF Conceptual Framework ,
INTASC Core Principles, and National Board for
Professional Teaching Standards**

USF Conceptual Framework	INTASC Core Principles	National Board for Professional Teaching Standards
Knowledge of:	Principle #	Core Standard #
<ul style="list-style-type: none"> ▪ Content ▪ Pedagogy 	1. <u>Content Pedagogy.</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	2. Teachers know the subjects they teach and how to teach those subjects. 4. Teachers think systematically about their practice and learn from experience.
<ul style="list-style-type: none"> ▪ Learner ▪ Pedagogy 	2. <u>Student Development.</u> The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.	1. Teachers are committed to students and their learning.
<ul style="list-style-type: none"> ▪ Learner ▪ Pedagogy 	3. <u>Diverse Learners.</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1. Teachers are committed to students and their learning.
<ul style="list-style-type: none"> ▪ Learner ▪ Pedagogy 	4. <u>Critical Thinking.</u> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	2. Teachers know the subjects they teach and how to teach those subjects.
<ul style="list-style-type: none"> ▪ Learner ▪ Pedagogy 	5. <u>Motivation and Management.</u> The teacher uses an understanding of individual and group motivational and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	3. Teachers are responsible for managing and monitoring student learning.
<ul style="list-style-type: none"> ▪ Pedagogy ▪ Self 	6. <u>Communication and Technology.</u> The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	2. Teachers know the subjects they teach and how to teach those subjects. 3. Teachers are responsible for managing and monitoring student learning.
<ul style="list-style-type: none"> ▪ Educator & Partner in a Learning Community ▪ Pedagogy ▪ Content 	7. <u>Instructional Planning.</u> The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	2. Teachers know the subjects they teach and how to teach those subjects. 3. Teachers are responsible for managing and monitoring student learning.
<ul style="list-style-type: none"> ▪ Pedagogy ▪ Content 	8. <u>Assessment.</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	3. Teachers are responsible for managing and monitoring student learning.
<ul style="list-style-type: none"> ▪ Educator & Partner in a Learning Community ▪ Spiritual ▪ Self 	9. <u>Reflection and Professional Development.</u> The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	4. Teachers think systematically about their practiced and learn from experience. 5. Teachers are members of learning communities.
<ul style="list-style-type: none"> ▪ Educator and Partner in a Learning Community ▪ Learner ▪ Spiritual 	10. <u>Collaboration/School Community Involvement.</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	1. Teachers are committed to students and their learning. 5. Teachers are members of learning communities.

E. University of Saint Francis Critical Decision Points in Teacher Education – Exceptional Needs

Program Progression	Decision Point	Performance Indicator(s)	Source of Evidence	Evaluators	Collect/ Analyze/ Check (✓)
Admission to Graduate Program	Admission into Teacher Education (Decision Point 1)	Assessment of Professional Dispositions (SPED 510)	Assessment of Professional Dispositions Form	Course Instructor	A
		Submit Application	Application Form	Education Faculty	C
		Submit Candidate Statement	Candidate Statement	Education Faculty	C
		GRE Composite Score (verbal & quantitative) - 800 or MAT score of 389/36	GRE or MAT Test Results	Graduate Office	A
		GPA (undergraduate) 2.8 Minimum	Official Transcripts	Graduate Admissions	✓
		Bachelor Degree From an Accredited Institution	Official Transcripts	Graduate Admissions	✓
		Teaching License (if applicable)	Copy of Teaching License	Graduate Admissions	C
		Two Professional Recommendations	Recommendation Forms	Education Faculty	C
		Interview	Graduate Interview Rating Form	Education Faculty	✓
		Limited Criminal History Check	Limited Criminal History Report	Education Faculty	✓
		Sex Offender Search (Zachary's Law)	Zachary's Law Report	Education Faculty	✓
		If the candidate (Exceptional Needs only) does not have a valid teaching license, the following indicators must be met			
	Successful Completion Praxis I • Reading - 176 • Writing - 172 • Math - 175 [Or equivalent CBT score]	• ETS - Praxis I Results • UAS	• ETS • Education Faculty	A	
Field Experiences	Practicum (Decision Point 2)	Limited Criminal History Check	Limited Criminal History Report	Course Instructor	C
		Sex Offender Search (Zachary's Law)	Zachary's Law Report	Course Instructor	✓
		Completed Contract • SPED 513	Signed Contract	Course Instructor	C
		Assessment of Professional Dispositions • SPED 513	Assessment of Professional Dispositions Form	Course Instructor	A
		Successful Field Evaluation • SPED 513	Exceptional Needs Practicum Evaluation	University Supervisor or Field Supervisor	A

		Successful Completion Skilled Portfolio • SPED 513	Skilled Portfolio Rubric	Course Instructor	A
		Successful Completion Skilled Portfolio Presentation • SPED 513	Skilled Portfolio Presentation Rubric	Course Instructor	A
Program Completion	Student Teaching (if applicable), Completion of Program (Decision Point 3)	Successful Field Evaluation • EDUC 480 (Only If Initial Licensure)	• Student Teaching Evaluation	University Supervisor or Field Supervisor	A
		Limited Criminal History Check	Limited Criminal History Report	Course Instructor	C
		Assessment of Professional Dispositions • SPED 550 • EDUC 480 (Only If Initial Licensure)	Assessment of Professional Dispositions Form	Course Instructor	A
		Successful Completion Distinguished Portfolio • SPED 550	Distinguished Portfolio Rubric	Course Instructor	A
		Successful Completion Distinguished Portfolio Presentation • SPED 550	Distinguished Portfolio Presentation Rubric	Course Instructor	A
		Pass Praxis II in One Licensure Area (Initial Licensure Exceptional Needs Only)	ETS - Praxis Result	• ETS • Education Faculty	A

University of Saint Francis Critical Decision Points in Teacher Education – School Counseling

Program Progression	Decision Point	Performance Indicator(s)	Source of Evidence	Evaluators	Collect/ Analyze/ Check (✓)
Admission to Graduate Program	Admission into School Counseling (Decision Point 1)	Assessment of Professional Dispositions • EDUC 553	Assessment of Professional Dispositions Form	Course Instructor	A
		Submit Application	Application Form	• Psychology Faculty and/or • School Counseling Faculty	C
		Submit Candidate Statement	Candidate Statement	• Psychology Faculty and/or • School Counseling Faculty	C
		GRE Composite Score (verbal & quantitative) - 800 or MAT score of 389/36	GRE or MAT Test Results	Graduate Office	A
		GPA (undergraduate) 2.8 Minimum	Official Transcripts	Graduate Admissions	✓
		Bachelor Degree From an Accredited Institution	Official Transcripts	Graduate Admissions	✓
		Teaching License (if applicable)	Copy of License	Graduate Admissions	C
		Two Professional Recommendations	Recommendation Forms	• Psychology Faculty or • School Counseling Faculty	C
		Interview	Graduate Interview Rating Form	• Psychology Faculty and/or • School Counseling Faculty	✓
		Limited Criminal History Check	Limited Criminal History Report	• Psychology Faculty and/or • School Counseling Faculty	✓
Sex Offender Search (Zachary's Law)	Zachary's Law Report	• Psychology Faculty and/or • School Counseling Faculty	✓		
Field Experiences	Practicum, Track A - Completion of Program (Decision Point 2)	Limited Criminal History Check	Limited Criminal History Report	Course Instructor	C
		Sex Offender Search (Zachary's Law)	Zachary's Law Report	Course Instructor	✓
		Completed Contract • PSYC 579	Signed Contract	Course Instructor	C
		Assessment of Professional Dispositions • PSYC 579	Assessment of Professional Dispositions Form	Course Instructor	A
		Successful Field Evaluation • PSYC 579	School Counseling Evaluation	University Supervisor or Field Supervisor	A
		Successful Completion Distinguished Portfolio • PSYC 579 (Track A Only)	Distinguished Portfolio Rubric	Course Instructor	A

