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Welcome to the Graduate Program in Special Education! Whether you are working towards a master’s degree, licensure, advanced certificate or just taking courses as a non-degree seeking student, we want your educational experience with us to be a good one. We have prepared this manual to provide you with all the information you will need to be a successful graduate student at Radford University, and to help you better understand your responsibilities as a graduate student.

For more information about Radford University, The College of Graduate and Professional Studies, Fees and Financial Information and Campus Life, please go to http://www.radford.edu/gradcatalog/CurrentCatalog/RU-Graduate-Catalog_2009-10.pdf

Who are the Faculty in Special Education?

Dr. Liz Altieri, Associate Professor

Liz teaches special education coursework in general curriculum and adapted curriculum as well as a range of special education courses taken by elementary concentrators. She also supervises fieldwork for undergraduate and graduate students in special education, and is one of the faculty supervisors for the
innovative elementary/special education co-placement model. Liz is the coordinator of the Graduate Program in Special Education and advises graduate students with licensure specializations in Adapted Curriculum, General Curriculum, Vision Impairment and Hearing Impairment. She is one of the co-directors of Project MERGE and the coordinator for the tuition grants from VDOE in Adapted Curriculum and Visual Impairment. She has a B.S. from Florida Atlantic University in Teaching Students with Mental Retardation (we now use the preferred term Intellectual Disability), an M.S. from George Peabody College for Teachers/Vanderbilt in Teaching Students with Multiple Disabilities, graduate work at Syracuse University in Mental Retardation, and a Ph.D. from Virginia Tech in Curriculum and Instruction with an emphasis on Inclusive Education. She has classroom, diagnostic, program planning and administrative experience with programs for school-aged students and adults with disabilities dating back to 1973.

Dr. Leslie Daniel, Assistant Professor

Dr. Daniel is the coordinator of the Certificate of Autism Studies program for RU. In addition she is the co-director of Project MERGE, which is related to curricular transformation. Dr. Daniel has a B.S. in special education, with an emphasis on severe disabilities from SUNY Geneseo; an M.S. in educational leadership from Radford University; and a Ph.D. in Curriculum and Instruction with an emphasis on autism from Virginia Tech. She has worked with people with disabilities for over 25 years, much of this time focused on learning more about autism and strategies to help students with autism spectrum disorders in their schools, and communities. She has taught:

EDSP 400/500: An Introduction to Autism Spectrum Disorders
EDSP 401/501: Approaches for Supporting and Teaching Individuals with Autism Spectrum Disorders
EDSP 402/502: Expanding Social Competence for Students with Autism Spectrum Disorders
EDSP 466/566: Teaching Students with Individualized Adapted Curriculum
EDSP 469: Evaluative Techniques.
EDSP 462: Proactive Classroom Management and Positive Behavior Support

Dr. Brenda-Jean Tyler, Assistant Professor

Dr. Tyler teaches a variety of classes in special education at both the undergraduate and graduate level. Her areas of interest include exploring reading disabilities and other learning differences in English language learners and native English speakers with disabilities, as well as discovering ways to close achievement gaps through creative instructional strategies. She also is interested in exploring ways to address and manage the unique challenges students who are non-native speakers of English confront at school, including language-related challenges, differences in cultural norms and expectations, and the impact of prejudice and poverty on the educational experience of English language learners.

Dr. Debora Bays, Associate Professor
Dr. Bays is also the interim director of the School of Teacher Education and Leadership at RU. She teaches undergraduate and graduate coursework in the Special Education – General Curriculum option and supervises graduate internships. Dr. Bays has directed multiple grants to address professional development and licensure requirements for special educators, general educators and principals. Her scholarly and professional endeavors relate to supervision and leadership in special education and instructional strategies to support students with learning disabilities.

**Dr. Kenna Colley, Associate Professor**

Dr. Kathy Hoover, Assistant Professor

Dr. Hoover has 20 years of teaching infants, toddlers, preschoolers and elementary aged children with disabilities. She has her Master’s degrees in Educational Psychology and Early Childhood Special Education and PhD from the University of Virginia in ECSE. She is also bilingual in Spanish! She focuses on teaching instructional methods in ECSE and now behavior management/positive behavior supports. She also supervises field experiences for ECSE MS students. Dr. Hoover is also the ECSE MS student advisor and state funded ECSE consortium grant coordinator, she teaches distance classes, and works with Lynchburg College to offer courses needed to add ECSE endorsement.

**Dr. Sharon Gilbert, Assistant Professor**

Dr. Gilbert is a faculty member of the Interdisciplinary-Studies Early Childhood program. In that capacity, she teaches graduate and undergraduate courses, such as assessment, program management, human development, introduction to early childhood special education, introduction to disabilities, and introduction to speech and hearing. Supervision is also an important piece of her work. She supervises interns completing their early intervention placement, working with children under the age of three with disabilities in home, child care and school settings. She also supervises student teachers in their early childhood special education placements, which are always in public school settings working with children between 3 and 5 with disabilities. Dr. Gilbert is the project director for the Deaf and Hard of Hearing grant, which provides funding for that program. Her educational background includes a B.S. from the University of Southern Mississippi in Speech and Hearing Sciences, an M.S. from the University of Southern Mississippi in Speech/Language Pathology and a Ph.D. from Auburn University in Rehabilitation and Special Education with an emphasis in Early Intervention. Dr. Gilbert taught at the University of South Alabama and the University of Maine before coming to Radford University. Her work experience was as an early interventionist in south Alabama.

