

# SPECIAL EDUCATION FACULTY HANDBOOK

*Department of Educational Studies*

This Handbook contains information pertinent to the success of Faculty and Instructional Academic Staff who teach courses within the Special Education Program.

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Spring 2010



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*Department of Educational Studies*

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## General University Information

Use the links below to assist in your navigation of this information. You can also link to the University webpage <http://uwlax.edu> or the College of Liberal Studies webpage [www.uwlax.edu/cls](http://www.uwlax.edu/cls).

<a href="#">Leadership Structure</a>	<a href="#">Office of Human Resources</a>	<a href="#">Email</a>	<a href="#">Parking</a>
<a href="#">Protective Services</a>	<a href="#">Bookstore</a>	<a href="#">Murphy Library</a>	<a href="#">Cartwright Center</a>

### [Leadership Structure](#)

Title	Person holding position	
<b>College of Liberal Studies (CLS)</b> Dean CLS Program Assistant  235 Morris Hall	Dr. Ruthann Benson Carol Beard	785-8113
<b>School of Education</b> Director (acting) SOE Program Assistant 145 Main Hall	Dr. Marcie Wycoff-Horn Joey La Sarge	785-8134
<b>Office of Field Experience</b> Director (acting) Assistant Director (acting) Field Experience Program Assistant 145 Main Hall	Cindy Duley Bob Ratigan Laurie Magnusson	785-8736 785-8127 785-8126
<b>Department of Educational Studies (DES)</b> Chair (acting) DES Program Assistant 240B Morris Hall	Dr. (Rodney) Dan Duquette Alice Clark	785-8132
<b>Program Directors</b>  Master of Education-Professional Development (ME-PD) On-Campus (300B Morris Hall) Learning Communities (270 Morris Hall)  Master of Science in Education (MSE) Reading (300B Morris Hall) Special Education (300A Morris Hall)	Dr. Gary Willhite Dr. Patricia (Pat) Markos  Dr. Gary Willhite Dr. Carol Angell	785-8130 785-5087  785-8130 785-8135

**Office of Human Resources** (<http://www.uwlax.edu/hr>; 785-8013)

All employment issues are taken care of in Graff Main Hall, Human Resources Office, room 144. Your pay is negotiated in the department of hire and contracts are worked

out through the department and Human Resources Office. Benefits if applicable are also handled in the Human Resources Office.

**University Email** (Instruction Technology Support Services; 785-8774)

All faculty and Instructional Academic Instructional Staff (IAS) are provided with a university email account. Your email is comprised of a username and a stem (eight digits of last name.four digits of first [name@uwlax.edu](mailto:name@uwlax.edu)). The first password you are given is created by using the month and date of your birthday and the last four digits of your social security number. So if your birthday is January 5<sup>th</sup> your password would be something like: 0105XXXX. You should change your password periodically to a 'strong' password. This is a password made up of at least 8 characters including at least one capital letter and one punctuation mark. You can get email and other technology support at <http://www.uwlax.edu/itssupport/Services/email.htm>.

All official university notices will be posted to this account. It will be necessary for you to check this account regularly for this reason. Faculty should communicate with their students using the university email account system.

Faculty can retrieve university email from off-campus by accessing the UW-L homepage ([www.uwlax.edu](http://www.uwlax.edu)). Once on the homepage, click the "email" link at the top of the page. Click "ok" to entering the secure webpage. You should see a screen requesting access to WebOutlook. Enter: username in the top line and your password in the bottom line, click "log on". Be sure you enter the forward slash after eagle in the first line. This username and password is the same for your AERIE system that you access for other student information and course information.

All faculty and Instructional Academic Staff are to contact students using their UW-L email accounts. You can retrieve all student emails through the university address book within the Web Outlook email software and through the AERIE system. (More on the AERIE System later in this handbook.)

**Parking** (<http://www.uwlax.edu/parking/>)

Parking is available in designated commuter parking lots and on the streets surrounding the university. See <http://www.uwlax.edu/map/index.html> for parking areas. Lot 10 is the parking lot closest to Morris Hall. It is located through the alley across 16<sup>th</sup> Street.

Permits

Parking permits can be purchased in different time increments, including single semester, academic year, full year (two semesters + summer), and nights-only basis. A single day per week permit can also be purchased for a reduced fee. Parking lots are regulated by University Protective Services. Permits are purchased at the Protective Services Building or online at the webpage above.

### Street Parking

Parking on the street is at a first come-first serve basis. Be sure to check whether you park in a 2-hour zone or unlimited parking area. Generally unlimited parking is located about two or more blocks from Morris Hall. Street parking is regulated by the City of La Crosse.

### **Protective Services** (University Police) (<http://www.uwlax.edu/protserv/>)

Protective Services is the campus security office on campus. This office is comprised of University Police, Parking Office, and Telephone Services. In non-emergency situations you can call University Police at 789-9000. If a medical emergency or other major emergency presents itself use the 911 system. From a campus phone you must **dial 8-911** to reach the La Crosse County dispatcher.

University Police can be called if you have locked yourself out of a faculty office after regular business hours. Note: you will need to present photo identification before they will open locked areas. If you are leaving the building at night and would like a safety escort you can call the University Police at 789-9000.

If you observe suspicious activity you are asked to report it immediately to the evening custodian in room 150 Morris Hall or University Police 789-9000.

Lost and found is handled by each university building. The Lost & Found for Morris Hall is kept in room 235 (College of Liberal Studies Office). It is best to report your lost item to the building custodian and the building managers.

Day Time Custodian: Jeff, room 150 Morris Hall

Evening Custodian: Vince Caccicpaglio, room 150 Morris Hall

DES Program Assistant: Alice Clark, room 240B Morris Hall 785-8132

### **University Bookstore** (<http://www.uwlax.edu/Bookstore/>)

#### Textbook Rental

Undergraduate Textbooks: The university uses a textbook rental system for all undergraduate courses. This means that textbooks are ordered by the department and housed in the Textbook Rental area of the bookstore for undergraduate students to borrow over the course of the semester. Textbooks are ordered through the Department office. Bookstore hours are generally during the business day. Extended Bookstore hours are held during the first week of the semester.