		Successful Completion Distinguished Portfolio Presentation • PSYC 579 (Track A Only)	Distinguished Portfolio Presentation Rubric	Course Instructor	A
Program Completion	Internship, Track B - Completion of Program (Decision Point 3)	Successful Field Evaluation • PSYC 583 (Track B - Without Current Teaching License)	• School Counseling Evaluation	University Supervisor or Field Supervisor	A
		Completed Contract • PSYC 583 (Track B)	Signed Contract	Course Instructor	C
		Limited Criminal History Check	Limited Criminal History Report	Course Instructor	C
		Assessment of Professional Dispositions • PSYC 583 (Track B)	Assessment of Professional Dispositions Form	Course Instructor	A
		Successful Completion Distinguished Portfolio • PSYC 583 (Track B)	Distinguished Portfolio Rubric	Course Instructor	A
		Successful Completion Distinguished Portfolio Presentation • PSYC 583 (Track B)	Distinguished Portfolio Presentation Rubric	Course Instructor	A

F. Portfolios

What is a portfolio?

While the definition and purpose of the portfolio may vary, simply defined the portfolio is an organized and personalized collection of evidence demonstrating strengths and documenting professional growth.

Purpose:

The purpose of the portfolio of the Department of Education is to allow education candidates to demonstrate achievement and competence in the education program. The portfolio is considered to be developmental in nature changing with the addition or deletion of artifacts as the candidate progresses through the program of teacher education at the University of Saint Francis.

Portfolio Objectives:

1. To demonstrate the progress that has been made by the candidate beginning with the core courses through practicum/internship experience(s).
2. To demonstrate that the candidate has met specific course and program requirements.
3. To demonstrate that the candidate has met the standards (a. performance, b. knowledge, and c. dispositions) as set forth by INTASC, NCATE, IDPS, and as outlined in the University of Saint Francis Conceptual Framework.

Note: The portfolio is a degree requirement and must be successfully completed by the end of the program. Detailed information regarding the portfolio can be found in the *Portfolio Manual*

(Part IV)

IV. THE SCHOOL COUNSELING PROGRAM

- A. Introduction**
- B. Course Outline/Program Planning Sheet**
- C. Objectives of Practicum/Internship**
- D. Responsibilities of the University Supervisor**
- E. Responsibilities of the On-site Supervisor**
- F. Responsibilities of the Intern/Practicum Candidate**
- G. Steps to Securing a Placement Site**
- H. Field Placements Sites**
- I. Contract for Internship**
- J. Contract for Practicum**
- K. School Counselor Log (Practicum/Internship)**
- L. Practicum Evaluation**
- M. Practicum/Internship Observation Report**

PART IV: The School Counseling Program

A. Introduction

THE SCHOOL COUNSELING PROGRAM AT THE UNIVERSITY OF SAINT FRANCIS

The Master of Science in Education (MSEd) in School Counseling is awarded to those candidates who successfully complete the school Counseling Program. This program is designed for those candidates who are interested in working as school counselors (K-12) either in a public or parochial school.

Candidates who have two years of valid teaching experience pursue a 42-hour program (Track A). The Track A program requires a semester (105 hours) of practicum and completion of a portfolio. Candidates who enter the program with a baccalaureate degree and no teaching experience pursue a 45-hour program (Track B). The Track B program requires a semester (105 hours) of practicum and a full year (600 hours) of internship in a school setting and completion of a portfolio.

Upon successful completion of their respective tracks, candidates for the MSEd degree will be eligible for a School Services License as a school counselor in the State of Indiana.

A limited number of graduate assistantships are available to School Counseling Program candidates. Interested applicants should see their program advisor for further information.

Candidates interested in determining their eligibility for government aid or guaranteed student loans are advised to contact the Financial Aid Office at (260) 434-3283.

B. School Counseling Course Outline/Program Planning Sheet

Course Outline - TRACK A (candidates with two years valid teaching experience) – 42 Hrs

CORE COURSES: 39 SEMESTER HOURS

Course	Title	Hours
PSYC 500	Research Methods & Statistics	3
PSYC 501	Advanced Human Growth & Development	3
PSYC 518	Lifestyle and Career Counseling	3
PSYC 522	Social and Cultural Issues in Counseling	3
PSYC 528	Testing and Appraisal of Individuals	3
PSYC 530	Personality and Counseling Theories	3
PSYC 535	Psychopathology	3
PSYC 544	Counseling Skills	3
PSYC 548	Group Processes in Counseling	3
EDUC 553	Organization and Administration of Guidance Services	3
PSYC 578	Ethical and Legal Issues in Counseling	3
PSYC 579	Practicum in School Counseling	3

Total Core Course Credit Hours **36**

Elective Courses: 6 Semester Hours **6**

Candidates will choose two one of the following courses:

PSYC 529	Human Sexuality	3
PSYC 545	Substance Abuse Counseling	3
PSYC 550	Behavior Modification	3
PSYC 570	Marriage and Family Counseling	3
PSYC 566	Play Therapy	3
PSYC 576	Psychopharmacology	3

Or other courses as approved by the program director.

In addition, the candidate must successfully complete the portfolio.

TRACK B (candidates without two years of verifiable teaching experience) – 45 Sem. Hrs

TRACK B CANDIDATES WILL COMPLETE ALL TRACK A CORE COURSES PLUS:

PSYC 583: Internship in School Counseling	6
Elective Course	3

In addition, the candidate must successfully complete a professional portfolio.

D. Objectives of Practicum and Internship

The School of Professional Studies faculty view field experience not only as a requirement to be met but also as an opportunity for candidates to receive “hands-on” training under the guidance of a professional counselor in a school setting.

During field experience, candidates will apply knowledge principles, and techniques of counseling and ethical standards of the profession. This practical “on-the-job” training affords the candidate the opportunity to perform activities and roles an employed school counselor fulfills. The scope of the activities and roles taken on by the field experience candidate are at the discretion of the on-site supervisor and the level of candidate competence.

Candidates participate in these experiences in a specified school counseling setting under the supervision of a qualified school counselor and a University of Saint Francis faculty member. A weekly log is charted which summarizes candidate participation and time allocated to each counseling activity.

PSYC 579, Practicum in School Counseling, is a 105-hour minimum program and is completed in one semester, while PSYC 583, Internship in School Counseling, is a 600-hour minimum program and is completed in two semesters (an academic year).

These unique opportunities are mutually beneficial not only to the candidate, but also to the cooperating school. Since field experience occurs after all core courses have been completed, candidates bring knowledge, application skills, recent research and professionalism to their placement schools. Further, our candidates are accepted and carry out responsibilities as members of the professional counseling staff of their host school. Assisting candidates will be the on-site counselor and the University supervisor whose role and responsibilities are defined later in this section.