**Ms. Vanessa Haskins, Professional Faculty**

**Ms. Ellen Austin, Professional Faculty**

**Mr. Darren Minarik, Professional Faculty**

Darren teaches a variety graduate and undergraduate special education courses in the general curriculum with a focus on collaboration, transition, self-determination, and instructional methods. In a collaborative partnership with secondary social studies, Darren teaches an introduction to special education for future secondary social studies teachers. He also partners with Math Education in a co-
taught math methods course. Darren has worked in social studies, alternative, and special education since 1992 as an educational trainer and classroom teacher. Since 2004, Darren has been Director of Curriculum and Professional Development for the American Civics Center, and organization encouraging young people to become more active and responsible participants in democracy. He has a B.A. and Masters in Education from Auburn University and holds Strategic Instruction Model (SIM) Professional Developer certification through the University of Kansas Center for Research on Learning. Darren is completing his doctorate in Curriculum and Instruction at Virginia Tech with a research focus on citizenship education and self-determination for youth with disabilities.

**Current Adjunct Faculty Members:** Ms. Wendy Byers, Ms. Kate Daby, Ms. Lois Graham, Ms. Johnna Elliot, Dr. Christina Gilley, Ms. Cyndi Pitonyak, Ms. Kim Sheridan, Dr. Ann Benson, Ms. Kristin Sheppard, Jessica McClung, and others
What First?

All Radford University students, faculty, and staff are provided a free RU Network Account. This account will provide you with access to your student account, your email and a variety of campus computing resources. Before you can begin using your account, you must activate it. This process will only take a few minutes. In addition, the RU network system allows you to access all your student information. You can do everything from checking your grades and financial aid information to developing your own website!

Activating your account

1. Go to the MyRU Homepage of the Radford University Website at http://myru.radford.edu
2. Click on “Activate your account” under the sign in boxes.
3. A new screen will appear titled “University Account Activation.”
4. Note: The process of activating your account can take approximately 1 hour to replicate to all university servers.
5. Type in your last name, birthdate and RU ID number.
6. Then click “next.”
7. It will then show you terms of acceptable use, click the agree button to continue.
8. Next, it will prompt you to make a secret question with answer. This will be used in case of accidental forgotten passwords. Click next to continue.

9. You will then be prompted to set your password. Please read the requirements carefully.

10. Enter your password in both boxes, then click “Next”.

11. Your account has now been created.
Using your RU e-mail address

It is important to check your e-mail regularly as it is the University’s main tool of communication and professors often use this e-mail address to communicate with students.

Checking your e-mails:
- To log in to your e-mail account, go the RU web site (www.radford.edu).
- Click on the icon. (This will take you to the MyRU Home Page, where you activated your account.)
- Sign in with your username and password.
- Click on “Email” on the top menu bar.
- Now you can manage your e-mail account.

If you prefer using your existing e-mail account, you can forward your RU e-mail account to your ISP (Internet Service Provider, i.e., your AOL account). Here’s how:

Forwarding your e-mails:
- If you have not already done so, log in with your user name and password on the MyRU Portal. You can do it by following the first two directions from above, or going to http://myru.radford.edu.
- Choose the “Options” menu on the top.
- Click on "Forward your email".
- Click on "Web-based form to update your forwarding address".
- Follow instructions.

NOTE: You need to go into your RU account periodically and check your junk mail folder which does not forward, as sometimes “good” e-mail gets read as spam and moved out of the inbox.

Checking your Student Account – balances and holds

It is also important to check your balances at the beginning and the end of each semester to make sure you do not owe the university money for tuition, fees, fines, etc. All students with past due balances will have further registration blocked. If you attempt to register for a class and find your registration
“blocked” please check this account first and make sure you have paid the university any outstanding balance.

Please follow these instructions to view your student account online.

- Log into the MyRU Portal with your user name and password. Link: [http://myru.radford.edu/](http://myru.radford.edu/)
- Click the "Academics" tab
- Click on Student Information System under “My Courses”
- Click on Student
- Click on Student Account
  - This is also where you can view blocks to your account by clicking on View Holds

If you have questions concerning your account visit the Student Accounts web site at [http://stuacct.asp.radford.edu/](http://stuacct.asp.radford.edu/) or you may contact the office during our office hours at (540) 831-5417 or via e-mail at stuacct@radford.edu.

Registering for classes online (and adding and dropping classes)

Now that you have set up your account, you can Log on to the portal using the first part of your Username and your Password

Click Sign In

Click on the Academics tab at the top of the page
Click on the **Register Now** button under Registration on the left side of the page.

Click on **Add/Drop Class**

If you don’t know the CRN (class registration number) of the class you want, click **“Look up classes”**

Make sure to click on the correct term on the drop down menu.

Enter the **CRN** for the class you want to register and Click **“Submit Changes”**

Check to be sure that you are registered for the correct course and section.

Add additional classes, if you desire.

If you have difficulty registering “on line” using this system, you may call the Registrar’s office at 540-831-5271 and ask for assistance.
Checking your grades and schedule

You can check your grades and schedule similarly to how you check your account. Log into the Radford University Portal (as explained above) with your user name and password. Click on the Academics Tab at the top menu bar. Then click on the Student Information System under “My Courses.” There are two ways to check you academic progress:

- Click on Student
  - Click on Student Records to view your grades
  - Click on Midterm Grades or Final Grades depending on what you are looking for

- Click on Academic Transcript and you can view and print out all of your courses and grades up to date by selecting to view your transcript.

