

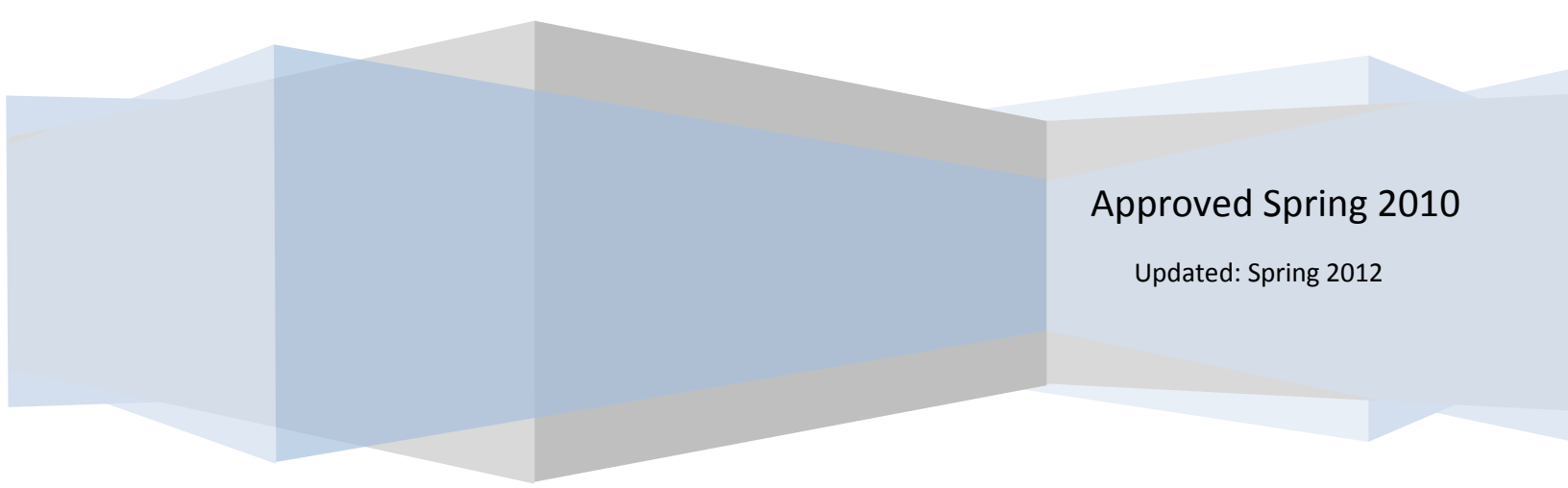
University of Wisconsin-La Crosse | Department of Educational Studies

Special Education Program

A Procedural Handbook for Students

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Program Director



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This handbook contains the official University and Special Education Program policies and requirements. The Department of Educational Studies along with other appropriate University governance bodies and administrators have approved the policies and requirements included within this handbook. Special Education candidates* entering the Special Education Program beginning Spring 2010 are bound by the policies and requirements set forth within this document.

* Candidates subject to these policies include undergraduate degree-seeking candidates with a declared education major (MC-EA or EA-A) and special education minor as well as non-degree-seeking (add-on) candidates admitted to the Special Education Program.

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Program Description

The Special Education Program prepares teacher candidates to teach students with special education needs. The Special Education Program embraces an inclusive philosophy of instruction. This philosophy espouses that all students are to be taught with their same-age peers in the least restrictive environment to the maximum extent possible. Therefore, candidates are prepared for and earn recommendation for a Cross-Categorical Special Education Wisconsin teaching license (#801). Certification courses are designed to meet the Council for Exceptional Children (CEC) Professional Teaching Standards. Certification courses contain competencies covering multiple disabilities that provide current, best practice competencies necessary for teaching students with identified disabilities. Special attention is given to Cognitive Disabilities (CD), Emotional Behavioral Disabilities (EBD), and Specific Learning Disabilities (SLD), as each candidate must choose one of these disabilities as an emphasis area of study. Candidates complete a 25-credit course sequence and an 18-week full day student teaching experience for licensure recommendation. The Special Education Program is approved by the Wisconsin Department of Public Instruction (DPI).

Program Location and Administrative Responsibilities

The Special Education Program is housed, funded and staffed by the Department of Educational Studies, which is a part of the College of Liberal Studies (CLS). Special education faculty are members of the Department of Educational Studies. The Dean of CLS and the Chair of the Department of Educational Studies are administrative supervisors of special education faculty and Instructional Academic Staff (IAS) for personnel and other matters. The Special Education Program is also responsible to and administered by the School of Education Director. The UW-L Certification Officer must approve Wisconsin applications for teacher licensure.

Respect for and Understanding of Diversity

Understanding diversity is a particularly important role for special education teachers. Professional responsibility to students is based on the assumption that special education teachers value individual differences and the cultural contexts within which students function. Special education teachers do not accept and/or assist others to resist the use of common stereotypes that oversimplify and depersonalize others. These stereotypes range from those based on ethnicity, culture, sexual orientation and disabilities to more subtle forms based on socioeconomic level or family structure, such as children with a single parent. Special education teachers are given the privilege of intensively studying PK-12 students to help them. Candidates should understand that everyone may have negatively biased attitudes. Differences are not viewed as deficits, but instead are seen as opportunities to expand one's understanding of the richness of human functioning.



Conceptual Framework

The Special Education Program subscribes to the Reflective Practice conceptual framework set forth by the UW-L School of Education (<http://www.uwlax.edu/soe/students/cf.html>). As candidates complete the program course assignments and activities deepen the understanding of contemporary content issues from a variety of perspectives, apply special education-specific skills in the analysis of local and global issues, and deepens the understanding of cultural, environmental and civic issues. Case study discussion, field experiences, and other assignments deepen the understanding of current special education issues from multiple perspectives, including general education and special education Birth to grade 12 students, general education and special education parents, general education and special education teachers, other service providing personnel, and administrators. Each of these viewpoints must be considered in order to provide a successful instructional program for all stakeholders involved. All courses involve application activities that assist candidates in understanding and developing the skills required to deal with the many issues that arise in special education instruction. Formal field placements are experienced at the beginning and end of the program. Courses not associated with formal field experiences use direct observation, interview, and/or case study assignments to gain an understanding of current issues in the field. Specific attention is given to issues of socioeconomic status, racial differences, and cultural differences and how they affect special education identification and services.

Teacher Education Program Standards

All teacher education programs follow the Wisconsin Teacher Educator Standards (WTES) for the purposes of program assessment and portfolio assessment. The Special Education Program, however, also uses the Council for Exceptional Children (CEC) Professional Standards for purposes of course development and specialized program assessment. The CEC standards specifically delineate the knowledge and skills a special education teacher requires in order to be highly qualified. Both sets of standards are described below.

Council for Exceptional Children (CEC) Professional Standards

The ten CEC Standards are the same for all special education developmental range programs. However, specific knowledge and skills inform and differentiate specific emphasis/categorical areas. The program's assessment system should comprehensively address each of the 10 Content Standards as informed by its area of specialization.

Standard #1 Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human



diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard #2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)¹. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard #3: Individual Learning Differences

Special educators understand the effects that an exceptional condition² can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Standard #4: Instructional Strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula³ and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Standard #5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Standard #6: Communication

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their



communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Standard #8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard #9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.



Standard #10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

- 1 “Individual with exceptional learning needs” is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.
- 2 “Exceptional Condition” is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling condition.
- 3 “Special Curricula” is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula; e.g., social, communication, motor, independence, self-advocacy.

(Above standards are taken from:

http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9105)

Specialized area CEC Professional Standards can be found at the links below:

General Curriculum standards

http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9091

Cognitive Disabilities (CD) standards

http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9097

Emotional Behavioral Disabilities (EBD) standards

http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9094

Specific Learning Disabilities (SLD) standards

http://www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=9096

Wisconsin Teacher Educator Standards (WTES)

The ten WTES standards are the same for all teacher education programs within the School of Education. However, specific knowledge and skills inform and differentiate specific certification areas. The program’s assessment system should comprehensively address each of the 10 WTES Standards.