Students must have a current list of semester classes in order to check out books. Students must return their books by the end of finals week or their university accounts are billed for the books checked out.

## Bookstore

Graduate Textbooks: Graduate students must purchase all of their textbooks. This means that instructors must have books ordered through the Department prior to the beginning of each semester. Graduate students may choose to purchase their textbooks from other online sources if they have the correct textbook information.

Other Purchase Materials: The University Bookstore also has a purchase area that holds textbooks whose purchase prices is \$35.00 or less, course packet materials, and other course materials that students are required to purchase for class.

Faculty can choose to have students purchase packets of pre-copied handouts for courses, providing all copyright laws are followed. Information on copyright laws can be found at <http://www.copyright.gov>.

### **Murphy Library** (<http://www.uwlax.edu/murphylibrary>)

Electronic research can be completed from the Murphy Library webpage. Electronic journals and a comprehensive holdings list is available. Materials can be requested from interlibrary loan. Interlibrary loan may take as much as two weeks to receive the materials. Murphy Library also has curriculum materials, children's literature, and video/media materials to lend. All instructors can check library materials out using their Faculty ID Card. Instructors can put materials on hold for students to use while at the library. Some faculty will use this feature if there are limited copies of materials.

### **Cartwright Center** (<http://www.uwlax.edu/map/cartctr.html>)

Cartwright Center is a social center for UW-L students and faculty.

University Bookstore: located in the Lower Level. See previous Book Store section.

Food Court: located on the Mosinee Level. Food can be purchased for cash or food plan. A wide variety of foods and coffees can be purchased.

Meeting rooms: Cartwright Center also serves as a mini-convention center with multiple meeting rooms fitting approximately ten to hundreds of participants. Many all-university, all-college, or School of Education events/meetings are held here.

## Department of Educational Studies (DES) Information

Use the links below to assist in your navigation of this information. You can link to the Department's webpage at: <http://uwlax.edu/des>

<a href="#"><u>General Department Information</u></a>		
<a href="#"><u>Office Space &amp; Keys</u></a>		<a href="#"><u>Xerox Copies</u></a>
<a href="#"><u>Mailboxes/US Mail/Fax Machine</u></a>	<a href="#"><u>Office Supplies</u></a>	<a href="#"><u>Morris Hall</u></a>
<a href="#"><u>Travel Reimbursement</u></a>	<a href="#"><u>Faculty Promotion, Retention, Tenure Reviews</u></a>	<a href="#"><u>IAS Annual Reviews &amp; Career Progression</u></a>
<a href="#"><u>Course Preparation</u></a>		
<a href="#"><u>Syllabus Construction</u></a>	<a href="#"><u>Class Scheduling</u></a> (holidays, special days)	<a href="#"><u>Teaching Evaluations</u></a>
<a href="#"><u>Textbooks &amp; Course Reading Packets</u></a>	<a href="#"><u>Canceling Classes</u></a>	<a href="#"><u>Registration Forms</u></a> (Overrides & Add-Drop Forms)
<a href="#"><u>Desire2Learn (D2L)</u></a>	<a href="#"><u>Field Trips</u></a>	
<a href="#"><u>WINGS System</u></a>		
<a href="#"><u>Self-Service Screens</u></a>	<a href="#"><u>Advisee List Screen</u></a>	<a href="#"><u>Incomplete Grade Forms</u></a>
<a href="#"><u>Class List Screen</u></a>	<a href="#"><u>Grade Submission Screen</u></a>	<a href="#"><u>Change of Grade Forms</u></a>
<a href="#"><u>Student Appeals Process</u></a>		<a href="#"><u>Referral to TCPR</u></a> (Notice of Concern & Automatic Referrals)

### **General Departmental Information:**

#### Office Space & Keys:

Keys are distributed at the discretion of the Department of Educational Studies. Requests for access to locked areas can be made to the DES Chair. Instructional Academic Staff provided with university office space typically share space with another IAS. If assigned office space, you receive a key that opens the office door and suite door, if applicable, and a building key. Building keys allow you entrance into the building at any time, including weekends, and most instructional classrooms. Keys are the responsibility of the instructor and are not to be given to students for any reason.

#### Xerox copies:

Copies for classes can be made by the DES student worker or by yourself in room 240A Morris Hall. This room door is always kept locked. Your building key opens this door. If you

do not have a building key, a key can be retrieved from the DES Program Assistant in room 240B.

Each instructor is assigned an individual copy card with a copy allowance pre-programmed onto the card. Once in the copy room, the copy machine is operated by swiping the plastic copy card 'key' into the small box on top of the copy machine. When finished with your copies, press the "done" button on the machine.

#### Mailboxes/U.S. Mail/Fax Machine:

All faculty and instructional academic staff are assigned a mailbox in room 215B Morris Hall. Mailboxes are grouped by graduate assistants and faculty at the far end of the room, with short-term instructional academic staff grouped closest to the door. Please check this mailbox at least weekly as departmental notices are placed here as well as students may use this as a place to exchange materials with you if you do not use or have office space.

U.S. mail services are available should you need them for university business. Pre-stamped items may be placed in the sack at the end of the mailboxes in room 215B Morris Hall. Items requiring postage must be given to the Department Program Assistant in room 240B Morris Hall. Any U.S. Mail that arrives at the university for you will be placed in you assigned mailbox in room 215B Morris Hall.

Fax machine use is available in the DES office across area room 240D Morris Hall. Ask the DES Program Assistance in operating the machine.

#### Office Supplies:

All office supplies are kept in the DES office, room 240D Morris Hall. Check with the DES Program Assistant for any materials you need for your instruction, including pens, pencils, computer paper & ink, markers, paper clips, etc.

#### **Morris Hall**

Most classes are scheduled to meet in Thomas Morris Hall (Morris Hall)(TMH). Morris Hall has several classrooms located on each of the three floors in the building. Technology carts are permanently located in most classrooms. Rooms without a permanent cart may be served with a rolling cart. Low technology rooms generally have an overhead projector and TV/VCR that stay in the room. Contact the DES Program Assistant regarding instructional size of your room or equipment needs and making room reservations (other than your assigned room for your class).

