



Department of Communication Disorders, Special Education and Disability Services

Special Education and Disability Services Writing Plan

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Submitted to:

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Summary

In response to the need for a Writing Across the Curriculum Plan for the Department of Communication Disorders, Special Education, and Disability Services during the Summer of 2022, Dr. Joann Migyanka, Dr. Annah Hill, and Dr. Ali Kappel decided to complete a writing plan for the department. After some brainstorming to start responding to some of the prompts in the writing plan template, we decided that a reasonable goal was to try to see where a coordinated writing plan could be completed and areas where the coordination was too different. Because the Special Education and Disability Services programs share many of the same courses and are cross-listed, it makes sense to get these two programs within the department on the same page – to agree that writing should occur in some way in most courses.

In creating their writing-enriched curriculum, Drs. Migyanka, Hill, and Kappel served as liaisons between WAC and the department. They used a template borrowed from the University of Minnesota¹ and adapted by Siegel Finer to thoroughly investigate where and how writing was already being taught in the Special Education and Disability Services curricula, and where and how writing could be added to the curriculum, in order to draft the Department Writing Plan (DWP) for their department instructors.

In Spring 2022, Drs. Migyanka, Hill, and Kappel met with Dr. Bryna Siegel Finer to fully discuss the proposed DWP and this jump-started the process. At the end of May 2022, we looked more closely at the writing plan template and discussed where and how we could move forward with the plan. We wished to make some progress on the plan first, before bringing it to the department. During the summer of 2022, we started looking at the course outcomes. The process included the development of a matrix outlining all of the courses taught in Special Education and Disability Services and the writing assignments each course/instructor assigns or has assigned and was initially determined by a document analysis of the department syllabi beginning with the Fall of 2020 and ending with the Fall of 2021, including the spring semesters and winter sessions. The committee also conducted interviews with each faculty member to gather further information about specific writing assignments or writing assignments which may have been added or missed in the document analysis. They also developed a statement of “Department Commitment to Writing” to include on all syllabi for courses that will be a part of the writing-enriched curriculum.

The plan was approved through an email vote of the Communication Disorders, Special Education and Disability Services Department faculty voted to support the Department Writing Plan as described below in addition to the WAC Director’s recommendations for continuing program facilitation of this document.

¹ University of Minnesota Writing Enriched Curriculum. 2013. <http://wec.umn.edu/Writingplans.html>

Special Education and Disability Services Writing Plan Rollout Fall, 2023

Professional and Academic Genres in Special Education and Disability Services

Professionals in Special Education and Disability Services must be able to write lesson plans, unit plans, reflections of teaching experiences, observation reports, literature review/research papers, classroom profiles, classroom/behavior management plans, instructional programs, internship plans and reflections, assessment and analysis papers, communications to parents or other stakeholders, instructional materials creations, resume and cover letters, journal entries and logs, responses to prompts, and summaries.

The IUP Department of Special Education and Disability is committed to helping students in improving their writing skills toward the goal of being able to communicate as professionals in the field are required to do.

Student Writing Skills and Abilities

Special Education and Disability Services majors need a variety of writing skills and abilities upon completion of their degree in order to write in the above genres. These skills and abilities include:

- Understanding/modeling the writing process
- Evaluating various teaching and learning approaches
- Developing materials to enhance student learning
- Constructing assessment materials for student learning assessment
- Synthesizing information from a variety of sources
- Utilizing appropriate quotations and citations of research in works
- Modeling mechanics and grammar usage

The IUP Department of Special Education and Disability Services faculty are committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and does so through the purposeful mapping of writing assignments and activities that follow at the end of this document.

Integration of Writing into Undergraduate Curriculum

Department faculty have participated in professional development training in writing-to-learn pedagogy² through writing workshops with the WAC director, participation in the

end-of-year Liberal Studies writing workshop, and in full department faculty meetings that the WAC director has visited.

Writing instruction in Postsecondary Education is integrated in these two ways:

Writing-to-learn

Regular writing-to-learn activities in our courses include, but are not limited to, discussion pods, reading responses, and low-stakes in-class writing exercises.