Standard 1 Teachers know the subjects they are teaching.

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.



Standard 2 Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Standard 3 Teachers understand that children learn differently.

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Standard 4 Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

Standard 5 Teachers know how to manage a classroom.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6 Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 Teachers are able to plan different kinds of lessons.

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Standard 8 Teachers know how to test for student progress.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Standard 9 Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Standard 10 Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Special Education Program Requirements

Program curriculum for Cross-Categorical Special Education licensure has been approved by the Wisconsin Department of Public Instruction (WDPI). All initial and advanced (add-on) certification requirements must meet the PI34 requirements set out by WDPI and the approved program. Likewise, all cooperating teachers must meet all requirements as stated in PI34 [34.15(6)(a-c)].

Statutory Licensing Requirements

1. Minimum cumulative grade point average (CGPA) (PI34.14(2)(a)(1))



- a. Initial certification candidates—2.75 on a 4.0 scale
 - b. Add-on (advanced) certification candidates—3.0 on a 4.0 scale
2. Demonstrate the knowledge, skills, & dispositions showing competence in the Wisconsin Teacher Educator Standards (WTES) and the Council for Exceptional Children (CEC) Professional Standards (PI34.15(2)(a)(3)(b))
3. Content knowledge—passing scores on approved standardized tests (PI34.15(2)(a)(3)(a))
 - a. Initial certification candidates—the Pre-Professional Skills Test (PPST)
 - b. All certification candidates—the Praxis II (#0146) tests
4. Skill categories, including Communication skills, Human relations and professional dispositions, Content knowledge, Pedagogical knowledge, Teaching practice (PI34.15(2)(a))
5. Environmental Education (MC-EA only) (PI34.15(4)(b))
6. Minority group relations (PI34.15(4)(c))
7. Conflict resolution (PI34.15(4)(d))
8. Student teaching (PI34.15(4)(e))
9. Teaching reading and language arts (PI34.15(4)(f))
10. Procedures for assessing, educating, and modifying for students with disabilities (PI34.15(4)(g) & (h))
11. Pre-student teaching experiences (PI34.15(5))

Field Experiences & Placements

Special education teacher candidates must complete a pre-student teaching and a student teaching professional experience prior to degree/certification conference. The Special Education certification sequence is approved by the Wisconsin Department of Public Instruction (DPI) for cross-categorical special education licensure (#801). All courses must be completed prior to student teaching.

Field placements should be within an inclusive public school setting for the Middle Childhood-Early Adolescence (MC-EA) and Early Adolescence-Adolescence (EA-A) developmental ranges that provide special education services for students with mild to moderate disabilities. When placement within a public school setting is not available, candidates may be placed within a more restrictive setting (i.e., residential placements, day treatment placements) for students with moderate disabilities for pre-student teaching/clinical field placements only. Student teaching placements **MUST** be within an inclusive public school setting. An inclusive public school setting can be defined as a setting in which students with identified disabilities have regular contact with their regular education same-age peers. For example, a placement within a segregated school with no regular contact with peers would not be allowed (i.e., Chileda, Family and Children's Center, and Catholic Charities).



Pre-student teaching/Clinical Field Experiences:

All special education certification candidates must complete a pre-student teaching field experience. This field experience has an on-campus course component as well as a field based experience. Candidates are expected to complete at least fifty hours in direct contact with students identified as having a disability under special education legislation (IDEIA, 2004). Candidates are provided with placement contact information (cooperating teacher name, email, school, and phone number) from the Office of Field Experience. Candidates are responsible for contacting that cooperating teacher and setting up a schedule to meet the minimum hour requirement. Candidates are observed a minimum of one time and are expected to participate in a three-way conference with their University Supervisor and cooperating teacher. Field experience evaluations are based on the Standards in Practice (SIP) document.

Student teaching Field Experiences:

All student teaching experiences are eighteen-week, full day experiences that follow the school district calendar (two quarters). Candidates then may start sooner and end later than the University semester in which they student teach. Candidates should also check any rental agreement timeframe to ensure housing availability.

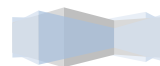
Degree-seeking (minor) candidates must successfully complete a separate eighteen-week; full day student teaching experience in order to meet cross-categorical special education certification requirements. A second student teaching experience must be completed for their major certification area. **The order of these student teaching experiences (regular classroom v. special education) is not mandated; candidates may complete these experiences in any order.** Often candidates will complete their regular classroom student teaching before their special education student teaching.

Non-degree-seeking (add-on) candidates, complete only one eighteen-week, full day student teaching experience to meet their cross-categorical special education certification requirement. If working with an emergency license, these candidates may complete their student teaching experience ‘on the job’ providing the work site meets the field experience site description above.

Placement Creation:

All field experience placements are made by the Office of Field Experience. Candidates should **not** approach any potential cooperating teacher or principal in order to secure a placement for completing a required field placement. Non-degree-seeking candidates who are adding on cross-categorical special education licensure may complete field placements within their place of employment if the placement meets the developmental range and disability category needs of licensure.

Dual Request Placements: Through completion of special education program field placements, candidates are to receive a variety of experiences. Because there are only two designated field



experiences, candidates are highly discouraged from requesting placements with previous cooperating teachers and accepting requests from cooperating teachers to return to previous placements for course requirements. Candidates may return to classrooms of previous placements on a volunteer basis as often is agreed upon by the cooperating teacher.

Although discouraged, candidates may request a placement be made with a particular cooperating teacher and/or school. In return, cooperating teachers may request particular candidates be placed within their classroom. In order for such placements to be honored, the candidate and cooperating teacher must request each other in writing (dual request), and the arrangement must be approved by the Program Director and Director of the Office of Field Experiences. Not all dual placement requests will be honored, as candidates should show a variety of placement experiences (i.e., across developmental ranges and across disability categories).

Placement Location Options:

Internship Placements: Candidates may apply for available internships as they are available in the Office of Field Experience. Candidates must meet all requirements set out by the school district offering the internship and the Office of Field Experience.

Urban Institute Placement: The UW System Institute for Urban Education program is designed to help teacher candidates become effective urban educators as well as to provide professional development opportunities for currently practicing teachers. The Institute is dedicated to helping urban schools continue to develop the promise of urban youth and to assisting urban teachers as they develop both as teachers and learners. The program designed to establish urban educational opportunities for pre-service teachers and in-service teachers as well as for scholars. The Institute aims to: improve the depth and quality of the applicant pool for Wisconsin Public Schools, increase professional development opportunities for Wisconsin teachers who are working in urban settings or want to work in urban settings, create a program that facilitates the integration of science and practice in the area of urban education, and increase and improve the collaborative teaching and research efforts of UW System Schools and Programs of Education. For more information on the Urban Institute program use the link: <http://iue.uwsa.edu/>.

At this time, the Special Education Program does not recommend that candidates apply for the Urban Institute for their special education student teaching experience. Candidates may consider applying for the Urban Institute for the regular classroom teaching experience. Candidates must meet all requirements set out by the Urban Institute and the Office of Field Experience.

Out-of-State Field Placements: As a general rule, the Special Education Program does not support out-of-state student teaching placements. Out-of-state placements are only allowed when the cooperating teacher meets the requirements set out in PI 34.15(6)(a-c): holds a Wisconsin



teaching license, has three years of teaching experience, and has completed an approved course or training on the WTES standards and clinical supervision techniques.

Study Abroad/Educators Abroad Placements: As a general rule, the Special Education Program does not support student teaching placements in other countries. Student teaching experiences abroad are only allowed when the cooperating teacher and supervising personnel meet the PI 34.15(6)(a-c).

