PITTSBURG STATE UNIVERSITY

Special Education Handbook
2013-2014

Department of Teaching and Leadership
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Mission of the College of Education

The mission of the College of Education is to prepare competent, committed, caring professionals, provide service to the various communities of which we are a part, and expand the body of knowledge through research and dissemination activities.

Mission of the Department of Teaching and Leadership

The mission of the Department of Teaching and Leadership is to develop highly-qualified educators in partnership with educational organizations.

The Vision is to:

- Implement current research-based strategies and interventions in curriculum, instruction, and assessment
- Foster respect and empathy
- Advocate ethical behavior
- Promote continuous improvement based on data and best practices
- Encourage critical thinking and problem solving
- Enhance leadership strategies
- Create ongoing collaboration with educational organizations
- Recruit diverse, high-quality candidates

Goals of the Department of Teaching and Leadership are to:

- Promote professionalism and leadership
- Expand relationships and communication
- Improve instruction and assessment
- Generate research
- Increase diversity and recruitment efforts
- Implement technology
Kansas State Department of Education (KSDE) Teaching Standards

Universities are required by KSDE to demonstrate that program completers possess knowledge and skills necessary to be competent special education teachers. To provide evidence and evaluate the proficiency of candidates, assessments are administered throughout programs of graduate study. The following list outlines the standards for adaptive and functional special education that are aligned with course content and used for evaluation purposes.

**KSDE Standards for Adaptive Special Education**

1. The teacher of students with adaptive learning needs demonstrates an understanding of philosophical, historical, and legal foundations of education and special education.

2. The teacher of students with adaptive learning needs demonstrates an understanding of learners’ diversity and provides support for students’ cognitive, physical, social, emotional and career development.

3. The teacher of students with adaptive special education needs demonstrates assessment, diagnosis, and evaluation knowledge and skills.

4. The teacher of students with adaptive learning needs demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.

5. The teacher of students with adaptive learning needs promotes learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.

6. The teacher of students with adaptive learning needs demonstrates knowledge and skill in managing behavior, facilitating problem solving, developing social skills, and promotion self-advocacy of students with adaptive learning needs.

7. The teacher of students with adaptive learning needs demonstrates effective communication and collaboration skills and knowledge related to individuals with adaptive learning needs.

8. The teacher of students with adaptive learning needs demonstrates professionalism and ethical knowledge and skills related to students with adaptive learning needs.
KSDE Standards for Functional Special Education

1. The teacher of students with functional curriculum needs demonstrates understanding of philosophical, historical, and legal foundations of education and special education.

2. The teacher of students with functional curriculum needs demonstrates understanding of learners’ diversity and provides support for students’ cognitive, physical, social, and emotional development.

3. The teacher of students with functional curriculum needs demonstrates effective educational assessment, diagnosis, and evaluation skills.

4. The teacher of learners with functional curriculum needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing instruction.

5. The teacher of students with functional curriculum needs promotes learning by providing planned, orderly, supportive environments.

6. The teacher of students with functional curriculum needs demonstrates knowledge and skill in facilitating positive behavioral supports and developing social interaction skills.

7. The teacher of students with functional curriculum needs demonstrates effective communication and collaborative partnerships.

8. The teacher of students with functional curriculum needs demonstrates professionalism and ethical practices.
Graduate Knowledge Base

In addition, the College of Education has developed a list of Knowledge Base Standards and upon completion of the program all graduate students must demonstrate proficiency in each area. Throughout the course of study, assessments are administered and candidates are evaluated as to their level of knowledge and skills. This evaluation process continues for three years after graduation when each spring candidates are asked to complete a survey based on these items. The standards and indicators are listed below.

**Professionalism**
The educator will demonstrate specific attitudes, values, beliefs and behaviors which reflect a commitment to a dependable and professional demeanor.

1. Acts with integrity and fairness in an ethical manner.
2. Demonstrates commitment to life-long learning.
3. Participates in ongoing professional development.
4. Demonstrates professional behavior.
5. Sets priorities through self-motivation and self-direction.
6. Maintains confidentiality at all levels.

**Communication**
The educator will demonstrate specific attitudes, values, beliefs and behaviors which promote effective communication.

