

SPECIAL EDUCATION PROGRAM

We are what we repeatedly do. Excellence, therefore, is not an act, but a habit. –Aristotle

Dear Candidates:

We encourage you to study this handbook so you are aware of your rights and responsibilities. Additional information about the campus and the School of Education (SOE) can be found in the college bulletin and on the SOE's website.

Acquiring the knowledge, skills and dispositions needed to be a high quality special educator takes time and effort. We are here to support your efforts and wish you the best.

Program Faculty

GENERAL INFORMATION & POLICIES

Beliefs about Children and Youth

The Special Education program is guided by the following beliefs:

- All students can learn, have strengths, and are worthy of respect and self-direction.
- Differences are normal and can be used as positive springboards.
- Powerful opportunities for growth and development are most likely to occur when the environment is nurturing, predictable, and takes into account internal and external factors.
- Prevention is as essential as compensation and remediation.
- A broad range of instructional options and services can be provided in a variety of physical settings and should be viewed as standard operating procedures.
- Assessing, labeling, and delivering services may produce intended as well as unintended consequences.
- School reform should meaningfully involve all stakeholders, with particular attention to affirming family and community members as decision-makers and collaborators.

Degrees and Certifications Offered

IUS has the following program options for candidates (i.e., IUS students) seeking a license in special education:

Table 1: Program Options

Option Name	Level	For candidates....
B.S. in Special Education	Undergraduate Degree	Completing their first bachelor's degree.
Post-baccalaureate Initial License Area	Graduate Level, non-degree	With a bachelor's degree but not a full teaching license. (career changers)
Graduate Level Second License Area	Graduate Level non-degree	With a full teaching license wanting to add another teaching area.

All three options yield an all-grade (K-12) Indiana Mild Intervention teaching license. It is closely aligned with Kentucky's Learning & Behavior Disorders. This license qualifies the holder to teach elementary and secondary education students who have one or more of the following disabilities: learning disabilities, emotional disabilities, mild or moderate mental disabilities, orthopedic impairments, other health impairments, autism spectrum disorder, or traumatic brain injury. This license does not qualify a person to teach "general education" at the elementary, middle school or high school level.

Performance Outcomes and Standards for All Program Options

Program Expectations

Reaching program outcomes is a responsibility shared by students and faculty. Members of the faculty are responsible for organizing and implementing effective learning experiences and systematically assessing student and program performance. Students are responsible for keeping apprised of program and licensure requirements, displaying the SOE Professional Dispositions, and meeting the Special Education program standards.

Candidates in all three options are expected to show they meet three broad professional performance outcomes:

- Understand students' needs and contexts,
- Collaboratively plan and implement effective learning experiences, and
- Continuously assess the effects of their professional choices.

These outcomes are based on professional standards from various professional groups and are identified in Table 2.

Table 2: Standards for the Program

Professional Group	Standards
Interstate New Teacher Assessment and Support Consortium (INTASC) which is an organization of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.	INTASC Principles for what <u>all</u> beginning teachers need to know and be able to do. http://www.ccsso.org/content/pdfs/corestrd.pdf
Council for Exceptional Children (CEC) which is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted	Knowledge & Skills Standards for Individualized General Curriculum. This applies to new teachers. http://www.cec.sped.org/ps/perf_based_std/knownedge_standards.html
Indiana Professional Standards Board (IPSB) which is the state agency responsible for governing the preparation, testing, licensing, induction, and re-licensing of Indiana's education professionals.	Standards Teachers of Students with Exceptional Needs; Standards for Early & Middle Childhood; Early Adolescence; and Adolescence/Young Adult http://www.in.gov/psb/standards/teacherindex.html
National Board of Professional Teaching Standards is an independent non-profit group that has developed standards for excellence in teaching.	Exceptional Needs Specialist http://www.nbpts.org/candidates/guide/whichcert/1_EarlyChildYoungAdult2004.html This applies to experienced teachers.

Program Standards

The importance of candidates' ownership of their professional preparation is emphasized by putting the program's ten standards (performance goals) in the first person. These are:

Standard #1: Specific Foundational Knowledge. I am well versed in the history, philosophy, and foundations of special education as well as the applicability of current laws and contemporary issues in the field and use this knowledge to enhance educational opportunities for all students.

Standard #2: Growth & Development. I am knowledgeable about human growth and development and use this knowledge to provide meaningful learning opportunities.