Portfolio Requirements

The SPE Teacher Education Portfolio is an assessment of the knowledge, skills and dispositions (KSDs) that you gain from the Special Education Program at the University of Wisconsin–La Crosse. This is an evaluation portfolio is NOT a scrapbook or an interview portfolio. The portfolio process is designed to be a positive and rewarding experience that provides the teacher education candidate an opportunity to reflect on their own learning. This experience is one that should assist you in growing as a special educator regardless of the number of years you have been in the field.

ALL teacher education candidates are expected to complete an electronic portfolio. (See Special Education Program web page www.uwlax.edu/des/specialed, click the portfolio button on the left] for more detailed information). Each candidate creates one (1) portfolio to show all standard competencies required for teacher licensure. Electronic portfolio templates can found on the [Teacher Leader Cadre webpage](http://www.uwlax.edu/student/tlc/spe/index.htm) (<http://www.uwlax.edu/student/tlc/spe/index.htm>). Software assistance can be attained from the [Technology Leadership Cadre](http://www.uwlax.edu/student/tlc/) (<http://www.uwlax.edu/student/tlc/>).

The special education teacher education portfolio consists of the candidate's explanation and reflection on each of the ten [Wisconsin Teacher Educator Standards \(WTES\)](#). Candidates show their growth and development in the knowledge and skills of these standards as they complete two portfolio assessment benchmarks. At each benchmark, a reflective rationale statement is written to show the candidate's level of growth and development for each WTES standard. For more information on developing the teacher education portfolio use the Department of Educational Studies (DES) portfolio webpage link. (<http://www.uwlax.edu/des/desportfolio/>).

Special Education certification courses are created based on the Council for Exceptional Children (CEC) Professional standards. These standards are not used in the teacher education portfolio process. Attainment of these standards is measured through successful course completion and projects assigned within each course.

The Teacher Education Reflective Practice Portfolio evaluation benchmarks are connected with course enrollment as follows:



Pre-Student Teaching Portfolio Benchmarks

Degree-seeking (major) Candidates: EDS 445 Field Experience II

Non-degree-seeking (add-on) Candidates: SPE 446/447 Cross-Cat. Special Educ. Methods

Student Teaching Portfolio Benchmarks

Degree-Seeking (major) Candidates: EDS 492 and SPE 430 Student Teaching Seminar

Non-degree-seeking (major) Candidates: SPE 430 Student Teaching Seminar

All degree-seeking teacher candidates create one (1) electronic portfolio to show growth and development in the WTES standards across both their major (MC-EA/EA-A) and minor(s)(SPE or other content area(s)) programs of study. All non-degree-seeking teacher candidates meet the same portfolio requirements. Each candidate must meet two assessment benchmarks scheduled within their program. There is not a separate special education portfolio requirement &/or benchmark. Requirements for each portfolio benchmark can be found at www.uwlax.edu/des/desportfolio.

Failure to pass each benchmark requirement will result in the course instructor and/or the SPE Program Director filing a Notice of Concern with the [Candidate Progress Review \(CPR\) committee](http://www.uwlax.edu/soe/students/tcpr/index.html) (<http://www.uwlax.edu/soe/students/tcpr/index.html>). You may be prohibited from continuing in the Teacher Education Program as a result of not meeting a portfolio benchmark.

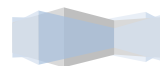
Special Education Program Tracks

Undergraduate Degree-Seeking Special Education (minor) Program Track:

Undergraduate students complete a major in either Middle Childhood-Early Adolescence (MC-EA) education or Early Adolescence-Adolescence (EA-A) education and a minor in Special Education at the same developmental range as the major.

Course Requirement: Undergraduate special education candidates complete 22 credits of course work plus an 18-week full-day special education student teaching experience in an inclusive public school setting. Course listings can be found at the link on the Special Education Program webpage (www.uwlax.edu/des/specialed).

Emphasis Area Requirement: All undergraduate special education candidates must declare an emphasis area of cognitive disabilities (CD), emotional/behavioral disabilities (EBD), or specific learning disabilities (SLD). Candidates declare this emphasis as soon as they declare special education as their minor. Candidates declare the emphasis of their choice by submitting an Emphasis Form to the Special Education Program Director. Forms can be found at the link on the Special Education Program webpage (www.uwlax.edu/des/specialed). Candidates may



change the emphasis area anytime during their program by submitting a new Emphasis Form to the Program Director.

Praxis Test Requirement: All initial teacher education certification candidates (regular and special education) must pass the Pre-Professional Skills Test (PPST) prior to admission to the School of Education. Prior to the student teaching semester, all special education candidates must pass the Praxis II test (Middle School Content Test #0146). Test information can be found at the link on the Special Education Program webpage (www.uwlax.edu/des/specialed; click Praxis Test button on the left).

Portfolio Requirement: All undergraduate special education candidates must complete the electronic portfolio requirement. Candidates must successfully complete the portfolio requirements as described in the portfolio section of this handout. More information can be found on the [Department of Educational Studies \(DES\) portfolio webpage](http://www.uwlax.edu/des/desportfolio/) link. (<http://www.uwlax.edu/des/desportfolio/>).

Undergraduate Non-Degree-Seeking Special Education (add-on) Program Track:

Candidates who already hold or are eligible to hold a Wisconsin teaching license may earn cross-categorical special education licensure as an “add-on” certification to their original license certificate at the undergraduate level. Candidates may earn licensure at the Middle Childhood-Early Adolescence (MC-EA) education or Early Adolescence-Adolescence (EA-A) education developmental ranges. In addition to the certification requirements, candidates must complete an 18-week full-day special education student teaching experience in an inclusive public school setting, pass the Middle School Content Test (#0146), and pass two electronic portfolio benchmarks.

Course Requirement: Non-degree-seeking (add-on) special education candidates complete 25 credits of course work plus an 18-week full-day special education student teaching experience in an inclusive public school setting. Course listings can be found at the link on the Special Education Program webpage (www.uwlax.edu/des/specialed).

Emphasis Area Requirement: All non-degree-seeking (add-on) special education candidates must declare an emphasis area of cognitive disabilities (CD), emotional/behavioral disabilities (EBD), or specific learning disabilities (SLD). Candidates declare this emphasis on the Special Education Program admission paperwork. Candidates may change the emphasis area anytime during their program by informing the Program Director of that change.

Praxis Test Requirement: Prior to the student teaching semester, all special education candidates must pass the Praxis II test (Middle School Content Test #0146). Test information can be found at the link on the Special Education Program webpage (www.uwlax.edu/des/specialed; click Praxis Test button on the left).



Portfolio Requirement: All non-degree-seeking (add-on) special education candidates must complete the electronic portfolio requirement. Candidates must successfully complete the portfolio requirements as described in the portfolio section of this handbook. More information can be found on the [Special Education Portfolio webpage](http://www.uwlax.edu/des/specialed/portfolio) (www.uwlax.edu/des/specialed/portfolio).

Statutory Requirement: All non-degree-seeking (add-on) special education candidates are subject to completing all statutory requirements mandated in PI34 licensing regulations. A listing of these requirements can be found in the Statutory Requirement section of this document.

Graduate Program Applications are currently on hold.

Master's Degree Requirements

Candidates earning a Master of Science in Education-Special Education degree must meet all University admission requirements as set by the Graduate Studies Office and follow policies designated for graduate students on the UW-L campus. Candidates can find these policies in the Graduate Student Catalog for the academic year in which they are admitted.

Core Courses:

EFN 760 Theory & Practice in Educational Research (3 cr.)

OR

RDG 762 Reading Theory & Research (3 cr.)