Upon successful completion of practicum and internship, candidates will demonstrate skills in the following areas:

- One-to-one counseling (individual)
- Facilitation of group counseling sessions
- Planning and leading educational classroom groups
- Crisis intervention
- Personal and professional attitudes necessary to work with diverse populations.
- Consultation with and modeling of positive behaviors exhibited by mentor(s)
- Utilization of the developmental practice of counseling in the state of Indiana
- Consultation with teachers, administrators, and parents
- Professional development
- Appropriate integration and application of counseling theory and practice in a school setting
- All duties pertinent to school counseling
- Proctoring of standardized tests
- Participation in faculty meetings

- Development of personal qualities and characteristics representative of the role of counselor
- Computerized scheduling at a middle school and high school level

E. Responsibilities of the University Supervisor

The University supervisor will be a member of either the full-time faculty or associate faculty of the University of Saint Francis.

It will be the responsibility of the University supervisor to meet with practicum and intern candidates a minimum of 15 hours each semester for support and instruction on campus using a seminar format. During seminar hours, field experiences will be discussed, problem solving generated, and the exploration of common areas of interest and need discussed. An environment of trust and safety will be created so that goals, alternatives, and procedures can be generated and evaluated, thus building an interpersonal support system, which serves as a vehicle for personal and professional growth.

The University Supervisor will:

- Visit each field experience candidate at his or her placement site for evaluation at least twice each semester.
- Send evaluation forms to each on-site-supervisor twice each semester- at mid-term and at the end of the semester.
- Assign the final grade of pass or fail and record the grade with the University Registrar.
- Assist in arranging placement sites.
- Check if professional liability has been filed and a contract between candidate, host school, and University has been signed.
- Provide on-going assessment to the candidate during field experience.

F. Responsibilities of the On-site Supervisor

The on-site supervisor will be approved by the Program Director of School Counseling and will meet/hold the following credentials and criteria.

1. Provide appropriate facilities to the intern/practicum candidate in order to conduct counseling services.
2. Be responsible for informing other school personnel regarding the rights and privileges of the inter/practicum candidate and the University of Saint Francis faculty.
3. Hold the following credentials and meet the following criteria:
 - A master's degree from an accredited college/university in the field of school counseling.
 - Five years experience as a school counselor.
 - A School Counseling License or a professional Indiana School Counseling License.
 - Has never supervised the intern/practicum candidate before in any capacity.
 - Has never served as the candidate's counselor.
 - Is neither a friend nor relative of the intern/practicum candidate.
 - May refuse to provide the intern/practicum candidate with a letter of recommendation.

- Never send an intern/practicum candidate on home visits without adequate supervision and protection.
- Will meet with the intern/practicum candidate a minimum of one hour per week in one-to-one supervision, evaluation, reviewing reports, discussing ethical and legal issues in school counseling, and for support.
- Will officially evaluate the intern/practicum candidate in writing twice each semester, and recommend a grade of pass or fail.
- May require additional supervision time beyond the minimum considered necessary to permit the candidate to improve his/her performance, acquire skills or demonstrate competency. This additional requirement will be in writing and copies given to the candidate and the Director of School Counseling.
- Will verify the candidate's working hours, assignment, projects, meetings, etc., by signing a daily/weekly log.
- Will permit the intern/practicum candidate to attend regular faculty meetings and to participate in parent conferences and other conferences as deemed appropriate.
- Will provide opportunities for the candidate to achieve maximum benefit from the field experience, such as, exposing the candidate to a variety of appropriate counseling situations, i.e., individual and group counseling sessions, consultations with faculty, staff and parents, case conferences, etc.

G. Responsibilities of the Intern/Practicum Candidate

The intern or practicum candidate will:

1. Be at his/her school placement site during regular school hours without taking vacations that cause the candidate to miss regular, scheduled hours at the placement site or at the University.
2. Complete a minimum of 105 face-to-face hours (*practicum candidate*) at the host school over a 15-week period beginning the first week of the semester.
3. Count no more than 10-15 face-to-face hours per week toward the required 105 hours at the site (*practicum candidate*).
4. Conduct her/himself at all times according to the code of Ethics of the American Counseling Association and the American School Counseling Association.
5. Maintain strict confidentiality of all candidate information.
6. Complete a minimum of 600 face-to-face hours (*Intern candidate*) at the host school over a period of one year, beginning the fall semester.
7. Obtain counseling for any personal problems that may interfere with the candidate's ability to conduct him/herself in a professional manner or to competently interact with his/her candidates in a professional manner as determined by the on-site supervisor and the University of Saint Francis faculty member.
8. Refrain from using mind-altering and/or controlled substances.

9. Maintain a log of all practicum or internship activities and reflections, which shall be open to regular inspection by the on-site supervisor and The University of Saint Francis supervisors.
10. Observe all holidays and vacation days taken by the host school. Field experience candidates may not, however, also observe such vacations; i.e. Spring Break, which the University observes if these days fall on dates other than those being taken as holiday/vacation by the host school.
11. Attend all classes he or she may be taking at the University even if those classes meet during the host school's vacation times.
12. Obtain professional liability insurance and submit a copy of such to the Program Director of School Counseling.

H. Steps to Securing a Placement Site

Candidates in the school-counseling program, along with their advisor, secure public or parochial schools for field experience. This process needs to be conducted a minimum of four months prior to the beginning of the field experience. In many of the surrounding schools, a contact with the principal and the counselor will lead to a placement site. That is not the case, however, in the Fort Wayne Community Schools and in the Southwest Allen County Schools. Some schools require that an application form be filled out, followed by an interview. Candidates should consult with the Director of the School Counseling Program to determine appropriate procedures for making site inquiries.

In addition, candidates pay a \$75.00 fee per semester for practicum or internship. This amount is given to the on-site supervisor as an honorarium for services performed.

Procedures for Placement in Fort Wayne Community Schools

1. Greg Slyford, Director of Guidance services for FWCS, must be contacted first with your request for placement.
2. If interested in a particular school within FWCS, indicate the name of the school to Mr. Slyford. If you have no school preference, be sure to tell him the level (elementary, middle school, or high school) of your interest.
3. Mr. Slyford will check to see if any schools are interested in receiving a practicum or intern candidate. Mr. Slyford will apprise the Program Director of School Counseling of such openings.
4. After a placement has been secured, a joint conference with Mr. Slyford, the building principal, the building counselor, the Program Director of School Counseling, and the USF candidate is held.
5. At the above-mentioned conference, a contract will be signed with the involved parties to seal the arrangement.
6. A copy of the contract is sent to the involved parties.

7. The contract must be signed and on file before registering for PSYC 579 or PSYC 583.

Procedures for Placement in Southwest Allen County Schools

1. The Director of Special Projects, located in the administrative building, must be contacted first.
2. An application form must be filed with SWAC.
3. If a placement is secured, a conference is held with the parties mentioned in #4 above at the administrative offices of Southwest Allen County Schools.
4. All parties sign a contract.
5. A copy of the contract is sent to all parties.
6. The contract must be signed and on file before registering for PSYC 579 or PSYC 583.

Procedures for Placement in Other Schools

1. The University of Saint Francis practicum or Intern candidate or the Program Director of School Counseling contacts a school principal or counselor to inquire if they are interested in supervising a field experience candidate.
2. The Program Director of School Counseling checks to see if the on-site supervisor meets the criteria established for such supervision.
3. If placement is secured, a conference is held at the host school of all the involved parties. At this time, all the involved parties sign a contract, thus sealing the agreement.
4. A copy of the contract is sent to all parties signing the contract.
5. The contract must be signed and on file before registering for PSYC 579 or PSYC 583.