Direct instruction in disciplinary genres

We offer several courses for which direct instruction in writing genres is the purpose, For example:

EDEX 223: Methods of Teaching Reading to Persons with Disabilities where students write a case study plan and lesson plans that focus on the typical and atypical development of reading, spelling, and writing

EDEX/DISB 378; Education of Persons with Intellectual Disabilities, Developmental and Physical Disabilities and EDEX 458: Transition for Youths with Disabilities which require students to engage in discipline-specific technical writing of an Individualized Education Plan (IEP) and a Transition Plan

EDEX 435: Methods and Curriculum Severe Disabilities where students identify research questions and complete a Literature Review.

EDEX 340: Introduction to Behavioral Management in Special Education, allows students to compose technical management and behavior plans for individual students.

EDHL 308: Language Development, where students analyze language patterns in students and synthesize reports to make/write recommendations in a summary report to facilitate digital writing and editing/publishing.

All students write lesson plans and units that require a wide variety of writing skills depending on the subject area.

Researched Writing

Students in the Special Education and Disability Services programs will continue to take English 202 as required by IUP Liberal Studies. With the implementation of this plan, though, students in the Early Childhood/ Special Education program will no longer be required to take ENGL 202 as research writing is covered in many classes in their program.

Communicating Writing Expectations to Students

Writing expectations are communicated to students through syllabus assignments, professional field experiences and highlighting professional writing activities of the department faculty members.

Writing is central to the curriculum of the Special Education and Disabilities Services Programs. Writing constitutes the foremost way in which students participate in the discipline; it is central to communicating the analysis of the academic needs of specific groups of children and the specifically designed lesson plans written for these children.

Education students must demonstrate professional writing skills as they come into the major. Before education courses can be taken, skill in writing must be demonstrated in the writing component of the Praxis Exam, or some other state accepted criterion test, such as a high SAT writing score.

Once students pass the STEP 1 competencies, they are then able to work directly with students in the classroom. Education faculty members communicate the importance of writing in the field of education. Some faculty use rubrics tailored for specific assignments, and others encourage class discussion on writing projects that enhance their understanding of teaching, devote class time to peer review, provide feedback on drafts of lesson plans and units, and at times require revision of major writing projects. Faculty encourage students to use the Writing Center and to always have a peer review anything that will be presented to a classroom teacher or a parent. The department website highlights the publications of the faculty as well as research awards and presentations.

Syllabi frequently cite department faculty and discuss the articles and books that faculty have written.

Syllabus Statement

Special Education and Disability Services faculty will commit to include the following statement in their syllabi as appropriate in order to encourage a culture of writing and demonstrate the value of writing in our programs:

The Special Education and Disability Services Department is committed to developing the writing skills of students throughout the curriculum. In this course, you will complete writing assignments designed to improve your ability to communicate as a professional educator or service provider.

Implementation and Assessment of Department Writing Plan

The WAC Director recommends the following action items for continuing program facilitation:

- Elect at least one faculty member in Special Education and one in Disability Services to continue to be the liaison with WAC (this should count as department Service)
- Provide all newly hired faculty a copy of the DWP, and recommend attendance at least two WAC workshops.

- All faculty should add “Department Commitment to Writing” statement to syllabus as appropriate
- Department should continue to collect samples of senior writing in either the final student teaching experience or the final internship experience every two years and analyze results with WAC Director
- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move more survey results to target 75% and maintain results in other areas.
- Through faculty development seminars with WAC director, workshop attendance, and writing-enriched curriculum, attempt to move assessment results to target 75% and maintain results in other areas
- Add areas for the teaching and assessment of writing as goals on department and faculty five-year review documents
- Continue to update the writing outcomes curriculum map as courses are added, removed, and revised in the curricula (and communicate these changes to the WAC Director)

Writing Outcomes Curriculum Map

The Writing Outcomes Curriculum Matrix demonstrates:

- Conscious effort on the part of department faculty at placing core disciplinary genres at appropriate levels of the curriculum, scaffolding, and reinforcing the writing skills necessary for students to succeed in writing those genres (please see matrix below).
- Thoughtful integration of writing-to-learn activities in most courses in the curriculum (please see matrix below).
- Balanced measures for assessing writing as process and product, that is, writing is graded for demonstrating mastery of course content as well as improvement of writing skills over time (please see matrix below).