RDG 730 Assess. & Instruction of Students with Reading Difficulties (3 cr.)(With tutoring experience)

Additional Notes:

- There may be other requirements candidates must complete that are not listed on certification course list forms. The Special Education Program Director determines additional requirements depending on the individual candidate's background and experiences.
- Program and certification requirements are subject to change during the course of your program. Every effort will be made to inform you of any changes that may impact your completion of certification and/or degree requirements.
- All candidates must complete the electronic portfolio requirements, including multiple measures of standard attainment, to receive UW-L recommendation for licensure.
- Candidates earning an add-on certification must complete all certification requirements including Praxis II and portfolio prior to University recommendation for certification & application for license.
- Master's degree requirements may be completed after completion of certification requirements.
- Candidates earning an initial teaching certification must complete all certification **and** degree requirements including Praxis II and portfolio prior to University recommendation for certification **and** graduation.
- University policy allows for a maximum of nine (9) transfer credits into a graduate program including Graduate Special credits.

Capstone Options:

Candidates must choose one of three capstone experiences below. Each experience indicates the



total program credits to be completed. All degree options must be comprised of at least one half the credits coming from courses successfully completed at the 700-level. All other program credits must come from a combination of courses at the 500 and 600-level.

Successful completion of the program and awarding of the Master of Science in Education-Special Education degree is contingent upon completion of one of three capstone options. Candidates may choose between Thesis (SPE 799—6 cr), Seminar Paper (SPE 761—2 cr), or Comprehensive Examination (SPE 780—3 cr). All capstone options must be completed following the completion of all program course work designated for the individual candidate within a seven (7) year timeline. This timeline begins with the semester in which the first graduate level course is taken and concludes at the end of the twenty-first semester. All consecutive terms (fall, spring, and summer) constitute the 7-year timeline.

Capstone Option	Capstone Course	Total Program Credits	Total 700-level Credits
Thesis	SPE 799 Research: Master's Thesis (6 cr.)	30	15
Seminar Paper	SPE 761 Research & Seminar in Special Education (2 cr.)	32	16
Comprehensive Examination	SPE 780 Seminar in Special Education: Comprehensive Examination (3 cr.)	36	18

Note: Candidates may be required to take elective credits to fulfill degree requirements.

Capstone Project Definitions:

Comprehensive Examination: An examination designed to show the candidate's broad understanding and knowledge of the essential concepts within the field of special education. Candidates respond without any assistance in a blind, written format to questions/statements posed by committee members.

Seminar Paper: A comprehensive review and synthesis of research. The resulting paper includes a summary of the current literature on a chosen topic of interest to the candidate. The project elaborates through the candidate's reflection on the current literature in order to draw conclusions about the topic of study and make recommendations from that analysis for future research.

Thesis: A qualitative or quantitative research study generally leading to the generation or confirmation of a theoretical body of knowledge. The thesis contains a comprehensive review and synthesis of current research that leads into the construction of an original research study including the formulation of research questions, data collection procedures, data analysis, and a discussion of the results.

Thesis Requirements:



Before a thesis proposal will be accepted, candidates must complete the Thesis Proposal. The proposal assists candidates to select a topic, complete a literature review, determine methodology, select a thesis committee, and write a research proposal. Candidates must also complete a Research Ethics unit to prepare for the Institutional Review Board (IRB) process (<http://www.uwlax.edu/grants/pages/compliances/irb.htm>). Candidates must obtain committee approval of their research and IRB approval prior to data collection. Candidates are registered for Thesis credits by the Special Education Program Director. Candidates complete a total of six (6) thesis (SPE 799) credits. Candidates may register for two consecutive semesters of three (3) credits of SPE 799 each. Because the University has a continuous registration policy for candidates completing graduate degrees, candidates who have completed all program coursework and thesis credits but have not completed the thesis requirement will be required to be enrolled in GRC 799 for one (1) credit each term until the thesis is complete or until the seven-year timeline is reached. Candidates who begin the thesis but do not complete the requirements for that semester, a grade of “PR” will be assigned. The “PR” grade is subject to the seven-year period for degree completion. If the “PR” grade is not changed after the seven-year period, the “PR” grade will wither default to a grade of “F” or the grade that was assigned by the instructor when completing the “Change of Grade” form.

The UW-L Institutional Review Board (IRB) must approve research involving human subjects. Other thesis requirements, such as formatting, will be found on the UW-L Graduate Studies web page. An open presentation to all faculty, university students, and the public is required of all students completing a thesis. (See the Graduate Catalog for more information and rules.)

Thesis Committee Composition—Thesis committees must have at least three faculty members, all of whom must have University Graduate Faculty Status. The committee chair must have Full Graduate Faculty Status from the Department. One committee member must be a special education faculty member and ideally, should be the chair of the committee. At least one of the other two committee members should be from an education-related program unless approved by the Special Education Program Director.

The Committee must formally approve the thesis proposal before any data is collected. The candidate is responsible for scheduling meetings with the Committee, following their own timelines, and making progress on the project.

Candidates are required to submit the completed and approved thesis electronically to the Office of Graduate Studies and Murphy Library. Candidates must also have bound copies of the completed and approved thesis created and distributed to at least the committee chair, Department of Educational Studies, and Murphy Library (verify the number of bound copies required for Murphy Library by contacting the Graduate Studies Office).



The Program encourages candidates to present/publish their own thesis-related research. However, if a candidate has not presented or submitted a paper on the data within two years of the date of their thesis completion, the data will become the property of the Special Education Program and may be used by special education faculty for presentation and/or publication. The candidate will be notified and will be listed as an author on the work. Should the candidate wish to take the lead on the presentation or publication after the two years, a request needs to be made in writing before that date to their thesis advisor &/or Special Education Program Director.

Seminar Paper Requirements:

Before a seminar paper proposal will be accepted, candidates must complete the Seminar Paper Proposal. The proposal assists candidates to select a topic, complete an outline for literature review, determine search methodology, select a thesis committee, and write a research proposal. Candidates are registered for Seminar Paper credits by the Special Education Program Director. Candidates complete a total of two (2) Seminar Paper (SPE 761) credits. Candidates register for SPE 761 the semester following the completion of designated program coursework. Because the University has a continuous registration policy for candidates completing graduate degrees, candidates who have completed all program coursework and seminar paper credits but have not completed the seminar paper requirement will be required to be enrolled in GRC 799 for one (1) credit each term until the seminar paper is complete or until the seven-year timeline is reached. Candidates who begin the seminar paper but do not complete the requirements for that semester, a grade of “PR” will be assigned. The “PR” grade is subject to the seven-year period for degree completion. If the “PR” grade is not changed after the seven-year period, the “PR” grade will wither default to a grade of “F” or the grade that was assigned by the instructor when completing the “Change of Grade” form.

Seminar Paper requirements, such as formatting, follow thesis requirements. These requirements can be found on the UW-L Graduate Studies web page. An open presentation to all faculty, university students, and the public is required of all students completing a seminar paper. (See the Graduate Catalog for more information and rules.)

Seminar Paper Committee Composition—Seminar Paper committees must have at least three faculty members, all of whom must have University Graduate Faculty Status. The committee chair must have Full Graduate Faculty Status. One committee member must be a special education faculty member and ideally, should be the chair of the committee. At least one of the other two committee members should be from an education-related program unless approved by the Special Education Program Director.

The Committee must formally approve the seminar paper proposal before beginning the seminar paper project. The candidate is responsible for scheduling meetings with the Committee, following their own timelines, and making progress on the project.



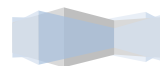
Candidates are required to submit the completed and approved seminar paper electronically to the Office of Graduate Studies and Murphy Library. Candidates must also have bound copies of the completed and approved seminar paper created and distributed to at least the committee chair, Department of Educational Studies, and Murphy Library (verify the number of bound copies required for Murphy Library by contacting the Graduate Studies Office).

The Program encourages candidates to present/publish their own seminar paper-related research. However, if a candidate has not presented or submitted a paper on the data within two years of the date of their seminar paper completion, the seminar paper will become the property of the Special Education Program and may be used by special education faculty for presentation and/or publication. The candidate will be notified and will be listed as an author on the work. Should the candidate wish to take the lead on the presentation or publication after the two years, a request needs to be made in writing before that date to their seminar paper advisor &/or Special Education Program Director.