Standard #3: Assessment. I can select, administer, and interpret a variety of formal and informal assessment strategies and utilize this information to design, implement, and evaluate instruction and to guide students in self-assessment.

Standard #4: Prior Knowledge & Experience. I am knowledgeable about state academic standards and recognize that optimal learning relates new information to the student's prior experiences and knowledge.

Standard #5: Enriched & Safe Environment. I am cognizant of the importance of active learning environments and collaboratively design settings that foster an enriching, nurturing, and safe climate where diversity and risk taking are valued.

Standard #6: Development & Multiple Learning Approaches. I understand the developmental nature of learning and collaboratively implement multiple approaches and strategies to provide a variety of activities and opportunities to facilitate students' success.

Standard #7: Social Skills. I understand the importance of teaching appropriate behaviors and social skills and apply and model these strategies in interactions with students, families, and colleagues.

Standard #8: Professional Responsibilities & Development. I continually evaluate the effects of my choices and actions on others; seek out opportunities to deepen and broaden pedagogical and content knowledge; and responsibly and ethically complete my professional duties.

Standard #9: Collaboration. I am aware of the need to collaborate with school colleagues, families, and the larger community to support students' learning and well-being and actively cultivate these partnerships.

Standard #10: Community Resources: I am aware of a wide array of community resources and access these services to support students' needs.

School of Education Professional Dispositions

The Special Education program assesses candidates' performance on professional dispositions adopted by the School of Education. Dispositions are formally assessed at identified points in a candidate's program. Between those identified points, faculty have the prerogative to do an as-needed assessment of individual candidates' whose professional behaviors are contrary to those identified in the SOE professional dispositions. Candidates are expected to....

1. Respect the accepted legal and ethical norms and values of education.
2. Effectively interact and collaborate with others and foster similar behaviors among students.
3. Are committed to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.
5. Are committed to inquiry & application of the knowledge base of education.
6. Exhibit enthusiasm and respects for education as a practice and a profession.

7. Are committed to data-based decision-making and fair practices.
8. Are committed to continuous self-evaluation and personal improvement.

Accommodations for Candidates with Disabilities If you are seeking accommodations under the Americans with Disabilities Act, you are required to register with the Disability Services Office. The office is located in the University Division, LB 006. Phone is 941-2243. To receive academic accommodations for this class, please obtain the proper forms from Disability Services.

Advisement

Candidate Responsibility

It is important for candidates to take ownership of staying informed about the program by:

- Keeping their program check sheets up-to-date.
- Reading IUS' Bulletin.
- Paying attention to advising announcements in class, on SOE bulletin boards and through Oncourse. (Oncourse is an online course management system (CMS) developed at Indiana University.)
- Seeking advisement in a timely manner.

Advising for Undergraduates

Bachelor level candidates are assigned to the University Division, an academic division for all new students entering Indiana University Southeast except those who have met the requirements to transfer directly to the school of their choice. The primary purpose of the University Division is to provide academic guidance to students during their exploratory time at the university. The University Division is located on the ground floor of the Administration Building.

Upon successful application to the Special Education program which coincides with acceptance into the School of Education, candidates are assigned to one of the following faculty advisors in the SOE.

Ms. Donna Daily, Faculty, Library Building , ddaily@ius.edu, 941-2697
Dr. Cathy Shea, Faculty, Hillside Hall 0013, kcarterj@ius.edu, 941-2583
Coordinator, Hillside Hall 0010, cshea@ius.edu, 941.-2466

Candidates who transferred to IUS with only a few credits should seek advisement through UD. Those with 26 or more semester hours of transfer credits should contact the program coordinator.

Advising for Graduate Students

Candidates for the Post-Bac Initial License option and the Graduate Level Second License option should contact the program coordinator as soon as they know they need to enroll in a program in order to keep their teaching positions. An individual on-campus appointment is required for applying to the program and developing an individualized program plan.

The School of Education offers group advising sessions explaining requirements for the Master's Degree in Elementary or Secondary Education. Candidates in the Second License option should attend one of those sessions if they plan on seeking a master's degree at IUS. Dates and times for the sessions are published on the SOE website in the graduate section and posted on several bulletin boards in the SOE hallway in Hillside Hall.

It is imperative that candidates with emergency permits (Indiana) or provisional licenses (Kentucky) understand their program plan and the importance of adhering to it.