	Lesson Plans/Instructional Program	Essays	Journal Entries/Logs	Reflections	Observations	Instructional Materials	In-Class Activities	IEP Transition Plan	Resume/Cover Letter	Unit Plans	Summary/Response	Management Plans (i.e.- Behavior)	D2L Discussions	Assessment/Analysis	Literature Review	Case Study/ Analysis	Introduced	Reinforced	Emphasized
DISB/EDEX 103: Special Education Technology				X		X		X				X					X		
DISB/EDEX 111: Introduction to Exceptional Persons				X						X							X		
DISB/EDEX 114: Atypical Development in Infants, Children and Adolescents			X		X						X					X	X		
EDEX 223: Reading Methods and Strategies for Students with Disabilities	X						X											X	
EDEX 323: Instruction of English Language Learners with Special Needs	X											X						X	
DISB/EDEX 340: Introduction to Behavior Management in Special Education												X						X	
DISB/EDEX 369: Education of Persons with E/BD, LD or Brain Injuries		X		X		X	X											X	
DISB/EDEX 378: Education of Persons with ID, DD and P/MD		X		X		X	X	X		X						X			X
EDEX 415: Preschool Education for Children with Disabilities	X				X		X			X									X
EDEX 424: Strategic Assessment and Instruction in Expository Texts		X				X	X			X									X
EDEX 425: Methods and Curriculum (Mild-Moderate Disabilities)	X									X									
EDEX 435: Methods of Curriculum (Severe Cognitive Disabilities)	X														X				X
DISB/EDEX 440: Ethical and Professional Behavior												X	X					X	
DISB/EDEX 458: Transition Assessment and Planning for Youth with Disabilities								X											
DISB/EDEX 460: Family Perspectives on Disability				X		X					X								X
DISB 493: Internship/Field Training		X	X	X					X	X	X								X
EDHL 114: Introduction to Deaf and Hard-of-Hearing Persons						X	X				X	X	X					X	
EDHL 308: Supporting Language and Communication for Deaf/Hard-of-Hearing, English Language Learners, and Individuals with Language Disorders						X					X		X	X				X	
EDUC 242: Pre-Student Teaching Clinical Experience I				X	X												X		
EDUC 342: Pre-Student Teaching Clinical Experience II	X		X	X														X	
EDUC 421: Student Teaching	X											X							X
EDUC 441: Students Teaching	X																		X

Appendix A – Senior Writing Sample Assessments

Due to the cumulative nature of the project, the Teacher Work Sample teacher candidates complete during Student Teaching will be used as the reviewed document to assess department writing skills for the Special Education majors. The Teacher Work Sample includes the most extensive examples of the several types of writing the Special Education faculty considers necessary for professional presentation and success. All student teachers must complete the work sample as a department requirement. The student teacher supervisor evaluates the document and submits the document and the evaluation to the Office of Teacher Education in the College of Education and Communications. The document and the requirements can be found below. (Example 1)

For the Disability Services majors, the Final Internship Portfolio candidates complete during their internship will be used as the reviewed document to assess department writing skills. The portfolio includes the most extensive examples of the several types of writing that the Special Education faculty considers necessary for professional presentation and success. All Disability Service interns must complete the portfolio as a department requirement. The internship supervisor evaluates the document and submits the document and evaluation to the Office of Teacher Education in the College of Education and Communications. The document requirements can also be found below. (Example 2)

Example 1: EDUC 421: Teacher Work Sample – Behavior Plan

INDIVIDUAL BEHAVIOR PLAN FORMAT (Special Education Placement)

1. Name (*First name or initials*)

2. Target behavior: (*specify in observable terms*)

3. Function of behavior (*e.g., avoid something, get something*)

4. Replacement behavior

5. Data collection/analysis procedures:

6. Behavioral Objective:

7. Intervention procedure(s):
 - a. Antecedent modifications

 - b. Instruction for replacement behavior

 - c. Positive reinforcement for replacement behavior

 - d. Consequences for target behavior

Generalization/maintenance plan (plan for generalizing this behavior to other settings, over time):

Rubric:

See attached document.

Example 2: DISB 493: Internship Portfolio

The DISB 493 Internship Portfolio includes:

Student evaluation will be based upon the agency evaluation/feedback on the student's internship portfolio. (Student reflective writing packets, four journal articles, and site/Skype visitation forms). The agencies reserving the right to submit evaluations as per the host agencies prescribed procedures and forms, or a narrative evaluation the final week of the internship. Routine, on-site or remote using technology, supervisory visitations will be the responsibility of university faculty.