Professional Liability Insurance

All field experience candidates are required to carry professional liability insurance. Most candidates secure this insurance through the American Counseling Association's Insurance Trust, Inc. You must join the American Counseling Association at the student rate and then apply for the insurance. Copies of forms are included in this handbook. The approximate cost (which is subject to change) is \$90.00. **INSURANCE MUST BE SECURED AND A COPY FILED IN THE SCHOOL COUNSELING OFFICE BEFORE FIELD EXPERIENCE CAN BE STARTED!**

I. Field Placement Sites (Possible Placement Sites)

Placement Site	School Corporation or District
Angola High School	MSD of Steuben County
Bellmont High School	North Adams Community Schools
Carroll High School	Northwest Allen County Schools
Carroll Middle School	Northwest Allen County Schools
Columbia City High School	Whitley County Consolidated Schools
Dekalb High School	Dekalb County Central United School District
Elmhurst High School	Fort Wayne Community Schools
Fairfield Elementary School	Fort Wayne Community Schools
Hamilton Jr./Sr. High School	Hamilton School Corporation
Hicksville Elementary School	Hicksville School Corporation
Homestead High School	Southwest Allen County Schools
Huntertown Elementary School	Northwest Allen County Schools
Lakeside Middle School	Fort Wayne Community Schools
Lane Middle School	Fort Wayne Community Schools
Leo Elementary School	East Allen County Schools
Lincoln Elementary School	Bryon School Corporation
Manchester High School	Manchester Community Schools
Milford Elementary School	Prairie Heights Community School Corporation
New Haven Elementary School	East Allen County Schools
New Haven High School	East Allen County Schools
North Side High School	Fort Wayne Community Schools
Northwood Middle School	Fort Wayne Community Schools
Norwell High School	Northern Wells Community Schools
Ossian Elementary School	Northern Wells Community Schools
Pleasant Center Elementary School	Fort Wayne Community Schools
Portage Middle School	Fort Wayne Community Schools
Shawnee Middle School	Fort Wayne Community Schools
Snider High School	Fort Wayne Community Schools
South Adams Elementary School	South Adams County Schools
South Side High School	Fort Wayne Community Schools
Southwick Elementary School	Fort Wayne Community Schools
Study Elementary School	Fort Wayne Community Schools
Warsaw High School	Warsaw Community Schools
Wayne High School	Fort Wayne Community Schools
Whispering Meadows Elementary School	MSD Southwest Allen County
Woodburn Elementary School	East Allen County Schools
Woodside Middle School	MSD Southwest Allen County

J. School Counseling Contract for Internship - PSYC 583 (6 Semester Hours)



UNIVERSITY of
SAINT FRANCIS

**School Counseling [MSEd]
Internship Contract – PSYC 583**

SCHOOL _____

ON-SITE SUPERVISOR _____

ADDRESS _____

PHONE (____) _____ FAX (____) _____

CANDIDATE _____

SEMESTER/YEAR _____ BEGIN DATE _____ END DATE _____

DESCRIPTION OF SCHOOL COUNSELING INTERNSHIP

Internship in School Counseling (PSYC 583) is designed to provide candidates with broad ranging counseling experiences in a school. Interns are expected to engage in all activities in which a licensed master's level counselor would take part, including a full caseload of students.

Interns work at their school site for **two semesters** and accumulate a **minimum of 600 clock hours and 180 days**. Included in the 600 hours is a target of **125 clock hours of one-to-one counseling, 125 clock hours of group counseling, and a minimum of 100 clock hours of facilitating counseling/educational groups**. The University **STRONGLY** prefers that Interns spend more than 30 percent of their time actually counseling candidates. The University of Saint Francis instructor may limit the number of hours an Intern spends on paperwork and professional reading.

Candidates begin Internship the first week of the Fall semester and continue working at their site until they have accumulated the minimum number of hours and days listed above. The Internship is usually not scheduled outside regular school hours, i.e., 8:00 a.m. to 4:00 p.m.

Interns are supervised by University faculty as well as a University approved on-site supervisor, and attend classes at the University. **CANDIDATES MAY BE PAID FOR INTERNSHIP.** Recognition of dual relationships between site supervisor and candidate needs to be examined and resolved, if needed. Interns normally will not select a site in a school district where they live, unless the school corporation permits such a situation.

University of Saint Francis, 2701 Spring Street, Fort Wayne, Indiana, 46808
and _____

SCHOOL SYSTEM, JOINTLY AGREES THAT:

1. There will be no discrimination against a candidate, faculty member or supervisor because of race, color, creed, sex, religion, age, national origin, handicap, or sexual preference in any aspect of this program.
2. The school has the right to accept or reject any candidate who wishes to do an internship at the school.
3. There will be on-going, open communication between the University and the School to ensure understanding of expectations and roles of both institutions in providing optimum learning experiences for the Intern.

THE UNIVERSITY AGREES TO:

1. Be responsible for organizing and administering the academic program of education for Intern candidates. Candidates will meet with the college supervisor on a regular basis throughout their internship.
2. Require Intern candidates to carry professional liability insurance.
3. Apply all of the regulations, policies and procedures of the School to Intern candidates and The University of Saint Francis faculty who may be engaged in the School's program.
4. Withdraw any Intern or faculty member from assignment in areas in which he/she is determined by the School or the University to be unacceptable for reasons of health, performance, or whatever causes that could interfere with school programs, facilities, or candidates' education. Such action will be taken by the University of Saint Francis based on notification and documentation by the School, or the University supervisor and investigation of the case, or at the discretion of the University.
5. Assist in the orientation of appropriate school personnel to the goals, objectives and educational methods of the program as deemed necessary.
6. Pay a stipend to be determined by the University to the on-site school supervisor at the conclusion of the internship. This payment is processed after the University Registrar has recorded the final grade.

THE SCHOOL AGREES TO:

1. Make appropriate facilities available to the University and Intern in order to provide appropriate counseling experiences.
2. Accept responsibility for the organization, administration, staffing, operating, and financing of its services and the maintenance of standards accepted for the efficient management by the appropriate accrediting body, if any, and operated in accordance with acceptable educational standards.
3. Assume no professional or financial liability for injury to Intern or the University of Saint Francis faculty except that which might accrue as rights of any member of the public.
4. Be responsible for informing other School personnel regarding the rights and privileges of the University of Saint Francis Intern and faculty.
5. Provide the Intern with an on-site school counseling supervisor approved by the University of Saint Francis who holds the following credentials and meets the following criteria:
 - a. A master's degree relevant to the field of School counseling;
 - b. Five years experience as a school counselor;
 - c. An Indiana School Counseling License.
6. The supervisor is not obligated to provide the candidate with a letter of recommendation.
7. Never send an Intern candidate on home visits without adequate supervision and protection.
8. Permit the on-site school supervisor to meet with the Intern a minimum of one hour per week in one-to-one supervision. Part of this individualized supervision may involve case staffings, reviewing reports and case notes, discussion of ethical and legal issues in school counseling, etc.
9. The on-site school supervisor will provide honest, on-going, specific feedback to the Intern concerning his/her performance. Feedback should be provided to the Intern in verbal and written form.
10. The on-site school supervisor will officially evaluate the Intern in writing twice each semester; this is usually completed mid-term and at the end of each semester.