Admission to a Program Option

Undergraduates


Admission to the major occurs in steps. The first step is acceptance into IUS. This is followed by application to be admitted to an Elementary & Special Education cohort that typically occurs in the second or third semester. Until that time candidates are assigned to the University Division for advising and career exploration. Upon acceptance into the program, candidates' files are transferred to the School of Education and a program advisor is assigned. Firm declaration of the major is expected during the second semester in the cohort group. See "Requirements for B.S. in Special Education" which appears later in this handbook for details about admission criteria and procedures.

Graduate Level

Graduate students seeking their initial license or adding another teaching area to their exiting license apply directly to the School of Education for acceptance into Graduate Studies. At that time candidates declare their intention to enter the program and whether they are also seeking acceptance into the Master's Degree in Elementary or Secondary Education. (Note: Candidates in the Post-Baccalaureate Initial License Program do not qualify for acceptance into the master's program because they do not hold a current full teaching license. However, once they finish the post-bac program they can apply.) More information admission criteria can be found on the SOE website under Graduate Studies and in this handbook in the sections dealing with the initial-license and second-license area options within the program.

Registration

Registration procedures are described at <http://www.ius.edu/Registrar/Procedure.cfm>

	<ul style="list-style-type: none">• Summer courses used by candidates in the Post-Bac and Graduate Second License options fill quickly. Candidates should register in a timely manner.• Candidates should register in a timely manner so they have the best chance of arranging a desirable schedule.
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Sometimes all sections of a course fill before all students can be accommodated. Whenever this happens, the school or division offering the course can issue a “rain check” giving a student the opportunity to enroll early in the class the next time it is offered. Rain checks are redeemable only during “rain check” redemption dates listed in each academic session’s class schedule.

Transfer Students

Undergraduates

The IUS Bulletin contains general policies regarding transferring and limits on the number of credits that can be used for an IUS degree. The Office of Admissions will prepare a transfer credit report indicating which courses transfer to IUS. However, program faculty members decide which transfer courses fulfill requirements.

Advisors in the University Division help candidates completion forms to petition the program to accept courses that appear to be similar to but are not exact equivalents for IUS courses. Candidates may be required to furnish a college catalog description (often available on the web) and/or a syllabus for a course in question.

Graduates

In general, no more than half of the education courses required for a candidate's program plan may be transferred courses. Normally transferred field experiences are not accepted. The program has the right to not accept any transferred course that was not pre-approved by the faculty.

Age of Courses

In general education courses must be less than ten years to be used for the program. Exceptions may be made if candidates can substantiate that they have kept abreast through professional development or job duties. If a candidate's courses are less than ten years old and the candidate has no or minimal teaching experience, the program may require refresher courses or experience.

Grade Policy

Undergraduates

For purposes of the program (but not for the University), grades of transferred courses used to fulfill requirements will be incorporated into averages. The IUS grade point average only includes Indiana University courses. For example, if an English composition course is transferred into IUS a candidate's IU grade point does not include the grade for that transferred course. However, if the program uses the composition course as a substitute for an IUS composition course its grade would be used to determine if the candidate meets grade criteria for the Language Arts area.

If a course is repeated or an alternate approved course is substituted for a requirement, the higher grade is used for program purposes. However IUS uses all grades to compute a candidate's overall grade point averages.

Candidates may wish to take advantage of the grade replacement (i.e., substituting the most recent grade for a repeated course) or academic bankruptcy process (i.e., removing courses from record) to overcome certain types of grade deficiencies. Details about campus policies regarding grades are located in the IUS Academic Bulletin and on the Registrar's website <http://www.ius.edu/Registrar/GradePolicies.cfm#38>

Consult a program check sheet for specific grade requirements.

Graduates

Graduates are required to earn no less than a grade of B (or "satisfactory" for a courses graded satisfactory/fail) for every education course used for the program.

Criminal History and Sex Offenders Registry Check

Because children and youth with disabilities often exhibit poor judgment and are more vulnerable than the general population, it is important that the program faculty closely scrutinize IUS candidates.

Undergraduates

Candidates must have a cleared criminal history and sex offender cross-check before starting all special education field experience.

Graduates

Post-bac initial license and graduate level second license area candidates must also have a clear criminal history and sex offender registry cross-check. If not a full-time teacher, candidates in these program

options must pass the checks at the point of admission and then again if assigned to a classroom for a field experience.

Attendance & Learning Community

Candidates are expected to attend each class, be on time, and contribute positively to the learning community through active listening, completion of preparatory assignments and full participation in class activities. Opinions and reactions should be shared in a professional manner.