Comprehensive Examination Requirements:

The purpose of written comprehensive examinations in the Special Education Program is to have candidates demonstrate proficiencies in the field of special education. Candidates are registered for Seminar in Special Education—Comprehensive Examination credits by the Special Education Program Director. Candidates complete a total of three (3) Comprehensive Examination (SPE 780) credits. Candidates complete SPE 780 the semester following the completion of designated program coursework. Because the University has a continuous registration policy for candidates completing graduate degrees, candidates who have completed all program coursework and comprehensive examination credits but have not completed the examination requirement will be required to be enrolled in GRC 799 for one (1) credit each term until the comprehensive examination is complete or until the seven-year timeline is reached. Candidates who begin the comprehensive examination but do not complete the requirements for that semester, a grade of “PR” will be assigned. The “PR” grade is subject to the seven-year period for degree completion. If the “PR” grade is not changed after the seven-year period, the “PR” grade will wither default to a grade of “F” or the grade that was assigned by the instructor when completing the “Change of Grade” form.

Comprehensive Examination Committee Composition—Candidates are responsible for selecting the comprehensive examination committee members based on the guidelines provided. Comprehensive examination committees must have at least three faculty members, all of whom must have University Graduate Faculty Status. The Special Education Program Director serves as the chair of the committee and must have Full Graduate Faculty Status. Remaining committee members must have expertise in the area of special education. All committee members must be approved by the Special Education Program Director.



Comprehensive examination committee members are responsible for submitting at least two potential examination questions and corresponding scoring rubrics to the Special Education Program Director for approval. Committee members also serve as comprehensive examination question evaluators, reading at least the questions they submitted or as a second reader for another committee member's question.

Comprehensive examination concentrates on the essential competencies of the field of special education, based on the CEC Professional Standards. General content areas covered include Foundations of Special Education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, Professional and Ethical Practice, and Collaboration. Candidates prepare researched papers within the context of the seminar course regarding best practice in each of the above mentioned areas. The examination is an assessment of the essential areas of the special education field.

Comprehensive Examination Procedures:

- 1) Comprehensive examinations are held approximately one month prior to the end of the academic fall or spring semester; examination session is to be scheduled by the candidate with the Special Education Program Director.
- 2) Candidates are responsible for requesting at least three special education faculty/instructors to write comprehensive examination questions for consideration by the Special Education Program Director
- 3) Comprehensive examinations are 4 hours in length and require 4 written responses constructed over the examination session. Candidates must choose at least one question from each committee member.
- 4) Comprehensive examination questions are presented to the candidate at the time of the comprehensive examination and not before that time.
- 5) Candidates are not allowed to bring any notes or assistance into the examination session. Candidates may choose to take the examination on computers provided by the University or provide hand written responses to the examination questions.
- 6) At least two faculty/instructor committee members rate the examination responses to declare a pass/fail decision on rated examination question. If two faculty/instructors cannot agree on a final examination response rating, a third special education faculty/instructor will read the response and make a final decision.
- 7) Candidates earn a rating of pass or fail on each individual examination question. Candidates must receive a pass rating on all examination questions to successfully complete the comprehensive examination experience. Candidates receive a written notice of the ratings received on each examination question.
- 8) Candidates who fail any examination question must meet with the Special Education Program Director and appropriate faculty. Candidates may retake the examination question or complete a remedial plan approved by the Special Education Program Director. Failure to complete the remedial plan within the timeframe provided will result in dismissal from the program.
- 9) Candidates who fail a comprehensive examination question for a second time receive a rating of fail on the comprehensive examination and are dismissed from the program.



- 10) Comprehensive examination results are reported to the Special Education Program Director, Department of Educational Studies Chair, and the Director of Graduate Studies in time for graduation deadlines.

Timeline & Cost for Completing Graduate Program Requirements:

The timeline for completing Graduate Program requirements is dependent on two factors, including the number of competencies required to earn certification &/or degree and the number of courses a candidate takes each semester. Graduate SPE candidates have the option of part-time or fulltime enrollment. All graduate candidates have a total of seven (7) years to complete a Master's degree, starting with the first course taken or transferred into UW-L applied to their SPE Graduate Program. Fulltime enrollment is a minimum of nine (9) to a maximum of fifteen (15) credits per fall and spring semester. Part-time enrollment ranges between one (1) and eight (8) credits per fall and spring semester. Graduate candidates may complete SPE certification requirements in a minimum of three (3) semesters. Graduate candidates may complete the Master's degree with certification requirements in a minimum of four (4) semesters including some summer course completion.

Graduate candidates are charged a per credit fee. The cost of your program depends on the number of competencies and courses you are required to complete. The cost of each credit is determined by the University Administration for each fiscal year. Cost per credit can be found at <http://www.uwlax.edu/admissions/html/afford.htm>.

Academic Advising

Special education teacher education candidates are assigned to a special education faculty member for academic advising. Candidates receive a long range planner that lays out the candidate's entire program semester by semester through graduation. All changes to this long range planner must be made with the approval of their academic advisor. Candidates are required to meet with their faculty advisor at least once each semester prior to registering for the next semester's courses.

Undergraduate candidates with an Early Adolescence-Adolescence content major are assigned to two academic advisors. One advisor is a content advisor from outside the Department of Educational Studies to advise the content major curriculum plan. A second advisor, a special education faculty member, is assigned to advising the EA-A and special education curriculum plan. All undergraduate coursework is included within the long range academic plan. Degree-seeking candidates have an electronic Advising Report through the University registration system in WINGS. Both the long range planner and the WINGS advising document should be brought to each advising meeting with the faculty advisor.

Undergraduate candidates are required to meet with their academic advisor each semester before registration begins. A registration restriction (stop) is placed on each candidate's account prior to the beginning of registration to ensure that candidates meet with their academic advisors prior to



registration. Registration restrictions are removed from candidate accounts by the academic advisor only after an advising meeting has taken place. Advising meetings are required each semester beginning the first semester the candidate is assigned a faculty academic advisor through the semester just prior to the student teaching semester.

A final program credit check is conducted when the student teaching application is submitted two semesters prior to student teaching. This final check allows candidates two semesters to complete necessary requirements to complete their program successfully.

Non-Degree-Seeking Special Education Candidates receive all academic advising from the Special Education Program Director. At the time of admission to the Special Education Program, the candidate and the Program Director create a long range plan that incorporates all certification requirements. Changes to the long range plan must be approved by the Program Director.

Non-degree-seeking candidates are required to attend an advising session each semester before registration begins. A registration restriction (stop) is placed on each candidate's account prior to the beginning of registration to ensure that candidates meet with their academic advisors prior to registration. Registration restrictions are removed from candidate accounts by the academic advisor only after an advising meeting has taken place. Advising meetings are required each semester beginning the first semester the candidate is admitted to the Special Education Program through the semester just prior to the student teaching semester.

A final program credit check is conducted when the student teaching application is submitted two semesters prior to student teaching. This final check allows candidates two semesters to complete necessary requirements to complete their program successfully.

Professional Attire

Candidates represent the teacher education profession and the University at all times when they are enrolled in the Special Education Program. Therefore, appropriate professional attire is expected whenever candidates are at school field experience sites. When at field experience sites, candidates should dress professionally even when other education professionals at the site may dress more casually. Special attention should be given to the length of shirts, shorts, and skirts; the lowness of shirt neckline cuts, or rise of pants as well as the appropriateness to display body art and piercings within professional settings.

Candidates should also consider the appropriateness of their attire when attending classes at UW-L, especially when in evening classes attended by other professionals. Attire may be casual, but good judgment should be used. For example, candidates should refrain from wearing caps, sweatpants, tank tops and other overly casual attire. Special attention should be given to the length of shirts, shorts, and skirts; the lowness of shirt neckline cuts, or rise of pants as well as the display of body art and piercings.