Assignments (APA format required)	#	Value	TOTAL
Five Reflective Writing Packets (demonstrating the writing process)	5	75	375
Journal Article Reviews	4	25	100
Narrative Review of Agency Materials and Handbook	1	25	25
Week 1 Job Description with minimum of 4 goals	1	15	15
Work Product –Consider a product that would be beneficial for the agency.	1	25	25
TOTAL			540

Week 1 Job Description with Minimum of 4 Goals

DISB 493

(Discuss week 1 and
turn in by week 2)

During your first week of placement, you are to discuss your job description and 4 goals with your agency supervisor. Together, you will determine what your roles and responsibilities will be during your internship. You are then to write a paper explaining your job and your goals to your university supervisor. Use the following as a guide to write this introductory paper. Answer the questions in narrative form, not simply one word or bullets.

1. **Name of Agency:**
2. **Address:**
3. **Phone Number:**
4. **Agency Supervisor (name and contact information):**
5. **Website URL:**
6. **Describe what you will be providing in the way of services within the agency:**
7. **Describe the type of clients whom you will be working with:**
8. **What resources will you be utilizing while interning with the agency:**

9. List 4 goals which you will be working on while interning with the agency:

- a. EX: *With guidance, Student will complete at least 1 FBA with 100% accuracy.*

EX: With approval from the agency supervisor, Student will complete at least 1 work product in the area of _____ which benefits the agency in the future as measured by the rubric in the syllabus.

10. Provide a reference page of at least 3 resources relating theory to your service (application/practice):

- a. Find at least 3 resources which pertain to what you will be doing during your internship. You might find a book, peer reviewed journal articles, laws/mandates, etc.
- b. Review your references from DISB 440.

Edit your work:

The **writing process** involves brainstorming, draft 1, revising, editing, final submission
Grammar and spelling --- because these are computer generated, and the software tells you when there is an error, one point will automatically be deducted for each spelling error.

Writing (grammar) and APA Resources (hyperlinks):

<https://owl.english.purdue.edu/>
<https://owl.english.purdue.edu/owl/resource/560/01/>
APA Tutorial

Week 1 Job Description with Minimum of 4 Goals
Rubric -- 15 points

Category	5	3	1
Completeness of the narratives to addressing the required elements of the assignment.	All required elements are addressed in thorough manner	Missing up to 3 required items	Missing more than 4 of the required elements; items are only touch upon, but not thorough.
Writing conventions, spelling, grammar, and APA Style 6th edition	No errors	1 – 4 errors	5 + errors
Professional appearance of work	Excellent. Well organized, clear, and comprehensive	Acceptable. Some issues with organization and appearance	Unprofessional in appearance; poorly organized

Reminder – late papers will have score adjusted as described in the syllabus. Grammar and spelling --- because these are computer generated, and the software tells you when there is an error, one point will automatically be deducted for each spelling error.

Edit your work:

The **writing process** involves brainstorming, draft 1, revising, editing, final submission
 Grammar and spelling --- because these are computer generated, and the software tells you when there is an error, one point will automatically be deducted for each spelling error.

Writing (grammar) and APA Resources (hyperlinks):

<https://owl.english.purdue.edu/>
<https://owl.english.purdue.edu/owl/resource/560/01/>
 APA Tutorial

Narrative Review of Agency Resources

DISB 493 (Due WEEK 1)
Requirements of Narrative Review

25 points

During your first week of placement, you are to read everything you can get access to learn about your host agency. This includes, but is not limited to website, information publications, and handbooks. You might have an orientation, make notes include that information too.

You are then to write a paper introducing your university supervisor to the agency. Use the following as a guide to write this introductory paper. Answer the questions in narrative form, not simply one word or bullets.

- 1. Name of Agency:**
- 2. Address:**
- 3. Phone Number:**
- 4. Supervisor:**
- 5. Website URL:**
- 6. Describe who the agency serves:**
- 7. Describe the type of clients:**
- 8. Services the agency provides:**
- 9. Resources the agency provides:**
- 10. Ways in which clients access the resources:**

Rubric -- 25 points

Category	5	3	1
Completeness of the narratives to addressing the required elements of the assignment. Points X3 for this category	All required elements are addressed in thorough manner	Missing up to 3 required items	Missing more than 4 of the required elements; items are only touch upon, but not thorough.
Writing conventions, spelling, grammar, and APA Style 6th edition	No errors	1 – 4 errors	5 + errors
Professional appearance of work	Excellent. Well organized, clear, and comprehensive	Acceptable. Some issues with organization and appearance	Unprofessional in appearance; poorly organized

Reminder – late papers will have score adjusted as described in the syllabus. Grammar and spelling --- because these are computer generated, and the software tells you when there is an error, one point will automatically be deducted for each spelling error.