Attendance. "Class attendance is required. Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether missed assignments may be made up. A student who is absent from the final examination and who has a passing grade up to that time may be given a grade of I (Incomplete) at the discretion of the instructor. The student must contact the instructor within two weeks of the examination date to schedule a make-up examination. Failure to do so may result in a failing grade being awarded in the course." (IUS Bulletin)

Punctuality. Being on time for class is important for the candidate as well as classmates and the instructor. Each instructor develops her/his own policy regarding make-up work. Faculty members have the right to impose grade deductions or other penalties for tardiness.

Collegial Atmosphere. All class members are responsible for maintaining a positive learning environment. Candidates who are currently teaching are expected to model appropriate professional dispositions for undergraduate students. Faculty members understand that practitioners can have job related stress. However, the IUS classes should be a place for renewal and problem-solving, rather than self-perpetuating grouching and "awfullizing." Candidates experiencing overwhelming stress or needing a professional consultation should make an appointment with the instructor so an appropriate amount of attention can be devoted to the situation.

Lively exchange of information and divergent opinions can help everyone grow. Appropriate decorum includes:

- Honoring importance of peers' and the instructor's contributions and needs by listening, watching, and participating
- Expressing disagreement carefully and respectfully
- Self-monitoring participation level: not too much and not too little
- Refraining from excessive "side bars" that distract peers or instructor

Class members should keep the classroom neat, return furniture to its appropriate spot, and use the recycling bins. Cell phones MUST be silenced. Personal items such as backpacks should be stowed carefully so exits and aisles are safe for classmates and the instructor.

Guests in Class. Because classroom discussion and instruction may include sensitive information, candidates may not bring children, partners, or other guests to class. When outsiders are present the instructor as well as classmates may feel constrained and distracted. Guests may be unaware of confidentiality issues and misconstrue what is being heard and seen.

Program Assessment

Candidates in the Special Education program are continuously assessed once accepted into the School of Education. Multiple summative decision points (see below) are used to determine acceptance, continuance, and completion of the program. Program faculty base their decisions about candidates on information sources such as grades, scores on standardized tests, recommendations, portfolio projects and observations in classrooms.

Summative Decision Points

Location of Summative Decision Points in Each Option					
Undergraduate		Post-Bac Initial License		Graduate Level Second License	
1	Acceptance into teacher education	1	Acceptance into program	1	Acceptance into program
2	Continuance beyond general methods	2	Continuance beyond first field experience	2	Continuance beyond first field experience
2.5	Continuance beyond 1st spec ed practicum	3	Permission to enter last field experience	3	Coursework Completion
3	Continuance into student teaching	4	Coursework Completion		
4	Degree Completion				

Good Standing

To remain in good standing in the program, candidates must:

- a. Pass through each summative decision point without conditions, probation or denial,
- b. Obtain specified course grades (or averages in some cases), and
- c. Display acceptable professional dispositions between summative decision points.

Students who are not in good standing in the program may be required to repeat courses before proceeding and/or be placed on an Individualized Support & Success Plan under the guidance of one or more SOE faculty members.

Inadequate Teaching Performance in a Field Experience

If a candidate's performance (i.e., knowledge, skills or dispositions) in a field experience is significantly deficient, s/he may (a) be administratively withdrawn from the experience, (b) voluntarily withdraw from the experience, (c) have the assignment extended or changed or (d) receive an unsatisfactory grade. Students who voluntarily withdraw from the experience for any reason have the responsibility to (a) follow drop policies and procedures established by the campus and (b) inform their supervising teacher and IUS's Field Placement Office before doing so.

If a candidate reapplies, it is his/her responsibility to provide evidence that the difficulties have been addressed. The Special Education program is not required to provide or arrange remedial activities to candidates who voluntarily withdraw, are administratively removed, or do not pass the experience. Students may appeal official decisions regarding their student teaching performance through the appropriate due process procedures within the SOE. Contact the main office for a copy of the procedures.

Because expectations for candidates are greater at the end of field experience than at the beginning and greater for student teaching than a practicum, it is possible for a candidate to have an adequate midterm but not a final evaluation or to pass a practicum but not student teaching.