**NOTE: The Student Information System will open a new page so make sure your computer is set to allow pop-ups. Usually, pressing control while clicking the link will temporarily allow pop-ups.**

What Technology Will I Need?

All students will need a personal computer with Microsoft Office 2007 and High Speed Internet access. For recommendations on personal computers please see the Academic Computing website at http://cio.asp.radford.edu/comppurchases/recommendations.aspx. For more information on the technology services available to you please go to http://cio.asp.radford.edu/default.aspx. If you bring your computer on campus you will need to install Cisco Clean Access http://cio.asp.radford.edu/acadtech/allsoftware.aspx#CleanAccessDesc.

Students who live more than an hour away from RU are able to take some of their coursework at one of our higher education sites. For some students who live at extreme distances and who meet all criteria, we have the capacity to connect from home. We are utilizing multi-point interactive technology, both synchronous (real-time) and asynchronous (any time) to provide various levels of live instruction to your desktop using Adobe Connect or other Internet teleconferencing technologies. You will need to work with your advisor and the Office of Distance Education at least one semester in advance to arrange distance education opportunities. Your advisor and course instructor will work with you to determine if you may complete at least some of your coursework without having to come to the main campus. The following are basic requirements:

- Students accepted into the program are required to have proficient computer skills and knowledge of all Microsoft Office Suite 2007 applications.
- They will also be required to become proficient with a variety of technology learning tools including Adobe Connect and Polycom Videoconferencing.
Guide for Graduate Students in Special Education

Using Blackboard/WebCT

Many course instructors use Blackboard/WebCT as a learning management system, especially those with a distance or web-based component. You can use the Blackboard Learning System to view course material, reading lists, goals, quizzes, and assignments presented by your course instructor. You can complete assignments and quizzes, and then submit them to your course instructor for evaluation. After your course instructor has evaluated your assignments and quizzes, you can view your grades. You may also be able to monitor your own progress in a course. To communicate with your course instructor, teaching assistant, or other students, you can use an electronic mail feature, chat in real time, or post messages in online discussions. There is a link to WebCT6 on the first page of the Radford Portal on the top right, next to the email link. If you are a new user, please explore the Help link in the upper right hand corner of your screen.

Synchronous (videoconferencing) class requirements

Radford University offers a number of online courses that utilize instructional technologies to provide various levels of live instruction to your desktop using Adobe Connect or other Internet teleconferencing technologies. These courses will allow you, as a student, the ability to attend and participate in live lectures from any remote location with high speed Internet connectivity. In order to ensure you will have a positive experience while taking one of these courses, it is important for you to have internet and computer access to a system that meets the following basic requirements:

- High Speed Broadband connection (DSL, Cable Modem, or dedicated Internet connection)
- Speakers and / or headphones attached to your computer
- Headphones with built-in microphone (required for audio participation where other participants can hear you). To eliminate audio feedback, please mute computer speakers and utilize the headphone to hear and participate.
- Internet Explorer 6.0 or later
- Adobe Connect Flash Player
- Ability to access http://breeze.radford.edu. (At some locations, the firewall or network administrator may need to open the necessary ports to provide access to this service.)
- A telephone or cell phone nearby your computer in case you need to contact the instructor or technical support staff at RU

What University Resources Do I Need to Know About?

Library Services

The staff at McConnell Library are wonderful to work with. Check out this link for their services to students: http://lib.radford.edu/information/students.asp.

PLEASE NOTE: In order to use many of McConnell Library's services it is necessary to set up your RU email account. If you prefer to use an email system other than the one provided by Radford University it is important to forward your Radford University email to your preferred account.
If you are a distance student and want to know how to make the most of the electronic research services or to get materials sent to you directly from McConnell Library, go to http://lib.radford.edu/extended/ and learn about the services available to you and the process for accessing those services.

**Technology Assistance**

The Technology Assistance Center provides onsite and telephone support for computer hardware, software, and connectivity issues. The office is located in Walker 154. The Technology Assistance Center will extend office hours as posted below to provide additional support for faculty and students. Both phone and walk-in support are available during the posted hours.  
**Phone:** (540) 831-7500  
**Email:** helpdesk@radford.edu  
Monday-Friday, 8:00 am-5:00 pm

**Financial Aid**

There are a number of financial aid opportunities for graduate students; however applications for the Federal Application for Student Financial Aid (FASFA) must be completed by **MARCH 1** for the following academic year.

**Graduate Assistantships**

To obtain a graduate assistantship, you must first fill out a separate form to accompany your application to the Graduate College (see Forms and Applications). To be eligible for an assistantship, you must be enrolled in a degree-seeking program and enrolled in nine graduate credit hours per semester. After completion of the application, you will be contacted by the graduate college about with whom and where you will be placed. It is then your responsibility to contact that person and set up a schedule for the semester. Hours allowed per week (10-20) are based on need and course load.

**Tuition Assistance for Provisionally Licensed Teachers**

Some of our licensure options have tuition assistance grants for teachers with provisional licensure. To obtain tuition assistance, you must complete an additional set of application materials. If you wish to pursue licensure in Adapted Curriculum, Early Childhood Special Education, Hearing Impairments or Visual Impairments, please visit the following web sites for more information.