Grading Policy

Candidates earn grades in three different grading systems. Typical special education courses are rated based on a letter rating system that include the following grade range: A, AB, B, BC, C, D, and F. Field experience courses are rated using a Pass/Fail (P/F) grading system. Student teaching experience courses are rated using a Satisfactory/Unsatisfactory (S/U) grading system.

Grade of Incomplete: Candidates may earn a grade of Incomplete (INC) for courses in which a situation exists that interferes with the candidate's ability to complete the course requirements and is not controlled by the candidate.

Undergraduate Candidate Policy: If an undergraduate candidate receives a grade of "I" (incomplete) the candidate must make up all required work and have a grade submitted by the instructor within 1 ½ enrolled semesters. However, most instructors will require a specific completion date. If a grade is not submitted the "I" will automatically turn to a grade of "F" after 1 ½ enrolled semesters. Complete information about the Incomplete Policy can be found in the Incomplete Grade section of the university undergraduate catalog.

Graduate Program Admissions are currently on hold.

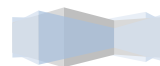
Graduate Candidate Policy: If a graduate candidate receives a grade of "I" (incomplete), the candidate must make up all required work and have a grade submitted by the instructor within one calendar year (12 months). However, most instructors will require a specific completion date. If the grade is not submitted the "I" will automatically turn to a grade of "F" after one calendar year (12 months) of the date the "I" was recorded, whether or not the candidate is enrolled.

Grade of In Progress: Graduate candidates may earn a grade of "PR" (for Progress) for capstone courses (Thesis, Seminar Paper, and Comprehensive Examination). The "PR" grade is subject to the seven-year period for degree completion. If the "PR" grade is not changed after the seven-year period, the "PR" grade will either default to a grade of "F" or the grade that was assigned by the capstone course instructor when completing the "Change of Grade" form.

Continuous Enrollment Policy: Graduate candidates are subject to a continuous enrollment policy. Candidates who have completed all program coursework and capstone course credits but have not completed the capstone requirement will be required to be enrolled in GRC 799 for one (1) credit each term until the comprehensive examination is complete or until the seven-year timeline is reached.

Retention Policy and Procedures

Special education faculty have developed standards for performance in the special education program, including traditional courses and field experiences. Clear performance criteria are



designed to help each candidate attain these standards. Careful selection during the admission process and well-structured training in the program make it possible for most candidates to complete the program. High standards also mean that some candidates may not attain these standards. Candidates need to be aware that the prime ethical responsibility of faculty is to PK-12 students, their parents, and teachers. In addition to specific standards in classes, faculty use professional standards and ethics when making decisions about retaining candidates. While faculty will make reasonable efforts to help each candidate reach acceptable standards, the candidate is ultimately responsible for his/her performance.

The Special Education Program recognizes that there are significant transitions and stressors throughout the time candidates are in the Special Education Program. Some candidates may need special assistance during this time. Even though the Program's responsibility is to facilitate candidate growth and development, it will also attempt to minimize unnecessary stress. Candidates in need of professional services are referred to the University Counseling Center or other appropriate resources to assist the candidate in dealing with individual stressors. It is the responsibility of the candidate to obtain needed assistance that will help them function appropriately within the Special Education Program.

Undergraduate Candidate Retention Policies

Undergraduate special education candidates are subject to the University retention policies stated in the Undergraduate Catalog.

Candidate Retention Policies: Candidates must maintain the following academic performance to avoid dismissal from the Special Education Program.

- 1) Candidates must maintain a cumulative graduate grade point average (CGPA) of 3.00. If at the end of any semester, a candidate does not have a CGPA of 3.00, the candidate will be placed on probation. Candidates on probation must raise their CGPA to at least 3.00 within the next nine (9) graduate credits in order to continue graduate study.
- 2) Candidates admitted to the Graduate Special Education Program on probation must have at least a 3.00 CGPA after completing nine (9) semester credits in order to continue graduate study. After being removed from probation, candidates may be returned to probationary status if their CGPA falls below 3.00.
- 3) Candidates who earn a grade of "D" or "F" in any graduate course will be dismissed from the Graduate Special Education Program and from all graduate study at the University of Wisconsin-La Crosse.
- 4) Candidates who earn a grade of "C" in any graduate course will be considered for dismissal from the Graduate Special Education Program. If the candidate is retained in the Graduate Special Education Program, a remediation plan will be developed by the candidate with the Program Director and implemented. Effective fall 2009, graduate students may repeat up to two courses once in which a grade of "C" or lower was earned

and with the permission of the Program Director. The new grade will replace the original grade in the GPA calculation. Both grades will appear on the academic record.

- 5) Candidates who receive a grade of “incomplete” in any graduate course must satisfactorily complete that course. Excessive delays in completing “incomplete” coursework may be viewed as inadequate progress towards the degree or certification and may result in the candidate’s dismissal from the Graduate Special Education Program.
- 6) Candidates must successfully meet all program requirements designated for degree completion and/or certification recommendation, including coursework, electronic portfolio, and standardized content tests. Candidates not successfully completing these requirements may be considered for dismissal from the Special Education Program.

Candidates must maintain the following behavioral performance to avoid dismissal from the Graduate Special Education Program. Candidates may be dismissed from the program when the candidate does not address, acknowledge, or understand the problem when it is identified; the problem is not merely an academic skill deficit; the quality of services delivered by the candidate is sufficiently negatively affected; a disproportionate amount of attention by faculty is required; the candidate’s behavior does not change as a function of feedback; or the problematic behavior has the potential for legal or ethical ramifications if not addressed. Candidate expectations and requirements that may also be grounds for dismissal or remediation, include the following:

- 1) Candidates are expected to demonstrate a positive attitude and behave professionally in all environments (university classes, conferences, field experiences) when interacting with faculty, university supervisors, cooperating teachers, school staff, and peers.
- 2) Candidates are required to follow Council for Exceptional Children ethical principles.
- 3) Candidates are expected to accept and respond to supervision and feedback/suggestions provided them by faculty and university supervisors.
- 4) Candidates are expected to control personal stress and/or excessive emotional reactions that interfere with professional functioning and professional relationships.
- 5) Candidates are expected to behave professionally in University classes. Professional behavior includes attendance, punctuality, active and meaningful participation, appropriate attending during instruction, being prepared for class, displaying respect for instructors and peers, and completing assignments in a timely manner.

Remediation Procedures Prior to Program Dismissal

When an academic or behavioral situation is identified the following steps will be taken:

- 1) The Special Education Program Director and appropriate faculty will hold a conference with the candidate.
- 2) The candidate will be informed in writing of the specific problem area(s) noted by the faculty.



- 3) Unless the problem situation is serious enough to warrant immediate dismissal, a written remediation plan will be developed and/or a referral made to another resource, including the Teacher Candidate Progress Review Committee.
- 4) The remediation plan will define the problems, identify the expected behavior/goals, specify methods to reach these goals, and designate a date for goal attainment or re-evaluation.
- 5) Candidates who do not accept a remediation plan will be immediately dismissed from the program.