It is the responsibility of the on-site supervisor to discuss each evaluation with the Intern, at which time the Intern's signature should be affixed to the document.

Recommend a grade of Passing ("P") or Failing ("F") for the candidate's evaluation. Responsibility for final grade determination resides with The University of Saint Francis faculty. If possible, areas of deficiency should be addressed as soon as possible to allow for remediation.

11. Require of the Intern, with the approval of the college supervisor, any additional supervision time beyond the minimum that may be considered necessary to permit the Intern to improve his/her performance, acquire skills or demonstrate competency. Any such additional requirements must be provided in writing to the candidate with a copy sent to the University of Saint Francis School Counseling Director.
12. Require of the Intern additional assignments relating to the Internship, i.e., reading professional articles, attending meetings, in-service training, etc. which would enhance the candidate's field experience.
13. Verify the Intern's working hours, assignments, projects, meetings, etc., by signing a daily/weekly log as well as the semester summary required of the Intern by the college supervisor.
14. Provide sufficient opportunities for the Intern to obtain the desired 250 clock hours of counseling during the school year. The University of Saint Francis faculty may limit the number of orientation, testing or test interpretation hours that may count toward the total number of clock hours of counseling.
15. Allow the Intern to attend regular faculty meetings and participate in parent conferences, as appropriate.

THE INTERN AGREES TO:

1. Work at his/her school placement site scheduled hours **without taking vacations that cause him/her to miss his/her regular, scheduled hours at the School or the University.**
2. Conduct him/herself at all times according to relevant professional code of ethics. This particularly applies to the maintenance of strict confidentiality of all student information.
3. Obtain personal counseling for any problems he/she may have that interfere with his/her ability to conduct him/herself in a professional manner and/or to competently interact with his/her students in a professional manner as determined by the on-site supervisor and USF faculty.
4. Begin his/her internship the first week of the Fall semester and to continue working at the site for 180 days and to accumulate the required number of hours.
5. Refrain from using mind-altering substances while at the site of the internship or prior to going to the site.

6. Maintain a log of all internship related activities (signed daily or weekly by on-site supervisor), which shall be open to regular inspection by the on-site supervisor and the University of Saint Francis faculty.
7. Observe all holidays taken by the school system in which they are doing their internship. The Intern may not however, also observe such vacations as Spring Break, etc., which the University observes if these days fall on dates other than those being taken as holiday/vacation by the school system.
8. Attend any classes they may be taking at the University if those classes meet during the school system's vacation times.

By Signing below, the parties agree to abide by the above listed procedures.

Candidate _____ Date _____

School Principal _____ Date _____

On-Site
School Supervisor _____ Date _____

Director of
School Counseling _____ Date _____

Dean _____ Date _____
School of Professional Studies

K. School Counseling Contract for Practicum - PSYC 579 (3 Semester Hours)



**School Counseling [MSEd]
Practicum Contract – PSYC 579**

SCHOOL _____

ON-SITE SUPERVISOR _____

ADDRESS _____

PHONE (____) _____ FAX (____) _____

CANDIDATE _____

SEMESTER / YEAR _____ BEGIN DATE _____ END DATE _____

DESCRIPTION OF SCHOOL COUNSELING PRACTICUM

Practicum in School Counseling (PSYC 579) is designed to focus on improving the candidate's one-to-one counseling skills. Practicum candidates spend a **minimum of 105 clock hours, of which a target of 40-60 clock hours may be actual counseling of clients** in the school setting. Candidates begin Practicum the first week of the semester and continue working at their sites until they have accumulated the minimum number of hours listed above.

Candidates begin practicum the first week of the semester and continue working at their site until they have accumulated the minimum number of hours. The Practicum is usually not scheduled outside regular school hours (e.g. 8:00 a.m. to 4:00 p.m.).

Practicum candidates are supervised by University faculty as well as a college approved on-site supervisor, and attend classes at the University. Recognition of dual relationships between site supervisor and candidate needs to be examined and resolved, if needed. Practicum candidates will normally not select a placement site in the school district in which they live, unless the school corporation permits such a situation and the Director of the School Counseling Program approves.

SCHOOL SYSTEM, JOINTLY AGREES THAT:

1. There will be no discrimination against a candidate, faculty member or supervisor because of race, color, creed, sex religion, age, national origin, handicap, or sexual preference in any aspect of this program
2. The School has the right to accept or reject any candidate who wishes to do a Practicum at the School.
3. There will be on-going, open communication between the University and the School to insure understanding of expectations and roles of both institutions in providing optimum learning experiences for the practicum candidate.

THE UNIVERSITY AGREES TO:

1. Be responsible for organizing and administering the academic program of education for practicum candidates. Candidates will meet with the college supervisor on a regular basis throughout the semester.
2. Require the practicum candidate to carry professional liability insurance.
3. Apply all of the regulations, policies and procedures of the School to the practicum candidate and The University of Saint Francis faculty who may be engaged in the School's program.
4. Withdraw any practicum candidate or faculty member from assignment in areas in which he/she is determined by the School or the College to be unacceptable for reasons of health, performance, or whatever causes that could interfere with school programs, facilities, or candidate's education. Such action will be taken by the University of Saint Francis based on notification and documentation by the School, or the college supervisor and investigation of the case, or at the discretion of the University.
5. Assist in the orientation of appropriate School personnel to the goals, objectives and educational methods of the program as deemed necessary.
6. Pay a stipend to be determined by the University to the on-site School supervisor at the conclusion of the Practicum experience. This payment is processed after the University of Saint Francis Registrar has recorded the final grade.

THE SCHOOL AGREES TO:

1. Make appropriate facilities available to the University and Practicum candidate in order to provide appropriate counseling experiences.
2. Accept responsibility for the organization, administration, staffing, operating, and financing of its services and maintenance of standards accepted for efficient management by the appropriate accrediting body, if any, and operated in accordance with acceptable educational standards.
3. Assume no professional or financial liability for injury to Practicum candidates or the University of Saint Francis faculty, except that which might accrue as rights of any member of the public.
4. Be responsible for informing other School personnel regarding the rights and privileges of the University of Saint Francis Practicum candidate and faculty.
5. Provide the Practicum candidate with an on-site school counseling supervisor approved by The University of Saint Francis who holds the following credentials and meets the following criteria:
 - a. A master's degree relevant to the field of school counseling;
 - b. Five years experience as a school counselor; and
 - c. An Indiana school counseling license.
6. Supervisor is not obligated to provide the candidate with a letter of recommendation.
7. Never send a practicum candidate on home visits without adequate supervision and protection.
8. Permit the on-site school supervisor to meet with the Practicum candidate a minimum of one hour per week in one-to-one supervision. Part of this individualized supervision may involve case staffings, reviewing reports and case notes, discussing ethical and legal issues in school counseling, etc.
9. The concept that the on-site school supervisor will provide honest, on-going, specific feedback to the Practicum candidate concerning his/her performance. Feedback should be provided to the Practicum candidate in verbal and written form.
10. The on-site school supervisor will officially evaluate the Practicum candidate in writing; this is usually completed mid-way into the Practicum. The evaluation is sent to the University School Counseling Program Director

It is the responsibility of the on-site supervisor to discuss the evaluation with the Practicum candidate, at which time the Practicum candidate's signature should be affixed to the document.

Recommend a grade of Passing ("P") or Failing ("F") for the candidate's evaluation. Responsibility for final grade determination resides with the University of Saint Francis

faculty. If possible, areas of deficiency should be addressed as soon as possible to allow for remediation.