Rooms with Permanent Technology Carts	Rooms with Rolling Technology Carts to Check Out	Low Technology Rooms
125                    360 165                    370 305 (Science room) 330 360	175 355	230 355 (Reading Center) 105 (Early Childhood Center)

Morris Hall is assigned two full-time custodians. Jeff primarily works during the day, and Vince works nights. These individuals can assist with access to classrooms and your faculty office. If either of them do not know you as an instructor, you may need to introduce yourself at the beginning of the semester. They will not unlock doors for students without your direct permission.

Travel Reimbursement:

Faculty who travel to conferences may request reimbursement. The amount of reimbursement depends on whether you present or fulfill a professional duty at the conference and the amount of monetary support the Department has within its budget. Pre-approval must be received before travel will be considered for reimbursement. Department and College travel forms can be attained from the Department ADA. Electronic expense report forms can be found at <http://www.uwlax.edu/budgetandfinance/travel/>.

Promotion, Retention, Tenure:

Retention & Tenure: Department ranked (tenured and tenure-track) faculty must participate in a regular review cycle. Probationary (tenure-track) faculty review procedures can be found in the DES Handbook.

Promotion: Ranked faculty may also be promoted from Assistant to Associate Professor and from Associate to Full Professor. Guidelines for this process can be found in the DES By-laws, DES Handbook and in the Joint Promotion and Tenure Committee ([http://www.uwlax.edu/hr/current/Unclassified/JPC\\_Guidelines\\_Spring\\_2008.htm](http://www.uwlax.edu/hr/current/Unclassified/JPC_Guidelines_Spring_2008.htm)).

Academic Staff Reviews:

Annual Reviews: Academic Staff are required to have an annual review based on their contract &/or position description. See the DES Handbook for procedures.

Career Progression: Academic Staff may choose to advance through Career Progression. See the DES Handbook and [http://www.uwlax.edu/hr/current/career\\_development.htm](http://www.uwlax.edu/hr/current/career_development.htm) for procedures.

**Course preparation:**

Syllabus construction: All sections of courses MUST have a syllabus. Generally there is a syllabus on file from previous semesters that you may use as a guide. Use the [DES Syllabus Template](#) for desired headings.

Textbooks: UW-L has a textbook rental system. All undergraduate students pay a rental fee to borrow books of value over \$35.00. Students must produce a current schedule of classes prior to being allowed to rent textbooks. All students must purchase books with a value higher than \$35.00. Graduate students must purchase all textbooks required for classes. Textbooks are ordered through the Department. Generally the Program Director supplies the DES Program Assistant with a listing of textbooks to be used within SPE classes. If you would like a different textbook you may consult with the SPE Program Director.

Course packets: Some instructors know that they will be having handouts for class. If this is prior to the semester, a course packet can be copied and placed in the University Bookstore for purchase.

Desire2Learn (D2L): D2L is the University online course management software. All instructors are urged to post all class handouts on the D2L site for students to download for class instead of making copies through the Department copy machine. D2L can also be used to turn in assignments and provide electronic feedback. D2L also has an electronic grading feature and online discussion capabilities. All courses within the Department should have a D2L site. To order a D2L site for your course go to <https://secure.uwlax.edu/surveys/TakeSurvey.aspx?SurveyID=944I57I>. D2L sites are available generally within a week of the request.

Class Scheduling—holidays, special days:

Each semester is 14 weeks in length with a 15<sup>th</sup> period for a final examination. Courses meet 55 minutes for each credit assigned. Therefore, a 1-credit course meets for one 55-minute period each week; a 2-credit course meets for 110 minutes each week; and a 3-credit course meets for 165 minutes each week. Courses may meet one time each week or multiple days each week. Check the searchable timetable (<http://www.uwlax.edu/records/timetable/>) to see the number of credits and the day(s) of the week you are expected to meet with students. When creating your syllabus, be sure to check for any holidays that may fall during your class session. You can link to the academic calendar at [http://www.uwlax.edu/provost/pvchome/acad\\_cal.htm](http://www.uwlax.edu/provost/pvchome/acad_cal.htm).

A couple of scheduling snafus are:

- 1) Fall semester: the week of Thanksgiving changes: Monday stays the same; Tuesday has Thursday classes; and Wednesday has Friday classes. During Thanksgiving week, Tuesday and Wednesday classes do not meet.
- 2) Spring semester: the spring break is always schedule for the Week including March 17 or St. Patrick's Day.
- 3) Final Examinations: Final examinations do NOT follow the regular course schedule times. You can access the final examination schedule at <http://www.uwlax.edu/records/FINAL%20EXAM%20SCHDULE.htm>.

Canceling class:

If bad weather occurs (snow storm) the University may cancel classes. This would be announced on the local radio stations (Z93) or television stations (WXOW News Channel 9 on channel 19 of Charter Cable). Instructors may also have the need to cancel a class due to sickness or other reason. This is something that should not be done without thought. If you must cancel a class, contact the DES Program Assistant as soon as possible. She will post a sign by the door. Instructors are also encouraged to email their students as soon as possible. Instructors may send a mass email via the D2L "classlist" feature.

Field trips:

Instructors may take students out of the University classroom to expand and extend student learning. Please check with the DES Program Assistant for any forms required BEFORE you leave campus.

Teaching Evaluations:

All instructors MUST distribute the Student Evaluation Inventory (SEI) assessment tool. This is a questionnaire used by all University faculty. The DES Program Assistant prepares a packet of surveys and scantron sheets for each section of class scheduled in the department. Plan to have another faculty member distribute these evaluations in the last two weeks of your class. Instructors are highly encouraged to use other forms of instructional self-assessment. SEI scores are used to make recommendations regarding your retention/re-hire.

All instructors are highly encouraged to complete informal student evaluations in addition to the formal SEI evaluation required by the Department. See the SPE Program Director for informal student evaluation ideas and samples.