Except in extreme or unusual cases such as when a principal requests an immediate removal of a candidate, the following procedures are followed prior to the removal or suspension of a candidate in a field experience:

- a. The candidate is informed in writing whether her/his progress is satisfactory or unsatisfactory at no later than the mid-term time by the university supervisor. It is important that supervisors apprise students' of their progress or lack thereof. These evaluations will be shared with the classroom supervisor.
- b. The classroom supervisor should provide the student teacher with frequent corrective feedback and keep a record of those comments and when they were shared with the student teacher.
- c. If either supervisor has significant concerns about the IUS student's performance the other supervisor should be contacted immediately to discuss the matter and to determine if a conference with the student teacher is warranted. If a three-way conference is held, an action plan will be developed and copies given to the supervisors, the student teacher, and the Field Experience office. Actions could include additional support and assistance by the supervisors or other school or university staff.
- d. If removal from the experience or grade of "unsatisfactory" is likely, the university supervisor should arrange for a conference involving the classroom supervisor, university supervisor, the student teacher, and, if appropriate, IUS's coordinator of field experiences.
- e. This process does not apply to graduate candidates completing field work in their own classrooms.

NOTE: A student teacher that disagrees with being withdrawn, given another placement, the final grade or time extension may appeal the decision through the procedures established by the School of Education. Copies of the procedure are available through the School of Education main office. It is recommended that the appellant ask a member of the IUS faculty or professional staff to provide guidance with regard to procedures.

Individualized Support and Success Plan

When the progress of a candidate is in question, an Individualized Support and Success Plan may be necessary for the candidate to complete. These guidelines will be followed:

1. An ISSP may be initiated in response to concerns brought forth by any IUS faculty member or K-12 supervising teacher who teaches/supervises the candidate.
2. The faculty member(s) with the concern will meet with the coordinator of the special education program to determine the general nature of the concern and if there if an ISSP is needed.
3. The candidate will meet with the program coordinator and the instructor(s) who have concerns. The nature of the concerns will be presented to the candidate who will have an opportunity to discuss the matter.
4. Candidates may be continued with conditions, put on probation, or denied continuation in the program.
5. If an ISSP is warranted, the candidate completes a self-appraisal form (available from the coordinator).
6. Two members of the program faculty are assigned to develop and monitor the ISSP which is reviewed no less than once per semester.
7. Candidates who fail to make adequate progress on the ISSP may be continued with conditions, put on probation, or denied continuation in the program.
8. Candidates may appeal these program decisions through the SOE appeals procedure.

Student Conduct, Rights & Complaints

Students in the Special Education Program have the right to: (a) appeal a course grade; (b) appeal a program decision affecting their status or progress within the program (e.g., disposition evaluation, summative decision point, field placement); (c) appeal a decision made about a field experience; (d) seek a waiver or substitution for program requirements; and (e) file a complaint about treatment by faculty, staff or other IUS students. Specifics regarding those procedures can be obtained from the SOE main office.

Indiana University Southeast prohibits discrimination on the basis of age, color, disability, ethnicity, gender (including sexual harassment), marital status, national origin, race, religion, sexual orientation, or veteran status.

The Office of Equity and Diversity works to ensure compliance with federal, state, and local laws and with University equal employment opportunity and affirmative action policies. To achieve this, new Affirmative Action Complaint Procedure guidelines have been developed. Our new guidelines place a strong emphasis on resolving complaints informally in a fair, objective, prompt, and confidential manner. The guidelines also include provisions for formal hearings when appropriate. A copy of the Guidelines for Resolving and Investigating Complaints can be found in the Office of Equity and Diversity in the University Center on campus.

More information about expectations and rights related to conduct, complaints and rights can be found in the IUS Code of Student Rights, Responsibilities and Conduct Procedures
<http://www.ius.edu/StudentAffairs/>

Praxis I and II Tests

Candidates obtaining their first ever teaching license must pass the Praxis I (also called the Pre-Professional Skills Test or PPST) for acceptance into the program. Passing scores on the Praxis I are:

Math	175
Reading	176
Writing	172

These tests can be taken on campus in paper and pencil form or from a private company located in Louisville. More information about the tests can be found on the test company's website
<http://www.ets.org/praxis/index.html>

Passing one or more Praxis II tests is required for undergraduates, post-baccalaureate candidates, and candidates from Kentucky (unless Kentucky waives it due to teaching experience). In some cases no tests are required to add a second teaching area to an existing Indiana teaching license.



However, because Indiana and Kentucky periodically change these requirements candidates should seek regular advisement, particularly before signing up to take any exam.