JOURNAL ARTICLE REVIEW

DISB 493
Due Week 1,3,5, & 7
4 @ 25 points each

You are required to locate a total of 4 articles related to each of the work objectives outlined with your host supervisor. The due dates for these articles are spaced out over the semester. Check D2L for the due dates for each. Each article shall have the following require elements:

- Title of article:
- Author:
- Citation information (APA format):
- Summary of the article:
- What you personally are taking away from the article to improve your professional skills and knowledge:
- The review needs to be 3 pages and in APA format which includes in-text citations and a reference page (A title page is not required. Put your name in the upper right-hand header).

Rubric -- 25 points

Category	5	3	1
Completeness of the narratives to addressing the required elements of the assignment. (Points X3 for this category)	All required elements are addressed in thorough manner	Missing up to 3 required items	Missing more than 4 of the required elements; items are only touch upon, but not thorough.
Writing conventions, spelling, grammar, and APA Style 6th edition	No errors	1 – 4 errors	5 + errors
Professional appearance of work	Excellent. Well organized, clear, and comprehensive	Acceptable. Some issues with organization and appearance	Unprofessional in appearance; poorly organized

Grammar and spelling --- because these are computer generated, and the software tells you when there is an error, one point will automatically be deducted for each spelling error.

Work Product

DISB 493
Due Week 9
25 points

A work product will be required of each intern. **Because of the uniqueness of each placement, the IUP supervisor will discuss with you and your supervisor what would be an appropriate product for your individual placement.** The agreed upon project will be submitted, along with a cover page containing the following information. The supervisor will be asked to provide feedback, in addition to the IUP supervisor.

You will be submitting a sample of a work product from your placement site. This product will vary depending upon your placement. Examples of what this might be are behavioral plan, a treatment plan, a plan for a group meeting, or perhaps a lesson plan. This assignment will be discussed with you and your agency supervisor to come up with an appropriate product for your specific internship. The work product will be assessed using the following rubric. A narrative description is required. When writing the narrative, you will address the following:

Title of Project:

Consumer it is created for:

Summary of the product explain who it is created for and why:

Research-based articles provided in references (at least 3) to support this project:

Rubric -- 25 points

Category	5	3	1
Completeness of the project in addressing criterion set out by agency, Thoroughness of written narrative describing the project, This category is worth 3 times the rubric score <i>(15 points total for this section)</i>	All required elements are addressed in thorough manner	Missing up to 3 required items	Missing more than 4 of the required elements; items are only touch upon, but not thorough.
Writing conventions, spelling, grammar, and APA Style 6th edition	No errors	1 – 4 errors	5 + errors
Professional appearance of work	Excellent. Well organized, clear, and comprehensive	Acceptable. Some issues with organization and appearance	Unprofessional in appearance; poorly organized

Grammar and spelling --- because these are computer generated, and the software tells you when there is an error, one point will automatically be deducted for each spelling error.

Five Reflective Writing Packets

Requirements of reflective writings which demonstrate the writing process
Due Week 2,4,6,8,10
5 @75 points each

This is a chance to demonstrate your abilities to write and utilize **APA format**. The **writing process** involves brainstorming, draft 1, revising, editing, and finished product. You will use the template and only add specific areas each week. Grammar and spelling will be assessed because these are computer generated, and the software tells you when there is an error (one point will automatically be deducted for each error in your finished product so use your resources wisely and re-read before submission).

While completing the given template, you will be keeping a journal describing your experiences during your internship and how they relate to at least **4 of the 10 internship objectives** (listed on page 1 of the syllabus). Through the template, you will upload 5 reflective writing entries by the designated deadline (see schedule in the syllabus on page 12) in the D2L Assignment Submission Folder.

Within the reflective writing you will include and address the following:

1. Demonstration of pre-writing (brainstorming).
2. Draft
3. Revision(s)
4. Demonstration of editing
5. Finished product
6. Provide research (in-text citations) to support your responsibilities and actions. Also, site the research in your references.