- The Virginia Consortium for Teacher Preparation in Severe Disabilities, Dr. Altieri [http://kibd.gmu.edu/sdc](http://kibd.gmu.edu/sdc)
- The Virginia Consortium for Teacher Preparation in Visual Impairment, Dr. Altieri [http://kibd.gmu.edu/teacher_prep_program/](http://kibd.gmu.edu/teacher_prep_program/)
- The Virginia Consortium for Teacher Preparation in Early Childhood Special Education, Dr. Kathy Hoover [http://www.radford.edu/ruecse/](http://www.radford.edu/ruecse/)
- Teacher Preparation in Education of the Deaf and Hard of Hearing, Ms. Ellen Austin [http://www.radford.edu/rudhh](http://www.radford.edu/rudhh)
If you are working under provisional licensure in LD, ED, MR or Special Education, General Curriculum and are seeking tuition assistance, please contact Dr. Brenda-Jean Tyler: bjtler@radford.edu

What are my Responsibilities as a Student?

Keeping track of all dates [http://www.radford.edu/~registra/web_2009/calendar.htm](http://www.radford.edu/~registra/web_2009/calendar.htm)

Learning APA- link to handbook, library link

Learning how to research- library links

Working with your advisor

Completing Program of Studies

Adding/Dropping/Withdrawing from classes in a timely manner

Seeking permission to take course work at another University

If a practicing teacher or paraprofessional completing application for Reduced Educator Discount

Licensure

All students seeking licensure in an area of special education through Radford University must complete practicum and internship of 6-12 credits. In order to be eligible for internship, you must first apply and be accepted to the Teacher Education Program. This must be completed at least one semester prior to the semester in which you plan to complete your internship. You must have passed Praxis I, VCLA and VRA, and complete an application and all requirements of the Field Experience Office. Please go to [http://eduweb.education.radford.edu/admissions](http://eduweb.education.radford.edu/admissions) and complete the application on line. Information on the licensure exams can be found at [https://eduweb.education.radford.edu/advising_office/Forms/assessments.2pdf.pdf](https://eduweb.education.radford.edu/advising_office/Forms/assessments.2pdf.pdf)

After being accepted into the program, you will be assigned a placement and complete your practicum and internship in local schools.

During your final semester of student teaching, you must take responsibility for applying for licensure. [https://eduweb.education.radford.edu/advising_office/Forms/licenappl.pdf](https://eduweb.education.radford.edu/advising_office/Forms/licenappl.pdf) Please contact Ms. Libby Hall if you need more information about licensure. lhall@radford.edu A104 Peters Hall 831-5424

Graduation

Graduation applications are due at the beginning of the semester that you intend to graduate. These specific dates can be found on the application. To graduate, you must complete the Application to Graduate and have it signed by your advisor. [http://gradcollege.asp.radford.edu/Student_Documents/gradapp_2-2006_001.pdf](http://gradcollege.asp.radford.edu/Student_Documents/gradapp_2-2006_001.pdf)
During your final semester of your program, you will be expected to complete a comprehensive exam or put together a Standards-based Portfolio to present to your cohort and faculty members; this must be completed by the date agreed upon by you and your advisor. You must PASS this exam or presentation before graduating.

Each candidate will receive information regarding Hooding from the Graduate College. An invitation by e-mail with an RSVP card will be sent to each degree-seeking graduate student who has applied to participate. You must return this card to be hooded. You may ask one or two faculty members of your choice to hood you at the special Hooding Ceremony sponsored by the Graduate College, typically on the Friday evening before Graduation (Fall and Spring terms only).

**Add, Drop, Withdrawal Policies**

Registration for Graduate students is usually from mid-semester until the start of classes the following semester. You may make changes in your class schedule and add and drop classes up to the day before the official census date (typically the second week of the semester) to drop a class and cancel registration and not be charged any fees.

If you withdraw with a "W" after the Census Date you **will not be eligible for a refund** of tuition and fees. Please refer to the withdrawal policy on the RU web page.

Please NOTE: A graduate student may not withdraw from more than three graduate classes. Anything beyond the third withdrawal results in an automatic F.

If you just stop going to class, but do not officially drop the class or withdraw, you will receive an F in the course. It is your responsibility to take care of this by the appropriate deadlines.

Exceptions to the withdrawal procedures may be granted upon recommendation of the Associate Vice President for Student Affairs/Student Development in cases of documented medical or other non-academic reasons.

For more information visit the Student Accounts website: [http://stuacct.asp.radford.edu/student_accounts/refunds.asp](http://stuacct.asp.radford.edu/student_accounts/refunds.asp)
Who to Know in the **Graduate College**

**Graduate Admissions**
General Contact Information  
P.O. Box 6928  
Radford, VA 2412  
Phone: (540) 831-5431  
Fax: 540-831-6061  
gradcollege@radford.edu

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**Dr. Dennis Grady**  
Dean  
College of Graduate and Professional Studies  
Lucas Hall 205  
Office: (540) 831-7163  
dgrady4@radford.edu

**Dr. Nora Reilly**  
Associate Dean  
College of Graduate and Professional Studies  
*Dr. Reilly also approves the Graduate Assistantships offered to students taking at least 9 credit hours through the Graduate College.*  
Lucas Hall 203  
Office: (540) 831-7204  
nreilly@radford.edu