Grievance Policy and Procedures

When a candidate believes that he/she has not been treated fairly in any aspect of education preparation, the candidate is encouraged to:

- 1) bring the issue to the attention of the faculty member of university supervisor. If this informal resolution resolves the concern then no further action is needed.
- 2) write an individual formal complaint regarding the concern and send it to the identified individual.
- 3) file a written complaint with the Program Director (or the Department of Educational Studies Chair if the Program Director is the source of the concern).
- 4) file a formal complaint at the department level.
- 5) communicate with the Dean of the College of the Liberal Studies

Candidates should not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

General Due Process Overview:

When any candidate is dismissed from the Program/and/or the University, the candidate is entitled to due process and may appeal. The general appeal process steps for course grades, grade point average, and behavioral situation dismissal are as follows:

- 1) In cases where the candidate chooses to appeal a dismissal decision, the candidate first meets with the Program Director to determine options.
 - a. Grade of “D” or “F” dismissal
 - i. Candidate may appeal to the course instructor to get the grade changed.
 - ii. Candidate may appeal to the Department of Educational Studies Appeals Committee.
 - iii. If student is not satisfied with the decision of the DES Appeals Committee, the candidate may appeal to the Graduate Council.
 - b. Grade Point Average dismissal
 - i. Candidate may appeal to the Program Director. Program Director may recommend a remediation plan and re-admit the candidate on probationary



- status. Candidates are subject to probationary status set out by the University.
- ii. Candidates may appeal to the Department of Educational Studies Appeals Committee
- iii. If student is not satisfied with the decision of the DES Appeals Committee, the candidate may appeal to the Graduate Council.
- c. Behavioral concern dismissal
 - i. Candidate may appeal to the Program Director. Program Director may recommend a remediation plan and re-admit the candidate on probationary status. Candidates are subject to probationary status set out by the University and abide by professional behavior plan requirements.
 - ii. Candidates may appeal to the Department of Educational Studies Appeals Committee
 - iii. If student is not satisfied with the decision of the DES Appeals Committee, the candidate may appeal to the Graduate Council.
- 2) The Graduate Council decision on appeals is final. (See the Graduate Catalog for more information on official University policies regarding dismissal.)

Appeal Due Process Procedures:

If a student is dismissed from the graduate studies, the student has the option to appeal for readmission to both his/her graduate program and to University Graduate Study.

- It is the responsibility of the student to demonstrate a compelling case at each step of the appeal process.
- Appeal meetings will be held in closed session according to Wisconsin statute.

Appeal Process Overview

- If a student wishes to be readmitted to the Graduate Special Education Program, he/she must appeal to the Special Education Program Director.
- If the student appeal is successful and readmission into the program is supported, the student must appeal to the Graduate Council for readmission to University Graduate Study.
- If the student appeal is not successful, the student may appeal to the Graduate Council for readmission to university graduate study as a special non-degree graduate student.

Appeal Process Timeline

- Within 30 calendar days of notification of dismissal, the student must state in writing his/her intent to appeal for readmission to both the Special Education Program Director
- Within 45 days of notification of dismissal, the student must submit his/her appeal materials to the Special Education Program Director.



- Within 7 days of receipt of the student's appeal materials, the Special Education Program Director will coordinate a meeting of the Department of Educational Studies Appeals Committee to consider the appeal.
- Within 14 days of receiving the appeal decision, the student must submit a written request to the Director of University Graduate Studies for the University Graduate Council to consider the appeal. The student's appeal materials must accompany the request for the appeal meeting. The Graduate Council will then schedule a meeting to hear the appeal.

Appeal Process Steps

Step 1:

- a) The student submits an appeal for readmission to the Graduate Special Education Program to the Special Education Program Director
- b) Appeal materials may include but are not limited to the following:
 - a. An explanation of extenuating circumstances that impacted performance
 - b. Evidence that these circumstances have been mitigated
 - c. A plan to demonstrate how competence will be gained for materials that have not been mastered or a plan to demonstrate how professional behaviors will be incorporated into daily functioning
 - d. A plan for success if permitted to continue in the program
- c) The student will present his/her appeal (in writing and in person) to the Department of Educational Studies Appeal Committee.
- d) The Department of Educational Studies Appeals Committee consists of at least three individuals, including:
 - a. Special Education Program Director
 - b. Department of Educational Studies Chair
 - c. Department of Educational Studies faculty member with full graduate faculty status
 - d. Representative of the College of Liberal Studies Dean's Office. This is an optional, non-voting member on the committee and serves as a consultant to the Dean and Graduate Council.
 - e. The student may bring a witness/consultant to the meeting. The witness/consultant is not a participating member at the meeting.
- e) Within seven calendar days of the meeting with the Department of Educational Studies Appeals Committee, the Special Education Program Director will notify the student of the Appeals Committee's decision. A copy of the Appeals Committee's decision will be sent to the University Registrar, Office of Graduate Studies, and College of Liberal Studies Dean.



Step 2A: (If student receives support by Department of Educational Studies Appeals Committee for readmission to Special Education Program.)

The student must appeal to the Graduate Council for readmission to University Graduate Study.

Step 2B: (If student does not receive support by Department of Educational Studies Appeals Committee for readmission to Special Education Program.)

Student chooses one of the options listed below:

1. The student accepts the decision and leaves graduate studies at UW-La Crosse. End of Appeals Process
2. The student accepts the Department of Educational Studies Appeals Committee decision, but appeals to the Graduate Council for readmission to University graduate studies as a special non-degree graduate student.
3. The student does not accept the decision of the Department of Educational Studies Appeals Committee to deny readmission and appeals this decision to the Graduate Council.

Teacher Application Procedures

The Special Program is approved by the Wisconsin Department of Public Instruction (DPI). Candidates completing all program requirements designated in their individual programs are eligible for University recommendation for licensure as a Cross-Categorical Special Education teacher license (#801) in Wisconsin. Teacher candidates must complete all degree requirements before the University will make a licensure recommendation.

Steps for acquiring Wisconsin teacher licensure are as follows:

- 1) Candidate completes DPI application for teacher licensure
- 2) Candidates attaches fee to application materials
- 3) Candidate submits materials to the University Certification Officer, who sends the application materials with University credential to DPI

Candidates may refer to the Wisconsin DPI website for detailed instructions and application materials. Candidates wishing to be licensed in other states need to contact the appropriate state departments and follow their licensing directions.

Professional Organization & Student Membership

Candidates are highly encouraged to participate and become a member of the Council for Exceptional Children (CEC), the professional organization for the field of special education (<http://www.cec.sped.org>). Candidates are eligible for a student membership rate when enrolled



as a student at UW-L. Within CEC are numerous divisions that focus on particular areas of interest within the field of special education. More information can be attained from the Special Education Program Director and/or the special education bulletin board on 2nd floor in Morris Hall.

Candidates are also highly encouraged to participate in and become members of the Student Council for Exceptional Children (SCEC), a student organization on the UW-L campus (<http://www.uwlax.edu/scec/>). This student organization provides multiple opportunities for experience with individuals with various disabilities as well as developing collegial relationships with others interested in working with individuals with special needs. More information can be attained from the Special Education Program Director and/or the special education bulletin board on 2nd floor in Morris Hall.

Campus Logistics for Students

Course Registration & Deposit

General Registration Information: All candidates register for courses through WINGS, an online web source (<http://www.uwlax.edu/wings/index.htm>). You must log into the system using your University given username and password. The log in page can be found at <https://wings.uwlax.edu/psp/csprod/?cmd=login&languageCd=ENG&>. WINGS support for answering questions regarding WINGS can be found at <http://www.uwlax.edu/wings/help/index.htm>. Courses offered for each term can be found in the searchable timetable found by clicking a link at the bottom of the UW-L homepage or at <http://www.uwlax.edu/records/timetable/>.

Registration Deposit Policy: Candidates are required to make a monetary deposit before registration. The deposit may be made electronically at <http://www.uwlax.edu/cashiers/> by clicking the appropriate link and entering requested information or from within your WINGS Student Center. (See <http://www.uwlax.edu/cashiers/> for information concerning this WINGS payment.) It is recommended that you **make your deposit at least 24 hours before you plan to register**, so the system contains all of the necessary information when you complete the registration process. Parents or other individuals may also make your electronic deposit for you using the above web link. Candidates must make a registration deposit before registering for each term (fall, winterim, spring, and summer).

Registration: Undergraduate degree-seeking candidates have registration start times that are found on their WINGS Student Center page. Use <http://www.uwlax.edu/wings/help/docs/Helpful%20WINGS%20Registration%20Tips.pdf> for information on how to complete your registration. Non-degree-seeking candidates do not have a WINGS account. Registration for non-degree-seeking candidates begin when open registration begins each term. See registration times at: <http://www.uwlax.edu/records/index.html>.