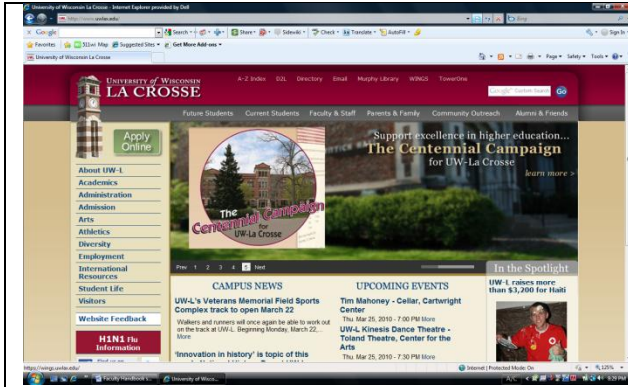
Registration Forms:

Overrides: Students may ask instructors for overrides into classes. This generally happens for one of two reasons: 1) class is full to its designated capacity (generally 20 undergraduate students, 10 graduate students) or 2) the student does not meet the prerequisites set for the course. Instructors have the final say on whether students are signed into a course section, especially when the course is full. It is NOT recommended to override a student into a course without having the appropriate prerequisites met. Forms can be obtained from the DES Program Assistant.

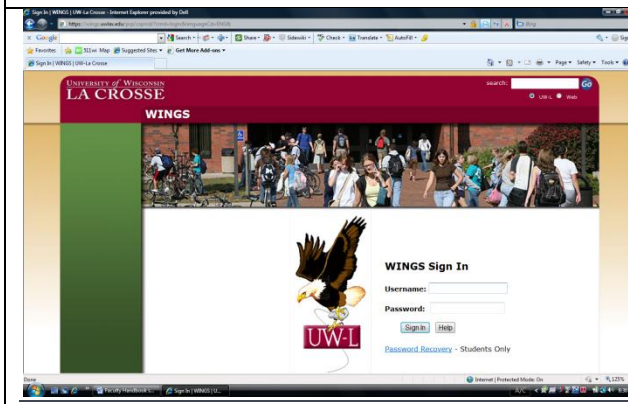
Add-drop forms: Add-Drop Forms are used after the first week of classes when a student wants to drop a class and pick up another. This form is rarely used as most registration is now done by students electronically on the WINGS system. Add-Drop forms can be obtained from the DES Program Assistant.

WINGS System:

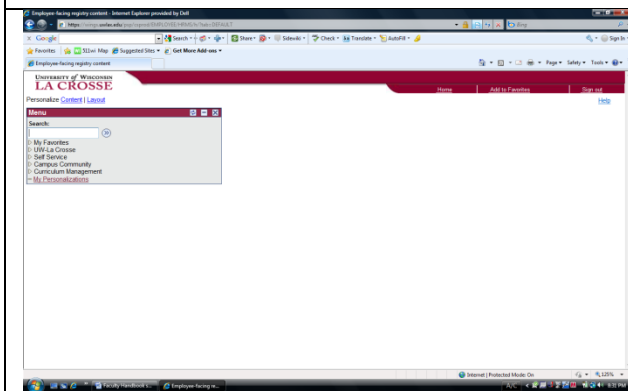
The WINGS system is the electronic software system that manages all student information and instructor course information for the University. Grades are also submitted through the WINGS System software.



The WINGS system can be accessed through the UWL homepage ([www.uwlax.edu](http://www.uwlax.edu)). [click “WINGS” link at the top right corner of the University homepage].



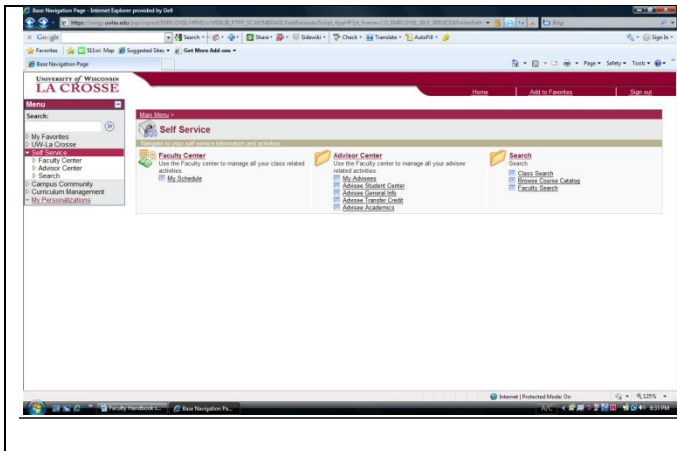
To access the WINGS system, enter your username (email name) and password (email password).



Once in the system click on the “Self Service” link in the far left menu.

Self Service Screens:

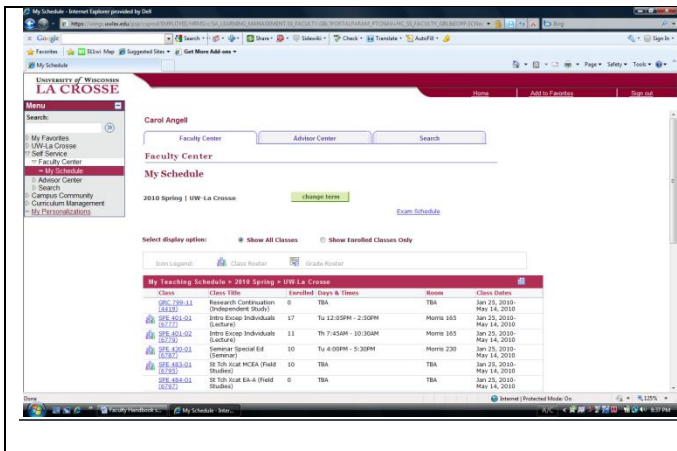
This set of screens will provide all course information including course number, course title, credit number, when the course is offered, where the course is offered, and the enrollment. Note that most special education courses are “slash” courses. This means that an undergraduate and graduate section of the same/similar course is scheduled simultaneously. When figuring the total number of students, you must add the undergraduate section total and the graduate section total.



Once in the Self Service screen [click the “My Schedule” link. If that link does not appear, click “Faculty Center” then click “My Schedule”.

Class List Screen:

Enter the “Faculty Center” and “My Schedule” pages as described above.