**Sandra Steele**  
Executive Secretary  
Lucas Hall 207  
Office: (540) 831-5724  
Ssteele2@radford.edu

**Annette Tokarczyk**  
Administrative Staff Assistant  
Lucas Hall 106  
Office: (540) 831-6295  
atokarczy@radford.edu

**Sharon Gunter**  
Retiring February 2010

**Rebecca Conner**  
Advising Coordinator  
*Rebecca can help you with your application, what degree seeking status to choose, and other information you need as a new graduate student and more.*  
Lucas Hall 204  
Office: 540-831-6296  
Fax: 540-831-5084,  
rconner2@radford.edu

**Donna Spradlin**  
Director of Recruiting and Retention  
Lucas Hall 201  
Office: (540) 831-5023  
dspradlin@radford.edu

**Jean Cox**  
Graduate Student Services Coordinator  
*Jeanne can help you with questions concerning graduation, Program of Study, and Comprehensive Exams.*  
Lucas Hall 105  
Office: (540) 831-6344  
jacox@radford.edu
## Forms and Applications

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<thead>
<tr>
<th>FORM TITLE</th>
<th>PURPOSE</th>
<th>SUBMIT TO:</th>
<th>DUE</th>
<th>REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC PETITION</strong></td>
<td>To request exceptions to stated policy.</td>
<td>Advisor, department chair, Graduate College</td>
<td>As needed</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>ACCELERATED APPLICATION</strong></td>
<td>To apply to RU’s accelerated bachelor’s master's programs.</td>
<td>Department chair, Graduate College</td>
<td>As needed</td>
<td>As Needed</td>
</tr>
<tr>
<td><strong>APPLICATION</strong></td>
<td>To apply to RU’s graduate program</td>
<td>Graduate College Lucas Hall</td>
<td>See Application Requirements</td>
<td>All Students</td>
</tr>
<tr>
<td><strong>APPLICATION FOR IN-STATE TUITION</strong></td>
<td>To request in-state tuition</td>
<td>Graduate College Lucas Hall</td>
<td>Two weeks prior to end of semester in which eligibility is reached (documentation required)</td>
<td>With application for admission for in-state students; out-of-state students: as eligibility is reached</td>
</tr>
<tr>
<td><strong>CHANGE OF MAJOR</strong></td>
<td>To change majors</td>
<td>Graduate College Lucas Hall</td>
<td>As needed</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>CERTIFICATE</strong></td>
<td>To add a post-baccalaureate certificate</td>
<td>Graduate College Lucas Hall</td>
<td>As needed</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>CERTIFICATE COMPLETION</strong></td>
<td>To apply for completion of post-baccalaureate certificate</td>
<td>Graduate College Lucas Hall</td>
<td>By census date of the semester of completion.</td>
<td>All students completing certificates</td>
</tr>
<tr>
<td><strong>COMPREHENSIVE EXAMINATION</strong></td>
<td>To show completion of degree requirements by oral, written exam, thesis defense, or C’S exam(COSD majors only)</td>
<td>Request from Graduate College one week prior to scheduled exams</td>
<td>Last day of classes in final semester</td>
<td>All students except MBA</td>
</tr>
<tr>
<td><strong>CONTINUOUS</strong></td>
<td>To ensure</td>
<td>Instructor and</td>
<td>Beginning of</td>
<td>Only if not enrolled in</td>
</tr>
<tr>
<td><strong>ENROLLMENT</strong></td>
<td>continuous enrollment if you have completed all courses but have an I or IP grade</td>
<td>Graduate College Lucas Hall</td>
<td>semester</td>
<td>other course work</td>
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</tr>
<tr>
<td><strong>COURSE VALIDATION FORM</strong></td>
<td>To request revalidation of out-of-date courses (courses more than six years old).</td>
<td>Instructor, Adviser, Department chair, Graduate College</td>
<td>At time program of study is submitted</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>DIRECTED STUDY</strong></td>
<td>To outline goals and objectives for directed study</td>
<td>Supervising Professor, Major Adviser, Department chair, Graduate Dean</td>
<td>Two weeks prior to Registration</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong></td>
<td>Required by the Commonwealth of VA and Radford University</td>
<td>Student Health Center</td>
<td>Prior to enrollment at Radford University</td>
<td>All students</td>
</tr>
<tr>
<td><strong>HEALTH FORM &amp; CERTIFICATE OF IMMUNIZATION</strong></td>
<td>To give students an opportunity to correct an injustice.</td>
<td>Chair of the department in which the course is offered.</td>
<td>N/A</td>
<td>As needed</td>
</tr>
<tr>
<td><strong>GRADE APPEAL</strong></td>
<td>To request a graduate assistantship or teaching fellowship.</td>
<td>Student signature</td>
<td>Semester prior to enrollment</td>
<td>As needed</td>
</tr>
<tr>
<td></td>
<td><strong>GRADUATE STUDENT PROFESSIONAL DEVELOPMENT REIMBURSEMENT</strong></td>
<td>To apply for funds to be reimbursed for attendance of one professional conference per year.</td>
<td>Department chair, Graduate College Lucas Hall</td>
<td>Application is due four weeks prior to trip. Receipts &amp; Reimbursement Form are due within ten days of returning from travel.</td>
</tr>
<tr>
<td><strong>Guide for Graduate Students in Special Education</strong></td>
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<tr>
<td><strong>GRADUATION &amp; PARTICIPATION APPLICATION</strong></td>
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<tr>
<td>To declare intent to graduate</td>
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<td>Adviser, department chair, Graduate College</td>
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<tr>
<td>By census date of the semester of graduation.</td>
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<tr>
<td>All students</td>
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<tr>
<td><strong>GRIEVANCE</strong></td>
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<tr>
<td>To give students a grievance process.</td>
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<tr>
<td>Department Chair/Director (or designee).</td>
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<tr>
<td>N/A</td>
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<tr>
<td>As needed</td>
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<td><strong>NINE CREDIT HOUR EXCEPTION</strong></td>
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<tr>
<td>To request an exception to the 9 credit hour rule for a graduate assistantship</td>
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<tr>
<td>Graduate College Lucas Hall</td>
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<tr>
<td>Before an assistantship can be accepted</td>
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<td>As needed</td>
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<tr>
<td><strong>OTHER EMPLOYMENT</strong></td>
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<tr>
<td>To get permission for outside employment</td>
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<tr>
<td>Graduate College Lucas Hall</td>
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<tr>
<td>Before accepting outside employment</td>
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<td>As needed</td>
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<td><strong>OVERLOAD FORM</strong></td>
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<tr>
<td>Approval to take more than 14 semester hours (7 semester hours for summer session)</td>
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<tr>
<td>Graduate College Lucas Hall</td>
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<tr>
<td>Before registering for classes</td>
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<td>As needed</td>
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<tr>
<td><strong>PERMISSION FOR SENIORS TO ENROLL</strong></td>
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<tr>
<td>For seniors in their final semester who wish to enroll in graduate courses</td>
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<tr>
<td>Department Chair, Registrar</td>
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<tr>
<td>Prior to registration</td>
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<td>As needed</td>
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<tr>
<td><strong>PETITION FOR PROGRAM CHANGES</strong></td>
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<tr>
<td>To make changes to your current program of study</td>
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<tr>
<td>Adviser, department chair, Graduate College</td>
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<tr>
<td>- Change in status: End of second semester or 12 credit hours.</td>
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<tr>
<td>- Program changes: Prior to enrolling in desired course.</td>
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<td>- Adviser changes: As Desired</td>
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<tr>
<td>As needed</td>
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<tr>
<td>PROGRAM OF STUDY</td>
<td>To outline course requirements for your program</td>
<td>Adviser, department chair, Graduate College</td>
<td>By the end of second semester and/or completion of 12 credit hours.</td>
<td>All graduate students</td>
</tr>
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</tr>
<tr>
<td>RECOMMENDATION FORM</td>
<td>Required for degree seeking students (please see major requirements for more information)</td>
<td>Graduate College</td>
<td>With application</td>
<td>Please check program requirements</td>
</tr>
<tr>
<td>REDUCED TUITION</td>
<td>For Virginia K-12 teachers to request lower tuition rate</td>
<td>Principal or Staff Development Coordinator, Graduate College</td>
<td>N/A</td>
<td>Each academic year</td>
</tr>
<tr>
<td>RESEARCH AND CREATIVE ACTIVITY GRANTS</td>
<td>To assist with the cost of research and creative activity.</td>
<td>Faculty Advisor</td>
<td>N/A</td>
<td>As needed</td>
</tr>
<tr>
<td>STUDENT ADDRESS/PHONE UPDATE FORM</td>
<td>To request changes to university’s database</td>
<td>Registrar</td>
<td>N/A</td>
<td>As needed</td>
</tr>
<tr>
<td>STUDENT CHANGE OF NAME/SOCIAL SECURITY NUMBER</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>STUDENT TRAVEL REQUEST</td>
<td>To apply for funds to support travel to present a paper.</td>
<td>Faculty sponsor, Graduate College Lucas Hall</td>
<td>Four weeks prior to trip</td>
<td>As needed</td>
</tr>
<tr>
<td>THESIS PREPARATION MANUAL</td>
<td>Instructions for the outline and preparation of a thesis for submission</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>THESIS MANUAL APPENDIX I FORMS</td>
<td>Forms to complete the thesis process</td>
<td>Graduate College Lucas Hall</td>
<td>See Thesis Preparation Manual</td>
<td>As needed</td>
</tr>
</tbody>
</table>
Guide for Graduate Students in Special Education