7. Utilizes multiple collaborative strategies necessary in developing effective learning opportunities for all.
8. Demonstrates a high level of proficiency in oral and written communication skills.
9. Adapts to a variety of unique cultural and ethnic communication styles.
10. Practices effective interpersonal skills that enhance communication.

**Leadership**
The educator will demonstrate specific attitudes, values, beliefs and behaviors which exhibit leadership competencies.

11. Demonstrates the ability to make decisions based on data and input from stakeholders.
12. Adheres to ethical and professional standards.
13. Transforms ideas into action through effective team building.
14. Utilizes a variety of problem-solving strategies and possesses strong critical thinking abilities.
15. Prioritizes tasks and manages time efficiently.
**Instruction and Assessment**
The educator will demonstrate specific attitudes, values, beliefs and behaviors which reflect advocating, nurturing and sustaining best practices and multiple assessments.

16. Possesses pedagogical knowledge relevant to specific disciplines.
17. Provides for instructional variation and integration with other disciplines.
18. Establishes goals and expectations that lead to effective learning.
19. Inspires all learners to develop self-confidence and competence.
20. Demonstrates specialized preparation in specific area of study.
21. Differentiates instruction appropriately for specific needs of learners.
22. Expects all students will achieve full potential and attain individual success.
23. Uses suitable teaching strategies to accommodate learning styles.
24. Utilizes assessment outcomes to develop instruction that meets the needs of all students.
25. Adheres to ethical and unbiased assessment practices.

**Diversity**
The educator will demonstrate specific attitudes, beliefs and behaviors which provide equitable learning opportunities for all.

26. Demonstrates sensitivity to community and cultural norms.
27. Values students and encourages them to value self and others.
28. Promotes a bias free learning environment.
29. Believes in and encourages the success of all learners.
30. Appreciates individual variation and shows respect for the diverse talents of all learners.
31. Responds appropriately to larger political, social, economic and cultural issues through global awareness.

**Technology**
The educator will demonstrate specific attitudes, values, beliefs and behaviors which enhance the integration of technology within the education environment.

32. Maximizes learning by using technology.
33. Enhances the educational environment through technology.
34. Implements various instructional technology strategies.
35. Tailors appropriate technology strategies to a specific content area.

**Research**
The educator will demonstrate specific attitudes, values, beliefs, and behaviors which implements effective research within the educational environment.

36. Uses existing educational research to inform and guide practice.
37. Maintains ethical standards in both conducting and applying educational research.
38. Identifies and solves problems by making decisions based upon accepted theory and research.
Special Education Advisory Board
Dr. Judy Martin, Director of Special Education, Gardner-Edgerton USD 231
Mr. Dan Duling, Director of Southeast Kansas Interlocal # 637
Ms. Julie Bruington, Director of Tri County Special Education Cooperative # 607
Mr. Bert Moore, Director Howard USD 282 Chautauqua and Elk Co. Special Education Services

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Admission Procedures

To apply go to www.pittstate.edu/office/graduate/ and complete the following directions.
Click: *Prospective Student, Applying for Admission, Application Online*
Choose: *New Application* and follow the instructions to apply

Tuition and Fees

For information regarding current tuition and fees visit: www.pittstate.edu/office/registrar/fees.dot.

Financial Aid

Overview of Special Education Programs

The Department of Teaching and Leadership offers two special education Master of Science (MS) graduate programs, Adaptive/Functional K-12 and Adaptive PreK-12, designed to meet the needs of individuals seeking additional preparation for service in schools. It is important to note that Kansas law requires that all special education teachers have a general education teaching license; special education is added as an endorsement to a teaching license.

The MS graduate programs are offered online and a new cohort group begins each fall. Each cohort has an established course sequence, and candidates are expected to complete coursework in the designated sequence. If a student takes a course out of sequence, it will take longer to complete the program.

Adaptive/Functional Program, K-6, 6-12
The Adaptive/Functional Special Education Master of Science is an online program designed for teachers who seek endorsement to teach students with adaptive and functional learning needs, grades K-6, 6-12. Successful completion of this program allows a teacher candidate to earn Kansas endorsement to teach students with adaptive (mild to moderate) and functional (moderate to severe) learning needs, grades K-6, 6-12.