11. Require of the Practicum candidate, with the approval of the USF supervisor, any additional supervision time beyond minimum that may be considered necessary to permit the Practicum candidate to improve performance, acquire skills or demonstrate competency. Any such additional requirements must be provided in writing to the candidate with a copy sent to the University of Saint Francis School Counseling Director.
12. Require of the Practicum candidate additional assignments relating to the Practicum experience, i.e. reading professional articles, attending meetings, in-service training, etc. which would enhance the candidate's field experience.
13. Verify the Practicum candidate's working hours, assignments, projects, meetings, etc., by signing a daily/weekly log as well as the semester summary required of the candidate by the University of Saint Francis supervisor.
14. Provide sufficient students to the practicum student in order to obtain a target of 40- 60 clock hours of one-to-one counseling during the semester. The University of Saint Francis faculty may limit the number of orientation, testing or test interpretation hours that may count toward the number of hours of the practicum.
15. Allow the Practicum candidate to attend regular faculty meetings and participate in parent conferences, if appropriate.

THE PRACTICUM CANDIDATE AGREES TO:

1. Work a minimum of 105 clock (face to face) hours at the school over a 15-week period beginning the first week of the semester. Count no more than 12 clock hours per week toward the required minimum of 105 clock hours at the site.
2. Conduct him/herself at all times according to relevant professional codes of ethics.
3. Obtain personal counseling for any problems he/she may have that interfere with his/her ability to conduct him/herself in a professional manner and/or to competently interact with his/her clients in a professional manner as determined by the on-site supervisor and The University of Saint Francis faculty.
4. Begin Practicum the first week of the semester and continue working at the site until he/she accumulates the required number of hours.
5. Refrain from using mind-altering substances while at the site of the practicum or prior to going to the site.

6. Maintain a log of all Practicum related activities, which shall be open to regular inspection by the on-site supervisor and the University of Saint Francis faculty.

THE PRACTICUM CANDIDATE AGREES TO:

7. Observe all holidays and vacation days taken by the school system in which he/she is completing his/her practicum. The Practicum candidate may not, however, also observe such vacations as Spring Break, etc., that the University observes if these days fall on dates other than those being taken as holiday/vacation by the school system.
8. Attend any classes he/she may be taking at the University if those classes meet during the school system's vacation times.

By signing below, the parties agree to abide by the above listed procedures.

Candidate _____ Date _____

School Principal _____ Date _____

On-Site
School Supervisor _____ Date _____

Director of
School Counseling _____ Date _____

Dean _____ Date _____
School of Professional Studies

L. Practicum/Internship School Counselor Log (PSCY 579, 583)

Counselor in Training:

School:

Week of:
Thurs. Fri.

Days at this school: Mon. Tues. Wed.

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday	Total Daily Hours
Delivery Systems/Activities	Time	Time	Time	Time	Time	
Guidance						
Classroom/Education						
Small Group						
Educational Services to Teachers/Staff						
Individual Career Planning						
Career Education/Academic Counseling						
Responsive Services						
Consultation (Parent/Teacher/Admin.)						
Consultation/Referral (Agency)						
Personal Crisis Counseling/Individual Counseling						
Small Group Counseling						
System Support						
Observation of Supervisor						
Consultation (Teacher/Admin/Super)						
Student Assistant Program						
Advisor/Advisee Program						
In-Service/Faculty/Guidance Mtgs.						
Administrator Mtgs.						
Counselor/Case Conference Mtg.						
General Program Planning						
Scheduling						
Testing						
Record Keeping						
Paperwork/Etc./Other						
Daily and Weekly Totals	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total

Cumulative Total Hours _____

Cumulative Face-to-face Hours _____

Cumulative Group Counseling Hours _____

Cumulative Educational Group Hours _____

On-Site Supervisor

Practicum Student/Intern Signature

School Counseling

PRACTICUM AND INTERNSHIP REFLECTIVE LOG NOTES

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

(Part V)

I. THE EXCEPTIONAL NEEDS PROGRAM

A. Introduction

B. Program Planning Sheet

C. Practicum Contract

- **Description & Objectives of Practicum**
- **Responsibilities of the On-site Supervisor**
- **Responsibilities of the Practicum Candidate**
- **Responsibilities of the University Supervisor**

D. Practicum Observation Report

E. Practicum Off-campus Evaluation

F. Practicum On-campus Evaluation

G. Practicum Time Log

B. Program Planning Sheets

MASTERS OF SCIENCE IN EDUCATION IN EXCEPTIONAL NEEDS (36-39 Semester Hours)

Candidate Name: _____ Today's Date: _____

Address: _____
Street City State Zip

Phone: _____ Admitted to Program: _____

E-Mail: _____ Completion Date: _____

Core Course Requirements

Course #/ Faculty	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
EDUC 500	Research & Evaluation (within 1 st 12 hrs)	3				Fall & Occasional Summers
EDUC 505*	Technology Applications in Teaching	3				Summer
SPED 527	Foundations in Exceptional Needs	3				Summer
At least one of the following as directed by your advisor						
SPED 507*	Methods & Techniques for Teaching Pre-Kindergarten Exceptional Needs Children	3				Summer (Even Yrs.)
SPED 508	Methods & Techniques for Teaching Elementary Exceptional Needs Children	3				Spring
SPED 509	Advanced Methods for Teaching Exceptional Needs Middle & High School Youth	3				Fall
SPED 547	Curriculum Planning	3				Occasional Summers
At least one of the following as directed by your advisor						
SPED 550	Teacher Inquiry	3				Spring
SPED 551	Advanced Seminar	3				Spring
Minimum Number of Required Hours		15				

Area of Licensure: Emotional Disabilities 24 Semester Hours (May only be added to Bulletin 400 or Rules 46-47)

Course #/ Faculty	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
SPED 510	Mild Disabilities	3				Fall
SPED 513	Practicum	3				Spring
SPED 522	Development of the Competent Youth	3				Spring
SPED 530	Emotional Disabilities	3				Spring
SPED 532	Behavior Analysis	3				Fall (Odd Yrs.)
SPED 537	Collaboration & Communication	3				Spring
SPED 540	Diagnostic/Prescriptive Teaching	3				Fall
SPED 541	Behavior/Classroom Management	3				Fall

Area of Licensure: Mild Intervention 21 Semester Hours

Course #/ Faculty	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
SPED 510	Mild Disabilities	3				Fall
SPED 513	Practicum (within 1st 21 hrs)	3				Spring & Summer
SPED 522	Development of the Competent Youth	3				Spring
SPED 537	Collaboration & Communication	3				Spring
SPED 540	Diagnostic/Prescriptive Teaching	3				Fall
SPED 530	Emotional Disabilities	3				Spring
SPED 541	Behavior/Classroom Management	3				Fall

Minimum Required Core Course Hours	15
Plus Required Number of Licensure Area Hours	21-24
TOTAL NUMBER OF HOURS	36-39

Area of Licensure: Intense Intervention 21 Semester Hours

Course #	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
SPED 514	Severe Disabilities/Intense Intervention	3				Fall (Even Yrs.)
SPED 513	Practicum	3				Spring
SPED 518	Functional Curriculum/Assistive Technology	3				Fall (Even Yrs.)
SPED 537	Collaboration & Communication	3				Spring
SPED 516	Health and Related Issues	3				Fall (Odd Yrs.)
SPED 532	Behavior Analysis	3				Fall (Odd Yrs.)
SPED 517 or SPED 544	Language and Communication Development or Total Communication)	3				Spring

<i>Minimum Required Core Course Hours</i>	15
<i>Plus Required Number of Licensure Area Hours</i>	21-24
TOTAL NUMBER OF HOURS	36-39

Additional School Setting (Can be added to the Mild or Emotional Disabilities Licenses: Preschool - 12 Sem. Hrs.