Required content:

- a. Discuss your progression toward each of the work goals (which you outlined with your agency supervisor during the first week of the internship) and how they relate to at least **2 of the course objectives**. This is to be done by identifying each goal and talking about your progress and carrying out that duty.
 - i. discuss what you have done and relate

- it to at least **2 different course objectives**
- ii. discuss your work in progress
- iii. discuss struggles which you have had and how you resolved them
- iv. discuss your success (things that went well)
- v. discuss your next plan of action

You will be graded on the fullness of your discussions, addressing the above items. The writing is to be professional in answer, writing, and appearance. Late or missing assignments will be reflected in overall grade for the assignment. **This is the only set of assignments which require all parts of the writing process to be uploaded via D2L assignment submission folder.**

Requirements of Reflective Writings
(which demonstrate the writing process: see template)
Rubric -- 75 points

SECTION 1	25-23	22-20	19-18	17-15	<15
Within the reflective writing you included and addressed the following: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrated pre-writing (brainstorming-can be handwritten and scanned into the packet). <input type="checkbox"/> Draft provided <input type="checkbox"/> Revision(s) provided <input type="checkbox"/> Demonstrated editing <input type="checkbox"/> Finished product provided 	All items are addressed in a thorough manner via the given template	4 items are addressed in a thorough manner	3 items are addressed; or items are touched upon, but not thorough	2 items are addressed; or items are touched upon, but not thorough	1 item is addressed; or items are touched upon, but not thorough
SECTION 2	25-23	22-20	19-18	17-15	<15
Required content: <ul style="list-style-type: none"> <input type="checkbox"/> Discussed progression toward each of the work goals and how they relate to at least 2 of the course objectives. <input type="checkbox"/> discussed what has been done, work in progress, and related it to at least 2 different course objectives <input type="checkbox"/> discussed struggles which have occurred and how they were resolved <input type="checkbox"/> discussed successes (things that went well) <input type="checkbox"/> discussed the next plan of action 	All items are addressed in a thorough manner	4 items are addressed in a thorough manner	3 items are addressed; or items are touched upon, but not thorough.	2 items are addressed; or items are touched upon, but not thorough	1 item is addressed; or items are touched upon, but not thorough
SECTION 3	25-23	22-20	19-18	17-15	<15

<input type="checkbox"/> Writing conventions, spelling, grammar, and <input type="checkbox"/> APA Style 6th edition [including agency handbooks, handouts, etc.]	No errors	1 – 4 errors	5 -6 errors	7-8 errors	9 or more errors
<input type="checkbox"/> Provided research to support your responsibilities/actions. <input type="checkbox"/> Reference page provided	No errors	1 – 4 errors	5 -6 errors	7-8 errors	9 or more errors
<input type="checkbox"/> Professional appearance of work	Excellent. Well organized, clear, and comprehensive	Acceptable high. Some issues with organization and appearance	Acceptable low. Some areas are organized but are not clear	Unprofessional in appearance ; poorly organized and difficult to follow	Unprofessional in appearance ; no organization

CALENDAR

Internship/Field Training: DISB 493 W01
Indiana University of Pennsylvania: Department of Communication Disorders,
Special Education, and Disability Services

Week	Dates	Reflections All assignments are due the by 11:55 pm Sunday of the corresponding week	Journal Articles and other requirements due the by 11:55 pm Sunday	Intern sets up site visit with IUP Supervisor (Zoom/FaceTime permitted)
Week 1	June 1	Establish dates and times for an initial visit and give the list to the IUP supervisor. See form on D2L.	<input type="checkbox"/> Narrative Review of Agency Resources <input type="checkbox"/> Article #1	1. Set up your initial visit/collaboration 2. Discuss your 4 measurable goals. (See examples on page 5)- due wk. 2