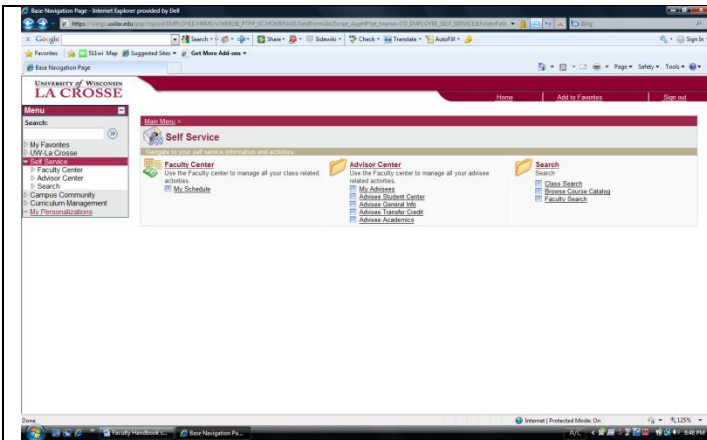


This screen will allow you to access courses you are assigned to teach. Be sure the correct term is selected. Most of the course information can be seen on this screen.

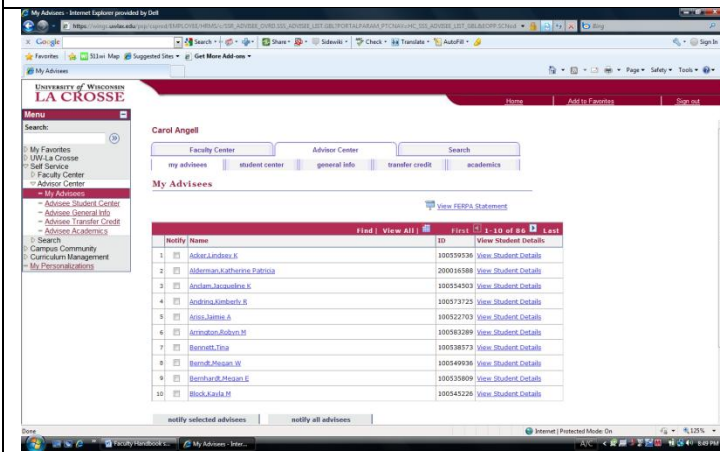
1. Click the course number to see enrollment specifics, credits, location of each course, and course description.
2. Click the “three people” icon to access the **course class list** (for that section only)

Information on the class list screen can be copied and pasted into an Xcel document for grade book purposes. Mass emails or individuals may be sent from the class list screen by checking the box in front of each student. Use the “select all” feature at the bottom to check all boxes simultaneously.

Advisee List Screen:

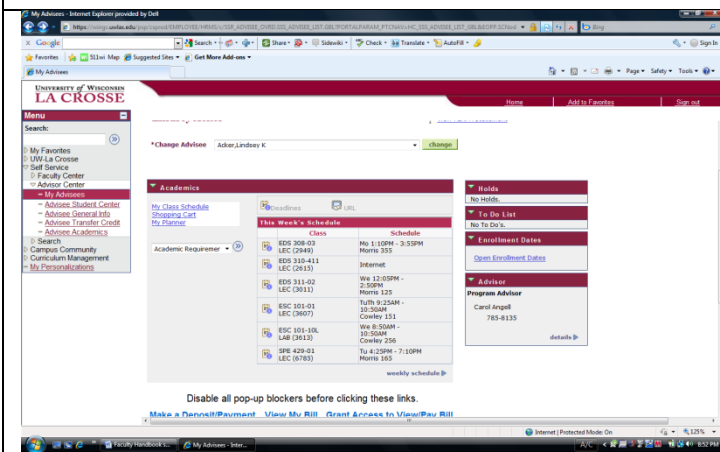


Once in the Self Service screen [click the “My Advisees” link.



This screen will allow you to access student information for students assigned to you as advisees.

Click the “view student details” link to access all individual student information including their current semester schedule, unofficial transcript, and advising report.



To find the Advising Report and the unofficial transcript for a student use the drop down menu on the far left of the center box

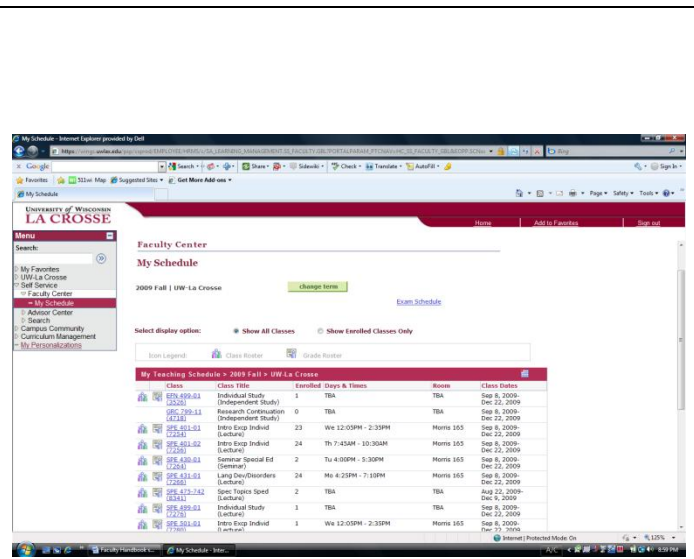
To add or remove a service indicator (registration stop) for a student, click the “general info” tab at the top of the screen.

**Grading Procedures:**

Grade Submission Screen:

All grade submissions are submitted electronically through the WINGS system. Grade screens are opened toward the end of each semester and closed promptly at the close of the semester. Generally an email is sent to all instructors specifying the time window in which grades can be entered. If you do not enter grades within the time window allowed, you will need to file a Change of Grade Form for EACH student. Final grade possibilities (A, AB, B, BC, C, D, F, and I) are listed for you to click on the grade desired. A student receiving an incomplete (I) grade must also have an [Incomplete Grade Form](#) turned in to the DES Program Assistant at the time of grade submission.

To access the Grade Submission page, click the “teacher & chalkboard” link next to the “three people” class list icon to the left of the course number. This is only accessible within the grading window allowed for each semester.



Once in the Grade Submission window, the instructor clicks on the grade intended to be assigned for each individual student from the drop down menu.

Once grades are entered it is VERY important that you go back to the top of the screen and “save”.

[Grade submission screen will be added soon. ☺]

**Submitting Grades:**

Grades may only be submitted after ALL grades have been entered (1 grade for each student).

1. Once all grades have been selected, choose “ready for review” in the Grade Action Status drop down menu and click “save”.
2. After reviewing the grades, return to the Action Status box and choose “approved” from the drop down menu and click “save”.