Course # /Faculty	Course Title	Credit Hrs	To Take	Completed	Registered	Offered
SPED 507	Methods & Techniques for Teaching Pre-Kindergarten Exceptional Needs Children	3				Summer (Even Yrs.)
SPED 513	Practicum	3				Spring & Summer
SPED 516	Health and Related Issues	3				Fall (Odd Yrs.)
SPED 517 or SPED 544	Language and Communication Development or Total Communication)	3				Spring

NOTES:

*** Denotes a competency-based course that candidates may be waived out of if technology competencies can be demonstrated (see advisor for details).**

READ 502 is required if the candidate does not possess a Standard License in Indiana in either Elementary or Exceptional Needs (Special Education) Education.

MASTERS OF SCIENCE IN EDUCATION IN EXCEPTIONAL NEEDS with LICENSE

Candidate Name: _____ **Today's Date:** _____

Phone: _____ **E-Mail:** _____

Address: _____
Street City State Zip

Admitted to Program: _____ **Completion Date:** _____

Professional Education/Licensure Requirements 6-18 Semester Hours

Course #	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
EDUC 140*	Introduction to Education in inclusive setting (replaces EDUC 100 & SPED 527)	3				Summer & Occasional Springs
SPED 513	Practicum in Teacher Education (to be waived candidate must complete waiver process including <i>Skilled Practitioner Portfolio</i> requirements-See Portfolio Manual) All candidates are required to complete either Practicum or Student Teaching	3				Fall, Spring, & Summer
EDUC 482/483*	Student Teach (limited license waiver-see advisor) All candidates are required to complete either Practicum or Student Teaching	0-6				Fall & Spring
READ 502	Reading Methods (only required for candidates not possessing a teaching license)	0-3				Summer (Odd Years)
SPED 527	Foundation in Exceptionality (EDUC150 can replace)	0-3				Summer
NUMBER OF REQUIRED PROFESSIONAL EDUCATION & LICENSURE HOURS				6-18 hrs.		

Area of Licensure: Emotional Disabilities 27 Semester Hours (not licensable as of 2006)

Course #	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
SPED 508	Methods & Techniques for Teaching Exceptional Elementary Children	3				Spring
SPED 509	Advanced Methods for Teaching Exceptional Middle & High School Youth	3				Fall
SPED 510	Mild Disabilities	3				Fall
SPED 513	Practicum (see Profession Education-above)	See above				Spring Only
SPED 522	Development of the Competent Youth	3				Spring
SPED 530	Emotional Disabilities	3				Spring
SPED 532	Behavior Analysis	3				Fall (Odd Years)
SPED 537	Collaboration & Communication	3				Spring
SPED 540	Diagnostic/Prescriptive Teaching	3				Fall
SPED 541	Behavior/Classroom Management	3				Fall
Required Professional Education/Licensure Hours		6-15				
Required Number of Licensure Area Course Hours		27				
TOTAL NUMBER OF LICENSURE PROGRAM HRS		33-42				

Area of Licensure: Mild Intervention 24 Semester Hours

Course #	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
SPED 508	Methods & Techniques for Teaching Exceptional Elementary Children	3				Spring
SPED 509	Advanced Methods for Teaching Exceptional Middle & High School Youth	3				Fall
SPED 510	Mild Disabilities	3				Fall
SPED 513	Practicum (see Professional Education-above)	See above				Spring & Summer
SPED 522	Development of the Competent Youth	3				Spring
SPED 530	Emotional Disabilities	3				Spring
SPED 537	Collaboration & Communication	3				Spring
SPED 540	Diagnostic/Prescriptive Teaching	3				Fall
SPED 541	Behavior/Classroom Management	3				Fall
Required Professional Education/Licensure Course Hours		6-18				
Required Number of Licensure Area Course Hours		24				
TOTAL NUMBER OF HRS		30-42 hrs.				

Area of Licensure: Intense Intervention 21 Semester Hours

Course #	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
SPED 514	Severe Disabilities/Intense Interventions	3				Fall (Even Years)
SPED 513	Practicum	3				Spring
SPED 518	Functional Curriculum/Assistive Technology	3				Fall (Even Years)
SPED 537	Collaboration & Communication	3				Spring
SPED 516	Health and Related Issues	3				Fall (Odd Years)
SPED 532	Behavior Analysis	3				Fall (Odd Years)
SPED 517 or SPED 544	Language and Communication Development or Total Communication	3				Spring
Minimum Required Core Course Hours		15				
Plus Required Number of Licensure Area Hours		21-24				
TOTAL NUMBER OF HOURS		36-39				

Additional School Setting (Can be added to the Mild or Emotional Disabilities Licenses: Preschool - 12 Sem. Hrs.)

Course #	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
SPED 507	Methods & Techniques for Teaching Pre-Kindergarten Exceptional Needs Children	3				Summer (Even Years)
SPED 513	Practicum	3				Spring & Summer
SPED 516	Health and Related Issues	3				Fall (Odd Years)
SPED 517 or SPED 544	Language and Communication Development or Total Communication	3				Spring

Masters Completion Requirements

Course #	Course Title	Credit Hrs	To Take	Registered	Completed	Offered
EDUC 500	Research & Evaluation (within 1 st 12 hrs)	3				Fall & Summers (occasionally)
EDUC 505*	Technology Applications in Teaching**	3				Summer
SPED 550	Teacher Inquiry					Spring
SPED 551	Or Advanced Seminar	3				Spring
+Elective courses to meet the 36 credit hour Masters requirement-See advisor for approval						
EDUC 505 READ 502 SPED 527 SPED 532 SPED 551	Technology Applications in Teaching Reading Methods Foundation in Exception Behavior Analysis Advanced Seminar	36 total graduate hours are needed to meet Masters requirement				
Required Professional Education/Licensure Course Hours		6-18				
Required Number of Licensure Area Course Hours		24-27				
Required Masters Completion Course Hours		6-9+				
TOTAL NUMBER OF HRS		36-54				

* Denotes Licensure credit hours only (not counted toward the Masters)

** Denotes a competency-based course that candidates may be waived out of if technology competencies can be demonstrated (see advisor for details).

Department of Education Programs –Exceptional Needs with Licensure 5/31/2006

C. Exceptional Needs Off-campus Practicum Contract - SPED 513

On-Site Supervisor: _____

School: _____

Phone #: _____

Fax#: _____

Email: _____

Address: _____

Zip Code: _____

Candidate: _____

Phone: _____

Semester/Year: _____

Description

Practicum (SPED 513) is a three credit hour course that may be completed at the University of Saint Francis, Oaks & Willows Center or a P-12 school setting off-campus (for “Emergency” licensed teachers). Candidates who currently hold a valid teaching license and are seeking an additional license or those seeking an initial teaching license may complete the practicum. This course is a practical lab experience in teaching, assessing, and formulating and/or implementing the prescriptive I.E.P. under the supervision of a school administrator and University Supervisor. The university instructor arranges seminars on a variety of relevant topics (i.e., use of instructional procedures and assessments, effective case study analysis and parent partnerships, and strategies for inclusive environments). Graduate candidates complete practicum requirements appropriate to the area of licensure.