<table>
<thead>
<tr>
<th>THESIS MANUAL APPENDIX II SAMPLE PAGES</th>
<th>A sample thesis</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSFER REQUEST</td>
<td>To request permission to transfer courses to Radford University.</td>
<td>Adviser, Graduate College</td>
<td>Two weeks prior to registration at transferring institution</td>
<td>As needed (limit of 6 credit hours.; B or above)</td>
</tr>
</tbody>
</table>

What about Internships?

Graduate Internships in Special Education EDSP 791-792

1. Masters with Licensure: Part-time Internships across two semesters

<table>
<thead>
<tr>
<th>Elementary Internship</th>
<th>Middle/Secondary Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1</strong></td>
<td>There is only one option for a middle/secondary part-time placement, see below</td>
</tr>
<tr>
<td><em>Elementary Placement during summer 2010</em></td>
<td></td>
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<tr>
<td>Is in Radford with Kenna Colley as university supervisor who coordinates with the school division for cooperating teachers.</td>
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<tr>
<td>These are the <em>non-negotiable</em> conditions for said placement:</td>
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<tr>
<td>• Occurs July 5-July 30 every day</td>
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<tr>
<td>• The hours are 7:30-4:00 every day</td>
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<tr>
<td>• There are twice a week seminars 4:00-6:00</td>
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</tbody>
</table>

| **Option 2**          | |
| *Elementary Placement in Fall 2010* | *Middle/Secondary Placement in Spring 2011* |
| This is a placement in an elementary school | This is a placement in a middle or high school |
| • Where we have a cooperating teacher, and | • Where we have a cooperating teacher, and |
| • Where we have the ability to get a university supervisor to the building. | • Where we have the ability to get a university supervisor to the building. |
| Students can request a locality for placement, but | Students can request a locality for placement, but |
we cannot guarantee. We use Radford City, Montgomery County and Pulaski County for our internships.