Adaptive Program, Prek-12
The Adaptive Special Education Master of Science is an online program designed for teachers who seek endorsement to teach students with adaptive learning needs, PreK-12. Successful completion of this program allows a teacher candidate to earn Kansas endorsement to teach students with adaptive (mild to moderate) learning needs, PreK-12.

In addition to graduate programs, an autism certificate is available to anyone with an interest in working with students with autism spectrum disorders.
Graduate Programs in Special Education

Master of Science Degree (MS) with a Major in Special Education Teaching
Adaptive and Functional K-6, 6-12
This endorsement allows individuals to teach students from kindergarten through 12th grade who have both mild (adaptive) and more severe (functional) educational needs. This program requires a general education teaching license.

Master of Science Degree (MS) with a Major in Special Education Teaching
Adaptive PreK-12
This endorsement allows individuals to teach students from preschool through 12th grade who have mild (adaptive) educational needs. This program requires a general education teaching license.

Certificate Program

Autism Spectrum Disorders Certificate Program
The autism certificate is available to anyone with an interest (a teacher, parent, or community member) in working with students with autism spectrum disorders. The program is not associated with any type of educational licensure or endorsement.

A detailed description of each special education area of study is presented on the following pages.
Endorsements:
Adaptive Special Education K-6, 6-12
Functional Special Education K-6, 6-12

Admission Requirements:
1. The candidate must hold a Bachelor of Arts or Bachelor of Science in Education degree with
   requirements met for general education teaching license.
2. The student must have a GPA of at least 3.00 in the undergraduate major.
3. A prospective candidate may be granted probationary admission by maintaining a 3.30 grade
   point average during the first nine hours of coursework.
4. Two recommendation forms must be completed by a university professor, direct supervisor or
   someone knowledgeable of the applicants work with students.
5. International students must check with the graduate website for requirements.

Procedural Steps for Master’s Degree:
1. The candidate must apply for and be admitted to a degree program through the Office of
   Graduate Studies.
2. The candidate must apply for candidacy in conference with the advisor prior to enrollment
   in his/her 12th hour of coursework.
3. The candidate must petition the Graduate Office to graduate.

For the Master of Science degree with a major in special education teaching, adaptive and
functional special education endorsements, the following requirements must be met:

Special Education Courses

Fall
SPED 738 Characteristics of Students with Adaptive Learning Needs............... 3
SPED 745 Behavior Analysis and Management ........................................ 3

Spring
SPED 779 Teaching Elementary Students with Adaptive Learning Needs ........ 3
OR
SPED 780 Teaching Secondary Students with Adaptive Learning Needs ........ 3
SPED 761 Practicum 1: Adaptive Learning Needs .................................... 3

Summer
SPED 822 Seminar in Special Education Law ......................................... 3
SPED 750 Assessment in Special Education............................................ 3

Fall
Option I (Thesis Program)
TCHL 891 Methods of Research ......................................................... 3
TCHL 890 Research and Thesis ............................................................ 3-6

Or
Option II (Non-thesis Program)
TCHL 891 Methods of Research ......................................................... 3
SPED 852  Characteristics of Students with Functional Learning Needs ............ 3

**Spring**
- SPED 779  Teaching Elementary Students with Adaptive Learning Needs ........ 3
- **OR**
- SPED 853  Teaching Students with Functional Learning Needs ..................... 3

**Summer**
- SPED 860  Practicum: Functional Learning Needs ..................................... 3
- SPED 833  Leadership and Collaboration in Special Education ....................... 3

**Special Notes**
1. All program courses are delivered online.
2. This is a cohort program and courses are to be taken in the designated sequence.
3. One practicum will be at the elementary level and the other will be completed at the secondary level.
4. Characteristics courses (738 & 852) are prerequisites for methods courses at their respective levels (779, 780, & 853).
5. Special Education Praxis exams are required at the time of application for full endorsement.
Master of Science Degree
Major in Special Education Teaching
Online Program

Endorsement:
Adaptive Special Education PreK-12

Admission Requirements:
1. The candidate must hold a Bachelor of Arts or Bachelor of Science in Education degree with requirements met for general education teaching license.
2. The candidate must have a GPA of at least 3.00 in the undergraduate major.
3. A prospective candidate may be granted probationary admission by maintaining a 3.30 grade point average during the first nine hours of coursework.
4. Two recommendation forms must be completed by a university professor, direct supervisor or someone knowledgeable of the applicants work with students.
5. International students must check with the graduate website for requirements.