Week 2		<p>Initial visit/collaboration takes place this week</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflective Writing Packet #1 	<ul style="list-style-type: none"> <input type="checkbox"/> Job Description-4 Goals 	<p>Establish dates and times for the midterm visit and give the list to the IUP supervisor.</p>
Week 3			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Article #2 <p>Remind agency supervisor that the midterm evaluation form will need to be filled out.</p>	
Week 4		<ul style="list-style-type: none"> <input type="checkbox"/> Reflective Writing Packet #2 		<p>Mid-term visit</p>
Week 5			<ul style="list-style-type: none"> <input type="checkbox"/> Article #3 	
Week 6		<ul style="list-style-type: none"> <input type="checkbox"/> Reflective Writing Packet #3 		
Week 7			<ul style="list-style-type: none"> <input type="checkbox"/> Article #4 <p>Remind agency supervisor that the final evaluation form will need to be filled out.</p>	<p>Establish dates and times for the final visit and give the list to the IUP supervisor.</p>
Week 8		<ul style="list-style-type: none"> <input type="checkbox"/> Reflective Writing Packet #4 		
Week 9			<ul style="list-style-type: none"> <input type="checkbox"/> Work product 	
Week 10		<ul style="list-style-type: none"> <input type="checkbox"/> Reflective Writing Packet #5 <input type="checkbox"/> Turn in absence form with agency supervisor evaluation form. 		<p>Final visit: agency supervisor turns in final evaluation</p>

Appendix B – Assessment Protocol and Rubric

The rated samples are a course embedded assessment given in either EDUC 421 or DISB 493, capstone courses taught to graduating seniors. The assignment sheets and protocols can be found in Appendix A. The courses are taught by faculty with expertise in that area. Samples are rated biennially using the rubric below with that year's class roster as the sample population. The rating committee is composed of four faculty members, with a minimum of three SPCE faculty; the WAC Director may be the fourth faculty evaluator. An initial subset of five assignments are rated by all evaluators as a norming sample. The remaining assignments are rated by three evaluators. The results of the evaluations are tabulated in Appendix B.

Samples are rated on four criteria:

	Exceeds Expectations = 4	Meets Expectations = 3	Emerging = 2	Below Expectations = 1
Use of discipline specific terminology	Fluency with terminology of the discipline	Uses some disciplinary specific terms appropriately; may miss a few key terms that could be helpful for clearer expression	An even mix of accurate and inaccurately used terminology; may use more commonplace than disciplinary terms	Most terms used inaccurately or haphazardly; or does not use any terms from the discipline
Details debate and key points (summary and analysis)	Utilizes primary documents and analyzes the trajectory/relevance of the concept	Accurate discussion of the concept; sources may be limited to other summaries rather than primary documents	Refers to concept in cursory way; acknowledges other sources but doesn't expand or connect the details of them	Little or no discussion of the concept or reference to outside material or sources
Understanding of audience and task	Formal language, free of colloquialisms, mindful of purpose	Approaches task seriously, but may contain only a few minor lapses in formality	Approaches task seriously but contains enough lapses in formality that they are distracting	Inappropriate tone or language (e.g. contractions, stream of consciousness, lack of organization, self-referential)
Citation/ Polish (grammar, mechanics)	Consistent citation format; polished grammar and mechanics	Minor errors that do not impede meaning or sentence clarity; a few citation lapses	Sentences are readable but there are enough errors that they are distracting; attempts citation but with multiple errors.	Grammatical issues detract from readability; inconsistent citation or lack of citation

These are considered “baseline” results.

Total Number of Samples: 12

Areas in which student writing is ABOVE expectations: 77+

Criterion: Discipline Specific Language

year(s)	exceeds/meets	emerging/below
Spring 2023	6/6	0/0

Criterion: Key Points

year(s)	exceeds/meets	emerging/below
Spring 2023	9/3	0/0

Criterion: Audience/Task

year(s)	exceeds/meets	emerging/below
Spring 2023	7/5	0/0

Criterion: Citation

year(s)	exceeds/meets	emerging/below
Spring 2023	9/3	0/0

Areas in which student writing is MEETING expectations: 68-77

None

Areas in which student writing is BELOW expectations below 67 and below

None

Recommendations by the WAC Director based on assessment results

Students are meeting or exceeding expectations in all criteria. The student success in writing is most likely due to the amount of writing students are expected to do throughout this major, as evidenced in curriculum map shown above; the program should be applauded for its commitment to ensuring student success in writing.

My most significant recommendation for the program is to try and increase sample size. Perhaps collecting samples for an entire year rather than one semester would help to improve those numbers. The more samples are assessed, the more accurate the results will be.

I also recommend adding a true holistic score as another criterion on the rubric. A true holistic score (a score based on an overall impression of the full piece of writing) can allow for comparisons to individual criterion and often allows for a more reliable picture of students' strengths and struggles. It also allows for department faculty to identify their values more specifically (for instance, when high holistic scores align strongly with certain criteria, it is usually because those criteria signal stronger writing).