Objectives

Under the supervision of the on or off-campus supervisor, the master’s teacher candidate will:

- Demonstrate knowledge of a variety of behavioral management systems and programs for use in general and exceptional needs settings.
- Demonstrate knowledge of procedures to identify appropriate and effective incentives for student behavior.
- Demonstrate knowledge of procedures in baseline data collection and intervention data collection, when appropriate.
- Demonstrate knowledge of behavior reinforcement procedures.
- Demonstrate knowledge of ethical guidelines for all instruction provided to students.
- Demonstrate knowledge of a variety of curricula.
- Demonstrated knowledge of procedures in designing and implementing an I.E.P. and I.T.P. (whichever is appropriate).
- Demonstrate an understanding of specific behavioral assessment instruments and procedures for implementation in a variety of settings.
- Demonstrate competency in integration of strategies/skills with curriculum and content area materials.
- Demonstrate competency in integration of life skills with academic activities.

- Demonstrate professional behavior with students and colleagues.
- Demonstrate appropriate inter-personal communication skills with students and colleagues.
- Develop lesson/unit activities.
- Participate in an initial Case Conference and/or Annual Case Conferences.

Responsibilities of the On-Site School Supervisor

1. The school supervisor is asked to meet with the candidate a minimum of fifteen (15) hours per semester/term in a one-to-one supervision. Part of this individualized supervision may involve reviewing meetings with parents and other significant individuals, assessment results on pupils, and/or discussing reports or ethical and legal issues involved in educational process.
2. The on-site school supervisor is asked to provide honest, on-going, specific feedback to the candidate concerning his/her performance. Feedback should be provided to the candidate in written form. The On-site Supervisor will complete a final written evaluation of the candidate.
3. It is the school supervisor's responsibility to discuss the evaluation at the time of its completion with the candidate.
4. The school supervisor must be experienced in evaluating teacher effectiveness and is required to be properly licensed in his/her area and have three to five years of experience within the field.
5. There should be on-going communication between the University and the school supervisor.
6. The evaluation by the school supervisor must be submitted for a final grade to be recorded.

Responsibilities of the Practicum Candidate

1. Candidates are expected to engage in all activities in which a full-time teacher would participate. This includes attending conferences, meetings, instructional preparation, case conferences, assessment and any other duties considered appropriate by the school system in conjunction with the University Supervisor.
2. Candidates are asked to affix their signature to any evaluation form at the time it is discussed. This signature indicates that the candidate has reviewed the report with the supervisor and is completely aware of all of the contents therein.
3. The candidate is required to complete all assignments given in the course syllabus. In addition, the candidate is responsible for making and keeping appointments with the University Supervisor on a regular, on-going basis throughout the practicum period.

4. The candidate is required to keep a daily log of his/her professional hours, assignments, projects, meetings, etc., that shall be verified by the signature of the school supervisor. The supervisor is requested to sign the log on a weekly basis.

Responsibilities of the Practicum Candidate

5. The candidate is responsible for seeing that all materials, teaching approaches and techniques used with his/her pupils are in accordance with the requirements and practices of the school system in which the practicum is being completed. The candidate agrees not to knowingly make use of any technique, practice, material or teachings of which the school system disapproves.
6. The candidate is required to conduct him/herself at all times in an ethical and professional manner, particularly in maintaining confidentiality regarding his/her students.
7. The candidate is required to refrain from use of any mind-altering substances while at the site of the practicum or prior to going to that site.

Responsibilities of the University Supervisor

1. The University Supervisor is responsible for establishing the expectations of the practicum. The University Supervisor manages all documentation (i.e., contract, syllabus, written requirements, observations, and evaluations).
2. The University Supervisor acts as an interpreter of guidelines and the accurate implementation of procedures for the Department and the University.
3. The University Supervisor serves as a liaison among the candidate, the school supervisor, and the University.
4. The supervisor is required to be properly licensed in the area in which the practicum is offered. The University Supervisor is expected to have experience within the field s/he will be supervising.
5. The University Supervisor will observe the candidate teach, conduct observation conferences and practicum seminars, and provide written feedback of the candidate's teaching performance.
6. The University Supervisor assigns the candidate's final grade.

The following is presented to clarify the evaluation process and documentation required for the graduate level Practicum candidate:

1. The final grade will be determined by the evaluation of the On-site School Supervisor, the evaluation of the University Supervisor, and completion of the course requirements and seminar meetings.

2. No opportunity will be provided to permit the candidate to redo projects; however, drafts of work may be turned in to the appropriate supervisor for suggestions prior to the final due date.
3. No project or written assignments will be accepted after the due date unless prior arrangements have been made with and approved by the appropriate supervisor.
4. Attendance is mandatory. Hours must be documented and verified by the signature of the school supervisor. Approved absences must be made up at the end of the designated semester; otherwise, absences will have a negative impact on the final grade.

It is the responsibility of the candidate to sign below and to obtain the signatures of the appropriate personnel at the system in which the practicum will be accomplished. The candidate has the responsibility to personally bring this form to the University Supervisor. The form, signed by all required parties, must be on file at the University before the candidate will be permitted to complete the registration procedure for this class.

The signatures below indicate that the parties agree to abide by the responsibilities and procedures specified above.

CANDIDATE: _____ **DATE:** _____

SCHOOL SUPERVISOR: _____ **DATE:** _____

UNIVERSITY SUPERVISOR: _____ **DATE:** _____

CHAIR, EDUCATION DEPARTMENT: _____ **DATE:** _____

D. Practicum Observation Report - SPED 513

Anecdotal Record Form for Field Observation

Name of Observer: _____

Date: _____ School Name or
Oaks & Willows
Center : _____

Time In: _____ Time Out: _____

Person and/or Event Observed: _____

Grade Level and/or Subject: _____

Conceptual Framework
Component Observed: _____

Instructions to the Observer: As completely and accurately as possible, describe the person or the event. If appropriate, include direct quotes and descriptions of the location or the individual.

University Supervisor

Practicum Candidate

H. Lesson Plan Format

Lesson Plan Format

***Note: Candidates should reference the “Lesson Plan & Reflection” resource document when planning their lessons.**

Teacher: _____ Grade Level: _____

Subject: _____ Topic: _____

Time Required: _____

Setting: General Education Inclusion
 Small Group Cluster Pull Out

IDPS Content Standard(s) Addressed: _____

- _____
- _____
- _____
- _____

P-12 Academic Content Standard Addressed: _____

- _____
- _____
- _____
- _____

Instructional Goal: _____

Level of Instruction:

- Introductory
- Guided Instruction or Practice
- Independent Activity or Practice
- Mastery or Culminating Activity

Instructional Objectives:
(Observable and Measurable)

1. _____
2. _____
3. _____
4. _____

Assessment Corresponding to Objective:

1. _____
2. _____
3. _____
4. _____

Prerequisite Skills:

New Vocabulary:

Materials/Equipment:

Technology to be Incorporated:

Instructional Procedures:

A. Introduction

B. Instructional Activities (**P-12 Sample Artifacts to be Collected**)

C. Closure

Student Adaptations/Modifications:

Student Follow-up Activities:

Cooperating Teacher Signature