Procedural Steps for Master’s Degree:
1. The candidate must apply for and be admitted to a degree program through the Office of Graduate Studies.
2. The candidate must apply for candidacy in conference with the advisor prior to enrollment in his/her 12th hour of coursework.
3. The candidate must petition the Graduate Office to graduate.

For the Master of Science degree with a major in Special Education Teaching, Adaptive Special Education PreK-12 endorsement, the following requirements must be met:

Fall
SPED 738 Characteristics of Students with Adaptive Learning Needs............ 3
SPED 745 Behavior Analysis and Management........................................... 3

Spring
SPED 779 Teaching Elementary Students with Adaptive Learning Needs ....... 3
OR
SPED 780 Teaching Secondary Students with Adaptive Learning Needs.......... 3
SPED 761 Practicum 1: Adaptive Learning Needs...................................... 3

Summer
SPED 822 Seminar in Special Education Law............................................. 3
SPED 750 Assessment in Special Education............................................... 3

Fall
Option I (Thesis Program)
TCHL 891 Methods of Research................................................................... 3
TCHL 890 Research and Thesis................................................................. 3-6
OR
Option II (Non-thesis Program)
TCHL 891 Methods of Research................................................................... 3
SPED 876 Teaching Young Students with Adaptive Learning Needs.......... 3

Spring
SPED 779 Teaching Elementary Students with Adaptive Learning Needs ....... 3
OR
SPED 780  Teaching Secondary Students with Adaptive Learning Needs .......... 3
SPED 864  Practicum II: Adaptive Learning Needs ........................................... 3

Summer
SPED 872  Practicum III: Adaptive Learning Needs ........................................... 3
SPED 833  Leadership and Collaboration in Special Education ............................. 3

NOTES:
1. All program courses are delivered online.
2. This is a cohort program and courses are to be taken in the designated sequence.
3. One practicum will be done at the elementary level, a second will be completed at the secondary level, and a third practicum is required at the Pre-K level.
4. SPED 738, a characteristics course, is a prerequisite for methods courses at their respective levels (779, 780, and 876).
Certificate in Autism Spectrum Disorders

The ASD Certificate program is a 15 hour non-degree program designed to certify that participants have specialized knowledge and skills regarding the characteristics and methods of assessment and teaching individuals with ASD. The program includes two strands: one for “classic” autism and one for “higher functioning” autism/Asperger syndrome. Students may take an additional 3 hours to earn a dual certificate in “classic” autism and higher functioning autism/Asperger syndrome.

Graduate students in the Special Education Master of Science degree program may use some of these courses to meet degree requirements with the permission of their advisor and course instructor. They may also complete the 15-18 credit hour program and receive the ASD Certificate in conjunction with their Master’s degree. Undergraduate students may begin the Certificate program in their final semester with approval from their advisor and the ASD Certificate Coordinator.

Admission Requirements:
- The candidate must hold a Bachelor degree or be in their final semester of a PSU undergraduate program
- Undergraduate degree; 3.0 GPA or admitted with condition

Procedural Steps for Certificate:
1. Apply through the Office of Graduate Studies to the Autism Certificate Program
2. Submit an official transcript
3. The student must petition for completion of the Certificate program during their last semester

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 812</td>
<td>Characteristics of Students with Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 814</td>
<td>Teaching Students with Autism Spectrum Disorders:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies for School and Community</td>
<td>3</td>
</tr>
<tr>
<td>SPED 750</td>
<td>Assessment in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Specialization Area (Choose one or both)

Classic Autism Strand

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLP 869 CC</td>
<td>Topics in SLP/AUD: Autism Spectrum Disorders:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social-Communication Issues (from Fort Hays State)</td>
<td></td>
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</table>