The conditions for this placement include:

- At least 20 hours per week (but could be more), working with the cooperating teacher to establish the schedule
- This placement runs for the fall semester—end of August-December
- Mandatory Seminars meet approximately once a month generally at the end of the school day (often on Fridays, 2:30-4:30 p.m., but days and times adjusted depending on schedules)

2. Masters with Licensure: Full-time Internships – Spring or Fall only (no summer)

Elementary and Middle/Secondary Placements Both Occur during the Same Semester

Each placement requires full-time commitment for seven weeks. You would be in the school for full workdays as an intern (you could not work with this option).

- 7 weeks are at an elementary school, where RU has an identified cooperating teacher and where we have the ability to get a university supervisor to the building.
- Then there are 7 more weeks at a middle or high school. This again depends on RU identifying a cooperating teacher and being able to provide a university supervisor to the building. Students can request a locality for placement, but we cannot guarantee. We use Radford City, Montgomery County and Pulaski County.
- Mandatory Seminars meet approximately once a month generally at the end of the school day (often on Fridays, 2:30-4:30 p.m., but days and times adjusted depending on schedules)
Programs of Study

Hearing Impairment (Masters with Licensure)
Required Tests: ASL Proficiency Examination- Equivalent to Level IV, Praxis 1, Virginia Communication and Literacy Assessment, Virginia Reading Assessment

Required Core Courses
EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) **Prerequisite to all other courses**
EDSP 622- Collaboration to Teach and Support Diverse Learners (3)
EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)
EDSP 606- Educational Research (3) **To be taken in first 9 hours of coursework**

Required Concentration Courses
EDSP 526- Introduction to Deaf and Hard of Hearing (3) **Prerequisite for 527 & 528**
EDSP 527- Curriculum and Methods for Deaf and Hard of Hearing Students (3)
EDSP 528 (will be offered as EDSP 628 beginning 2010) - Language and Development and Literacy for Deaf and Hard of Hearing Students (3)
COSD 512 (Will be offered as EDSP 525 beginning 2010) - Audiologic Rehabilitation (3)
EDSP 669- Diagnostic and Assessment Procedures for Individuals with Disabilities (3)
EDSP/EDRD 641- Assessment and Intervention for Language Development (3)

Additional Coursework for Licensure
EDEF 320 or 607- Foundations of Education (3)
HUMD 300 or EDEF 600- Human Growth and Development, Birth through Adolescence (3)
EDET 620- Educational Technology: Applications, Applied Research and Integration (3)
American Sign Language I-IV

Teaching Internship
EDSP 755- Practicum in Deaf and Hard of Hearing, Preschool-Elementary (6)
EDSP 756- Practicum in Deaf and Hard of Hearing, Secondary (6)
Special Education, Adapted Curriculum (Masters with Licensure)

Required Tests: Praxis 1, Virginia Communication and Literacy Assessment, Virginia Reading Assessment

Required Core Courses

EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) Prerequisite for all other courses

EDSP 622- Collaboration to Teach and Support Diverse Learners (3)

EDSP 670-Proactive Classroom Management and Advanced Positive Behavior Support (3)

EDEF 606- Educational Research (3) To be taken in first 9 hours of coursework

Required Concentration Courses

EDSP 566- Teaching Students with Individualized Adapted Curriculum (3)

EDSP 663- Characteristics of Students with Severe Disabilities (3)

EDSP 664- Curriculum and Assessment in Severe Disabilities (3)

EDSP 665- Positioning and Handling (3)

EDSP 667- Communication and Severe Disabilities (3)

EDSP 668- Transition and Community-based Instruction (3)

Additional Courses for Licensure

EDEF 320 or 607- Foundations of Education (3)

HUMD 300 or EDEF 600- Human Growth and Development, Birth through Adolescence (3)

EDRD 413, 414 or 688 - Foundations of Literacy Instruction (3) or EDSP 660 Literacy and Disability

Teaching Internship

EDSP 781 or EDSP 660 (Practicum in Severe Disabilities)-Teaching Internship in Severe Disabilities-Elementary, K-8 (1-6)

EDSP 782 or EDSP 660 (Practicum in Severe Disabilities)- Teaching Internship in Severe Disabilities-Secondary, 6-12 (1-6)
Early Childhood Special Education (Masters with Licensure)

Required Tests: Praxis 1, Virginia Communication and Literacy Assessment

Required Core Courses

EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) **Prerequisite for all other courses**

EDSP 622- Collaboration to Teach and Support Diverse Learners (3)

EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)

EDSP 606- Educational Research (3) **To be taken in first 9 hours of coursework**

Required Concentration Courses

EDSP 536- Teaching Infants, Toddlers, and Preschoolers with Special Needs (3)

EDSP 538- Program Management in Early Childhood Special Education (3)

EDSP/PSYC 638- Early Childhood Assessment and Intervention (3)

COSD 677- Medical Aspects of Teaching Young Children with Disabilities (3)