Your grades have now been submitted to the University.

**Changing Grades:**

You may change grades anytime during the grade submission window. After the window is closed, grades may be changed using the Grade Change Form.

**General Grading Information:**

Most SPE courses are letter graded. Clinical & Student Teaching Seminar are considered Pass/Fail courses and only allows you to assign a “P” or “F”.

**Incomplete Grade Forms:**

Candidates may request an incomplete grade. These are to be granted only for candidates that have a true need for extending the time for completing their course responsibilities. Appropriate situations may include a death in the family, major medical issue, etc. Completed INC forms, documenting a list of assignments to be completed and a completion date, must be submitted to the DES Program Assistant when filing grades for the semester. Forms can be obtained from the DES Program Assistant. It is the responsibility of the instructor to monitor the completion of the INC grade AND change the grade once the incomplete material is turned in and graded.

**Change of Grade Forms:**

Change of Grade Forms will need to be used in two situations. The first is after a candidate has completed course requirements following the submission of a final grade of “INC” (incomplete grade). The second situation is after the electronic grading window has closed. If an instructor has missed the electronic grading window, all unassigned candidate grades are automatically recorded as a grade of “F”. An instructor has the authority to change a final grade they have submitted or that has been automatically recorded. Change of Grade Forms can be obtained from the DES Program Assistant. Completed forms are returned the DES Program Assistant for DES Chair and CLS Dean signature.

**Student Appeals Process**

**Undergraduate Student Appeals:**

Undergraduate students have the right to appeal final grades. The undergraduate student appeals process is outlined in the Department Handbook. Typical first step of a final course grade appeal is for the student to speak directly to the instructor. If the student is not

satisfied with the outcome of that conversation, the student may appeal to the Department Appeals Committee. This is a more formal process in which the student prepares materials to describe his/her case for the committee to consider. The committee cannot change an instructor's grade. The Appeals Committee, after hearing the student's case, may request the instructor reconsider the student's grade. Undergraduate students who remain unsatisfied with the committee's decision may initiate the university appeals through the Office of Student Life.

#### Graduate Student Appeals:

Graduate students have the right to appeal a final course grade and dismissal from University Graduate Studies. The graduate student appeals process is outlined in the Department Handbook. Final course grade appeal process is similar to the undergraduate student process, first beginning with communication between the student and instructor and appeal to the Department Appeals Committee. Graduate students who remain unsatisfied with the committee's decision may appeal to the Graduate Council as the last stop in the appeals process.

Graduate students may be dismissed from University Graduate Studies if they receive a final course grade of D or F and/or a cumulative grade point average (CGPA) lower than 3.0 on a 4.0 scale. When either of these situations arise, the student receives a letter regarding their dismissal from the College of Liberal Studies Dean's Office.

In the case of a D or F grade, graduate students may appeal to the course instructor to reconsider the course grade as described above or appeal to the SPE Program Director to support their stay in the program on probation with a remedial plan. If the SPE Program Director does not support the student continuing in the program, the graduate student may appeal to the Graduate Council. An instructor's grade cannot be changed by the SPE Program Director or Graduate Council. Specific procedures for final course grade appeal can be found in the Department Handbook.

In the case of a CGPA lower than 3.0, graduate students may appeal to the SPE Program Director for support to remain in the program on probation with a remedial plan. If the SPE Program Director does not support the student continuing in the program, the graduate student may appeal to the Graduate Council. Specific procedures for CGPA appeal can be found in the Department Handbook.

#### **Referral to Teacher Candidate Progress Review (TCPR) Committee**

Teacher education candidates may be referred to the Teacher Candidate Progress Review (TCPR) Committee when a candidate displays behaviors (academic or dispositions) that are not supportive of the candidate's success in the teacher education program. All faculty and Instructional Academic Staff (IAS) are encouraged to refer all candidates displaying unprofessional behavior or not working academically to the necessary level. Faculty and IAS may file a Notice of Concern or an Automatic TCPR referral. (See <http://www.uwlax.edu/soe/students/tcpr/index.html> for a more thorough description of the criteria warranting a TCPR referral). Teacher education candidates with at least two (2) Notices of Concern must go before the TCPR Committee. Teacher education candidates must

go before the TCPR Committee with one Automatic Referral filed. After meeting with the TCPR Committee, the candidate may be required to create an action/remedial plan to address the issues raised with the referral. The TCPR Committee may dismiss candidates from the Teacher Education Program. (See <http://www.uwlax.edu/soe/facultystaff/tcp/index.html> for TCPR referral forms.)

## Special Education (SPE) Program Information

Use the links below to assist in your navigation of this information. You can link to the Special Education Program's webpage at: <http://uwlax.edu/des/specialed>.

<a href="#">SPE Faculty</a>		<a href="#">Instructional Academic Staff (IAS)</a>
<a href="#">Program Overview</a>	<a href="#">Licensure Recommendation</a>	<a href="#">Program Tracks &amp; Developmental Ranges</a>
<a href="#">Field Experience</a>	<a href="#">Portfolio</a>	<a href="#">Instructional Resources</a>

**SPE Faculty:** A comprehensive listing of DES faculty can be found at [www.uwlax.edu/des](http://www.uwlax.edu/des).

Faculty Member	Contact Information
Carol Angell, Ph.D. Director, Graduate Special Education Program	608-785-8135 <a href="mailto:angell.caro@uwlax.edu">angell.caro@uwlax.edu</a>
Mary Pearson, Ed.D.	608-785- <a href="mailto:pearson.mary@uwlax.edu">pearson.mary@uwlax.edu</a>
Vacant Position	608-785-