Credit Cost

All candidates are charged tuition and fees for taking courses at UW-L. Rates based on fulltime enrollments can be found at <http://www.uwlax.edu/admissions/html/afford.htm>. The cost of each credit is determined by the University Administration for each fiscal year. Cost per credit information can be obtained by calling the Cashier's Office, 608-785-8719.

For undergraduate candidates the cost of program completion depends on the number of courses within your chosen major (MC-EA or EA-A) and the SPE minor. Fulltime undergraduate status ranges from 12 to 18 credits.

Daycare Facilities

Special education candidates who have children may be interested in using the on-campus Child Care Center located next to the Student Recreation Center. The Child Care Center is licensed by the State of Wisconsin and accredited by the National Association for the Education of Young Children. For more information visit the Child Care Center or <http://www.uwlax.edu/childcare/>.

Desire2Learn (D2L)

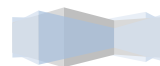
Desire2Learn is a course management system that some UW-La Crosse faculty use to enhance face-to-face instruction or for complete course delivery. If you are in a course that is using Desire2Learn, you will be automatically added to the Desire2Learn portion of the course. D2L support can be found at <http://www.uwlax.edu/itssupport/onlinehelp/desire2learn.htm>. If you have questions concerning D2L, contact the ITS Support center at (608) 785-8774 or itssupport@uwlax.edu.

e-mail Accounts

All special education candidates are assigned a UW-L email account. It is important that you check this email regularly as ALL University correspondence comes to this account. All UW-L faculty are instructed to use this account to contact you with course information, and D2L automatically uses this email account for online course notifications. This username and password are also used to gain access to your WINGS account and other important University information sites. See <http://www.uwlax.edu/itssupport/connecting/info/email.html> for more email information.

Financial Aid, Scholarships, Awards, and Grants

Financial Aid: All special education candidates may be eligible for different sources of monetary aid to assist in paying for your tuition and fees set forth by UW-L for each academic term. Tuition and fee amounts are set by the University each term. For financial aid and other monetary assistance programs see <http://www.uwlax.edu/records/UGCat/ExpensesFinancialAid/Index.htm>; for information on



financial aid programs at UW-L see
<http://www.uwlax.edu/records/UGCat/ExpensesFinancialAid/Aid.htm>.

Scholarships, Awards, and Grants: Special education candidates may apply for scholarships each spring semester for the following academic year. Scholarships have individual application requirements; candidates are encouraged to apply for all scholarships for which they are qualified. All scholarship applications are submitted online to the UW-L Foundation website.

Graduate Admission is currently on hold.

Graduate candidates may also apply for graduate assistantships on the UW-L campus. See scholarship information through the Financial Aid Office <http://www.uwlax.edu/finaid/scholarships.html>. For a list of education-related scholarships through the La Crosse Foundation see <http://www.foundation.uwlax.edu/scheducation.html>. To apply for scholarships through the La Crosse Foundation go to <http://www.foundation.uwlax.edu/schprocess.html>.

Graduate Assistantships: Graduate assistantships are awarded by the College of Liberal Studies to the Department of Educational Studies. Graduate Assistants involve 14 or 20 hours of weekly professional responsibilities. Graduate assistants with 33% appointments work about 14 hours/week; those with 50% appointments work about 20 hours per week. Graduate Assistants are assigned to faculty within the Department of Educational Studies (unless your assistantship is through a different academic department). Graduate Assistants are compensated based on their appointments, and receive a monthly paycheck. Health fringe benefits are also part of the Assistantship; as is a small tuition reimbursement. Candidates are encouraged to fill out the Graduate Assistant Application form and submitting it with their application papers. The application form can be found as a link under the “application information” link on the upper left side of the SPE Program website homepage (www.uwlax.edu/des/specialled).

Eligibility:

1. Decisions regarding graduate assistantship awards are made only after the applicant has been unconditionally admitted to a UW-L graduate program. Unconditional admittance requires a minimum overall undergraduate GPA of 3.0 on a four-point scale or a GPA of at least 3.0 for no less than 12 semester credits of graduate study at an accredited graduate school. Graduate assistant applicants who are currently enrolled must have achieved the status of “unconditional admittance.” Students admitted on probation or placed on probation while at UW-L are not eligible for graduate assistantships.
2. Graduate assistants with a 50% appointment must carry no fewer than nine, or more than twelve, semester credits of graduate coursework during each semester of the



academic year. Students with 33% appointments must carry no fewer than nine, or more than fourteen, credits per semester.

Application Process:

- If you are interested in applying for a Graduate Assistantship fill out the Graduate Assistant Application form found with the application materials for the SPE Program at www.uwlax.edu/des/specialed.
- Candidates may submit a Graduate Assistantship Application along with their application materials for the Graduate Special Education Program and Graduate Studies. (These are three separate applications.) If an assistantship is awarded, candidates do not have to re-apply each year. Candidates must inform the SPE Program Director the semester prior to ending an assistantship commitment. If an assistantship is not awarded, a candidate may reapply for a graduate assistantship each year.
- The deadline for submission of the assistantship application is March 1st of each year *or by the 1st of each month thereafter until all positions are filled.*
- Applications are kept on file in the CLS office should positions become available.

Graduate Assistantships in other departments are also available on a limited basis. Therefore, graduate candidates desiring an assistantship may need to apply in multiple offices.

Parking

All candidates may apply for an on-campus parking permit. There are several options including permits by the academic year, semester only, and other short-term parking options. See <http://www.uwlax.edu/parking/> for fee information and parking lot locations. If candidates do not want to purchase a University parking permit, vehicle parking is on a first-come-first-serve basis on the surrounding streets. These spots are subject to City of La Crosse parking regulations, not the UW-L Parking Office.

Student Healthcare

All candidates may use the Student Health Center services. For services provided see <http://www.uwlax.edu/studenthealth/services.htm>. For links to the staff and fee schedule go to <http://www.uwlax.edu/studenthealth/index.htm>.

Student ID

All candidates should get a student identification (ID) card, also called a Tower OneCard. The Tower OneCard is the official UW-La Crosse form of identification (ID). Candidates can obtain a Tower OneCard ID through the Tower OneCard Office, 223 Cartwright. Candidates' ID pictures are taken, and official ID cards are mailed to the candidate's permanent mailing address, unless another address is provided. A temporary ID is provided for use until the candidate receives the official card.



The card allows access to residence halls, meal plan and tower tender accounts, and financial aid refunds, as well as for textbook services, bookstore purchases, vending machines, and copy machines.

The Tower OneCard ID can also be used as a debit card, with additional banking functions available, if the candidate chooses to open a HigherOne bank account.

Report lost ID's to the Tower OneCard Office, 223 Cartwright. A \$20 replacement fee will be charged for all lost ID's.

Textbooks (Rental & Purchase) Policy

Course textbooks can be either rented or purchased from the University Bookstore, unless instructed differently by the course instructor. Undergraduate candidates pay textbook rental fees and have access to the Textbook Rental portion of the University Bookstore (See <http://www.uwlax.edu/bookstore/Textbook%20Policy.pdf>). General University Bookstore information can be found at <http://www.uwlax.edu/bookstore/>.

Program Policy Acknowledgement

All special education candidates must submit/sign the Special Education Program Policy Acknowledgement Form. Signing this form indicates that the candidate is familiar with the policies within the Special Education Program Handbook (2010 edition) and agree to adhere to the policies. Signed acknowledgment forms are submitted to the Special Education Program Director.



Special Education Program Policy Acknowledgment Form

I, _____, the undersigned, have read the
(print candidate name)

“Special Education Program Handbook” (Spring 2010 edition). I understand and acknowledge the information and agree to abide by the rules, policies, and procedures contained therein.

Candidate signature

date

Special Education Program Director signature

date

Return this form to:

Carol Angell, Ph.D.
Special Education Program Director
University of Wisconsin-La Crosse
300A Morris Hall
1725 State Street
La Crosse, WI 54601