Elective in EDSP/EDRD/EDET (3)

Additional Courses for Licensure

EDEF 320 or 607- Foundations of Education

HUMD 300 or EDEF 600- Human Growth and Development, Birth through Adolescence (3)

EDRD 413, 414 or 688- Foundations of Literacy Instruction (3)

EDET/EDSP 554 or approved technology course (3)

Teaching Internship

EDSP 740- Teaching Internship in Early Childhood Special Education: Home and Community-Based Services (3-6)

EDSP 741- Teaching Internship in Early Childhood Special Education: School-Based Services (3-6)
**Special Education, General Curriculum (Masters with Licensure)**

Required Tests: Praxis 1, Virginia Communication and Literacy Assessment, Virginia Reading Assessment

**Required Core Courses**

EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) **Prerequisite for all other courses**

EDSP 622- Collaboration to Teach and Support Diverse Learners (3)

EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)

EDSP 606- Educational Research (3) **To be taken within first 9 hours of coursework**

**Required Concentration Courses**

EDSP 672- Characteristics of Learners with Disabilities who Access the General Curriculum, K-12 (3) **Prerequisite to EDSP 675 & 676**

EDSP 669- Diagnostic and Assessment Procedures for Individuals with Disabilities (3)

EDSP/EDRD 695- Alternative Approaches to Reading Instructions (3) **Need UG or grad reading/phonics instruction class as prerequisite**

EDSP 675- Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum (3)

EDSP 676- Teaching Students with Exceptional Learning Needs in the Secondary General Curriculum (3)

EDSP 641- Assessment and Intervention for Language Development (3)

**Additional Courses for Licensure**

EDEF 320 or 607- Foundation of Education (3)

HUMD 300 or EDEF 600- Human Growth and Development, Birth through Adolescence (3)

EDRD 414 or 688- Foundations of Literacy Instruction (3)

**Teaching Internship**

EDSP 430- Practicum: High Incidence Disabilities (4) **For students with no prior school experience**

EDSP 791- Teaching Internship in Special Education, General Curriculum-Elementary (2-6)

EDSP 792- Teaching Internship in Special Education, General Curriculum- Secondary (2-6)
Visual Impairments (Masters with Licensure)

Required Tests: Praxis 1, Virginia Communication and Literacy Assessment, Virginia Reading Assessment

Required Core Courses

EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) **Prerequisite to all other courses**

EDSP 622- Collaboration to Teach and Support Diverse Learners (3)

EDSP 670- Proactive Classroom Management and Advanced Positive Behavior Support (3)

EDEF 606- Educational Research (3) **To be taken in first 9 hours of coursework**

Required Concentration Courses

EDSP 650- Characteristics of Students with Visual Impairments (1)

EDSP 653- Teaching Methods for Students with Visual Impairments (3)

EDSP/EDET 654- Assistive Technology for Individuals with Sensory Impairments (2)

EDSP 655- Braille Code (3)

EDSP 656- Braille Reading and Writing (3)

EDSP 657- Curriculum and Assessment for Students with Visual Impairments (3)

EDSP 658- Medical and Educational Implications of Visual Impairments (3)

Additional Courses for Licensure

EDEF 320 or 607- Foundations of Education (3)

HUMD 300 or EDEF 600- Human Growth and Development, Birth through Adolescence (3)

EDRD 414 or 688- Foundations of Literacy Instruction (3)

EDSP 659- Orientation and Mobility for Students with Visual Impairments (2)

Teaching Internships

EDSP 771- Teaching Internship in Visual Impairments (1-6)

EDSP 772- Teaching Internship in Visual Impairments (1-6)
Masters Only (for individuals who already have licensure and who are seeking advanced professional development)

Required Core Courses

EDSP 651- Students with Diverse Learning Needs and the Special Education Process (3) **Prerequisite for all other courses**

EDSP 622- Collaboration to Teach and Support Diverse Learners (3)

EDSP 670- Proactive Classroom Management and Advanced Behavior Support (3)

EDEF 606- Educational Research (3) **To be taken in first 9 hours of coursework**

Electives in Special Education

Course in Characteristics (3)

Course in Curriculum and Methods (3)

Course in Reading, Writing, Communication, and Language Development (3)

Course in Assessment and Evaluation (3)

Elective from EDEL, EDUC, EDRD, COED, COSD, EDEC, EDET, EDSP or PSYC (3)

Other course in Special Education

Special Education, General Curriculum- 5 year Program (Masters with Licensure)

Required Tests: Praxis 1, Praxis II elementary or middle (beginning 2010), Virginia Communication and Literacy Assessment, Virginia Reading Assessment

Required Courses:

EDEF 606- Educational Research (3) – **Taken in senior year**

EDSP 641- Assessment and Intervention for Language Development (3)

EDSP 675- Teaching Students with Exceptional Learning Needs in the Elementary General Curriculum (3)

EDSP 676- Teaching Students with Exceptional Learning Needs in the Secondary General Curriculum (3)

EDSP 695- Alternative Approaches to Reading (3)
EDSP 669 - Diagnostic and Assessment Procedures for Individuals with Disabilities (3)

EDSP 667 Communication Strategies or EDSP 566 Teaching Students with Individualized Adapted Curriculum

Teaching Internship

EDSP 791 - Teaching Internship in Special Education - General Curriculum, Elementary (6)

EDSP 792 - Teaching Internship in Special Education - General Curriculum, Secondary (6)