### Instructional Academic Staff (IAS):

Instructional Academic Staff Member	Contact Information
Every, Jody Special Education Teacher Logan Middle School	608-782-4265 608-792-9645 (cell) 608-789-7753 (school)
Fenton, Greg Special Educator Logan Middle School	608-789-7753
Heitpas, Diane Catholic Charities	608-
Kruse, Monica Special Educator (retired) Field Experience Supervisor UW-La Crosse	608-783-6206 (home) <a href="mailto:krumoni23@yahoo.com">krumoni23@yahoo.com</a>
Lee, Kevin Special Educator Onalaska High School	608.386.5965 (cell) 608-783-4561 (school)
Markos, Deb Assistant Principal Logan High School	608.385.9871 (cell) 608-789-7702 (school)
Schrott, John Special Educator (retired) Field Experience Supervisor UW-La Crosse	507-895-4312 (home) 608-406-1119 (cell) <a href="mailto:schrott.john@uwlax.edu">schrott.john@uwlax.edu</a> <a href="mailto:schri@acegroup.cc">schri@acegroup.cc</a>
Valiquette, Lynne Special Educator (retired) Field Experience Supervisor UW-La Crosse	608-526-4339 (home) <a href="mailto:lvaliquette@centurytel.net">lvaliquette@centurytel.net</a>
Vick, Jackie Educational District, MN	507-724-9981 507-429-5018

**SPE Program Overview:** ([www.uwlax.edu/des/specialed](http://www.uwlax.edu/des/specialed)):

The Special Education Program prepares Teacher Education Candidates to teach PK-12 students who are identified as needing special education services. This is a Cross-Categorical Special Education certification. The certification course sequence is made up of fall-only and spring-only courses, with a few exceptions. Undergraduate and graduate candidates are taught simultaneously in “slash” courses. Undergraduate and graduate certification course sequences are almost identical. Graduate students take an additional law course (SPE 715 Special Education and the Law). Links below connect with required courses for each program level. Links below show course work lists contained in the Appendices of this handbook.

- [Undergraduate minor certification courses](#)
- [Graduate certification courses without statutory licensure requirements](#)

All candidates must be admitted to a DES Teacher Education Program. Links below provide information regarding each level of admission.

- [Undergraduate Teacher Education Candidate Admission Requirements](http://www.uwlax.edu/soe/student/admissions/desadmissions.html)  
([www.uwlax.edu/soe/student/admissions/desadmissions.html](http://www.uwlax.edu/soe/student/admissions/desadmissions.html))
- [Graduate Teacher Education Candidate Admission Requirements](http://www.uwlax.edu/des/specialed/application.html)  
([www.uwlax.edu/des/specialed/application.html](http://www.uwlax.edu/des/specialed/application.html))

**Licensure Recommendation:**

SPE candidates earn UW-L recommendation for a Cross-Categorical Special Education (#801) licensure. Only the Wisconsin Department of Public Instruction (DPI) can award a teaching license.

**All** certification courses must be completed prior to student teaching. Candidates are also responsible for passing both Praxis examinations {Pre-Professional Skills Test—PPST and Praxis II Middle School Content Test (#0146)] **and** completing an electronic portfolio.

Graduate students may earn a Master of Science in Education (MSE) degree in special education. Those students earning an initial teacher education certification **MUST** complete the Master’s degree requirements along with certification requirements. Candidates holding a valid Wisconsin Teaching license or provide evidence of eligibility may choose to ‘add-on’ certification with or without a Master’s degree. See certification program tracks below:

**Program tracks:**

SPE candidates can earn license in one of four program tracks.

1. undergraduate certification minor
2. graduate initial certification w/ Master’s degree
3. graduate add-on certification w/ Master’s degree
4. graduate add-on certification w/o Master’s degree

**Undergraduate candidates** complete a minor in special education and a major in Middle-Childhood-Early Adolescence (MC-EA) or Early Adolescence-Adolescence (EA-A) education.

**Graduate candidates** complete certification requirements in either an 'initial' certification with Master's degree or 'add-on' certification with Master's degree optional program track at the same developmental range options as undergraduate candidates.

**Developmental ranges:**

1. Middle Childhood-Early Adolescence (ages 6-13years)
2. Early Adolescence-Adolescence (ages 11-21 years)

**Field Experiences:**

All candidates have at least one field experience. This experience is attached to the SPE 416/516 Introduction to Cross-Categorical Special Education course. Some graduate candidates may have this experience waived by the SPE Graduate Program Director.

All candidates complete an 18-week student teaching experience in an inclusive public school setting. Some graduate candidates student teach "on the job," but only if they currently teach on an emergency license and their setting meets program approved requirements.

**Portfolio:** (<http://www.uwlax.edu/des/desportfolio.html>)

All candidates must complete an electronic evaluation portfolio. Portfolios are designed to show growth and development of the Wisconsin Teacher Educator Standards (WTES). The Council for Exceptional Children (CEC) Professional Standards are cited throughout course syllabi and attainment is shown through course completion. Information regarding the portfolio can be found at the Special Education Program website ([www.uwlax.edu/des/specialed](http://www.uwlax.edu/des/specialed)) and Department website ([www.uwlax.edu/des/desportfolio](http://www.uwlax.edu/des/desportfolio)).

- [Wisconsin Teacher Educator Standards \(WTES\)](#)
- Council for Exceptional Children (CEC) Professional Standards
  - [General Cross-Categorical Standards](#)
  - [Cognitive Disability Standards](#)
  - [Emotional/Behavior Disability Standards](#)
  - [Specific Learning Disability Standards](#)

**Undergraduate Portfolio:**

Undergraduate candidates complete the pre-student teaching electronic portfolio requirement during the two field experiences for their major course of study. Candidates also complete the student teaching portfolio requirements during each of their student teaching semesters. Candidates show attainment and growth in the WTES standards through the completion of rationale statements connected to artifacts completed within coursework. See [www.uwlax.edu/des/desportfolio](http://www.uwlax.edu/des/desportfolio) for rationale formats and evaluation rubrics.

Graduate Portfolio:

SPE Pre-Student Teaching Portfolio Benchmark: Candidates show standard attainment by writing rationale statements for all ten WTES during SPE 546/547 using a [rationale statement template](#). Candidates choose at least one accompanying artifact to show evidence of attainment and/or growth for each standard selected; candidates may choose more than one artifact per rationale statement. Candidates may use artifacts as evidence for more than one rationale statement to show growth and development of multiple standards. Course instructors assess rationale statements using the [Reflective Practice Rubric](#).

SPE Student Teaching Portfolio Benchmark: Candidates show growth and development in all ten WTES standards during the student teaching semester using a single [rationale statement](#) focused on a unit of study created and taught within the student teaching semester. Student teaching seminar instructors (SPE 530/786) use the [Reflective Practice Rubric](#) to assess this rationale statement.

**Special Education instructors are responsible to read rationale statements for artifacts that come from classes they teach.** Each SPE certification course has at least one artifact that relates directly to CEC/WTES standard(s). (See [Course by Standard Matrix](#) for standards required within each course.) Instructors assess the rationale statement and sign-off on the Reflective Practice Rubric when the candidate has concisely written a rationale statement showing the candidate's understanding of what the standard means, showing an analysis of the standard and creation of artifact, and demonstrating the candidate's proficiency in the knowledge and skills of the chosen standard. Rationale statement requirements can be found at the portfolio webpage [www.uwlax.edu/des/desportfolio](http://www.uwlax.edu/des/desportfolio).

**Instructional Resources:**

The Department of Education Studies—Special Education Program has a limited amount of resources. Below is a current listing.

Videos available include: (They are currently kept in the Program Director's office; 300A Morris Hall. You can email [angell.caro@uwlax.edu](mailto:angell.caro@uwlax.edu) to borrow them.)

1. Educating Peter – HBO
2. Graduating Peter – HBO
3. When the Chips are Down – Richard Lavoie
4. Last One Picked, First One Picked On – Richard Lavoie
5. How Difficult Can this Be?: The F.A.T. City Workshop – Richard Lavoie
6. Power of 2 – Marilyn Friend
7. Understanding the System and the New Law: Revised (IDEA, 2004)

Assessment materials are available for the SPE 452/552 class and other courses that choose to use them. All standardized assessment materials are kept in locked storage areas. Request assessment materials from the Program Director. (LIST BEING ACCUMULATED)

Paper format—APA All graduate papers should be requiring APA (American Psychological Association) formatting. The most current edition is the 5<sup>th</sup> edition. There are copies in the reference collection at Murphy Library. This format is used throughout the education field and is most widely used in published professional journals.

## Appendices

### DES SYLLABUS TEMPLATE

Include the following on all syllabi for Professional Education Program courses.

1. Course Demographics:

- Course title/number
- Section
- Credits
- Semester/year

2. Course Description: (could be taken from LX form or course catalog)

3. Objectives of the Course:

4. Outline of Topics:

5. Course Products/Activities:

- standards addressed and assessed
- conceptual framework addressed and assessed

Competencies for framework at <http://www.uwlax.edu/soe/students/cf.html>

## Course by Required Course Matrix

with Potential Artifacts

SPE Course	CEC Professional Standard	Example Artifacts
416/516 715	1. Foundations	Timeline, parents rights brochure
416/516	2. Characteristics	Resource guide, pamphlets
429/529	3. Diverse Learners	Modification/accommodations made to lesson plans
446/447 546/547	4. Strategies	Lesson/unit plans, IEP
424/524	5. Environment	FBA/BIP, inclusive environment analysis
431/531	6. Language	Language observations analysis, technology within lesson plan
446/447 546/547	7. Planning	Lesson/unit plan, BIP, IEP, transition plan
452/552	8. Assessment	Case study evaluation report, assessment analysis
483/583 483/583 783/784	9. Reflective Professionalism	Professional organization activity, professional development experiences, PDP's
440/540	10. Collaboration	Transition analysis plan, IEP, lesson plan

## Cross-Categorical Special Education

# Undergraduate Course Sequence

Fall Course Offerings	Spring Course Offerings
SPE 416 Introduction to Cross-Categorical Sp. Educ. SPE 461 Clinical in Special Education SPE 431 Language Development and Disorders SPE 452 Individual Educational Assessment	SPE 429 Inclusive Strategies for the Classroom SPE 440 Collab.& Transition: From School to Community SPE 446/447 Methods in Cross-Categorical Special Education: MC-EA/EA-A
SPE 424 Classroom Mgmt & Positive Behavior Practices	

*Candidates seeking certification in Special Education are highly encouraged to begin SPE course work in the fall semester.*

Special Education Course Sequence	
<b><u>Fall I</u></b> SPE 431 3 cr. SPE 416 3 cr. SPE 461 1 cr.	<b><u>Spring I</u></b> SPE 429 3 cr. SPE 424 3 cr. (either semester)
<b><u>Fall II</u></b> SPE 424 3 cr. (either semester) SPE 452 3 cr.	<b><u>Spring II</u></b> SPE 440 3 cr. SPE 446/447 3 cr.
<b><u>Fall or Spring</u></b> Student Teach (general education or special education) 15 credits Seminar 1 credit	

All undergraduate students with a minor in Special Education should talk with a Special Education faculty member for advising.

## Cross-Categorical Special Education

# Graduate Course Sequence

Fall Course Offerings	Spring Course Offerings
SPE 516 Introduction to Cross-Categorical Sp. Educ. SPE 561 Clinical in Special Education SPE 531 Language Development and Disorders SPE 552 Individual Educational Assessment	SPE 529 Inclusive Strategies for the Classroom SPE 540 Collab.& Transition: From School to Community SPE 546/547 Methods in Cross-Categorical Special Education: MC-EA/EA-A SPE 715 Special Education and the Law
SPE 524 Classroom Mgmt & Positive Behavior Practices	

*Candidates seeking certification in Special Education are highly encouraged to begin SPE course work in the fall semester.*

Special Education Course Sequence			
<b>Fall I</b>		<b>Spring I</b>	
SPE 531	3 cr.	SPE 529	3 cr.
SPE 516	3 cr.	<i>SPE 524</i>	<i>3 cr. (either semester)</i>
SPE 561	1 cr.	SPE 540	3 cr.
<b>Fall II</b>		<b>Spring II</b>	
<i>SPE 524</i>	<i>3 cr. (either semester)</i>	SPE 546/547	3 cr.
SPE 552	3 cr.	SPE 715	3 cr.
<b>Fall or Spring</b>			
Student Teaching			
SPE 583/584		15 credits	
SPE 530		1 credit	
<b>or</b>			
For those teaching w/ emergency license only			
SPE 783/784		5 credits	
SPE 786		2 credits	

This course listing does not include other statutory requirements candidates are required to complete for licensure. These vary based on previous experiences and competencies of candidates.

All graduate students in Special Education should talk with the Graduate Special Education Program Director for advising.