High Functioning Autism/Asperger Syndrome Strand

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 821</td>
<td>Teaching Students with Autism Spectrum Disorders:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Strategies for Building Social Relationships</td>
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Electives (3 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 747</td>
<td>Autism Workshops</td>
<td>1-3</td>
</tr>
<tr>
<td>SPED 748</td>
<td>The Kansas Instructional Support Network Training Series</td>
<td>1-3</td>
</tr>
<tr>
<td>SPED 822</td>
<td>Seminar is Special Education Law</td>
<td>3</td>
</tr>
<tr>
<td>SPED 823</td>
<td>Teaching Students with ASD in the Inclusive Classroom</td>
<td>2</td>
</tr>
<tr>
<td>SPED 827</td>
<td>Teaching Students with ASD: Understanding Sensory Processing Issues</td>
<td>1</td>
</tr>
<tr>
<td>SPED 829</td>
<td>Teaching Students with Autism Spectrum Disorders: Issues in Transition</td>
<td>3</td>
</tr>
</tbody>
</table>
**Student Resources**

**Learning Management System- Canvas by Instructure**

Canvas is the internet-based learning management system used to deliver online course instruction, distribute information, submit completed assignments, post grades and communicate with students. All special education courses utilize Canvas so it is essential to learn how to navigate the system.

**Technical Requirements for Using Canvas**

Canvas can be used on Windows, Mac & Linux. A web browser is necessary and Canvas works best in the most recent versions of Firefox. Chrome, Safari, Opera, and Internet Explorer have issues with uploading assignments and viewing Tegrity videos. Be sure to use the most recent version of flash plugin and keep your browser and flash player up to date. Listed below are recommendations from Canvas support for browsers, flash and other items.

**Browser versions**

Firefox 3.6+
Flash 10 (plug-in)

Canvas will work fine without any Flash, you just won't see any media comments.

Other requirements:
1. You must have Javascript enabled in your browser.
2. Use the most updated version of any browser.

**Support for Canvas**

Student support is provided through the OIS Gorilla Geeks Help Center. Hours of operation are 8:00 - 4:30 p.m. More information may be found at [http://www.pittstate.edu/geeks](http://www.pittstate.edu/geeks) or at 109 Whitesitt, 620-235-4600 or geeks@pittstate.edu.

**Logging In to Canvas**

Please bookmark the URL for Canvas: http://pittstate.instructure.com  For quick access, the Canvas link has been added to the Pitt State homepage. You will be using the same username and password for Canvas that you use for GUS.

**Username:** 7-digit GUS Login ID

**Password:** GUS Pin/Password

If you reset your password in GUS, you will reset your password for Canvas too. Clicking on the "I don't know my password" on the Canvas homepage will re-direct you to the GUS LoginKey Request page.
**Tutorial**

Access the Canvas 101 Tutorial at the bottom of the login page [https://pittstate.instructure.com](https://pittstate.instructure.com) and review the modules listed in the course navigation. The tutorial includes information about Canvas and explains how to use the system.

**Academic Advisement Procedures**

Academic advisement is conducted online utilizing the Canvas system. A cohort advisement community is available in Canvas and all program information is included in the site. Academic advisement is recognized as a critical component of the special education program at PSU. Both the advisor and advisee have responsibilities that must be fulfilled. Each candidate will be assigned an advisor and they will work together to develop a successful program. Listed below are the responsibilities of both the advisor and advisee.

**Academic Advisor Responsibilities**

1. Post office hours and during these hours consider working with advisees a priority.
2. Provide an online advisement community in Canvas.
3. Assist advisees in understanding requirements including institutional, departmental, course sequencing and other pertinent information.
4. Develop a program plan and complete a candidacy plan with advisee.
5. Provide advisement numbers after adequate contact and advisement of advisees.
6. Serve as a resource to help advisees clarify career and academic goals.

**Academic Advisee Responsibilities**

1. Communicate with academic advisor at least one time each semester, using Canvas.
2. Review on-line schedule, program guides and course catalog to prepare a tentative schedule to discuss with advisor.
3. Learn to access and use the GUS System.
4. Ask questions and follow through on referrals made by the advisor.
5. Be aware of graduation and degree requirements.
6. Be aware of policies, requirements, resources and materials necessary for academic progress and achievement.
7. Use the advisor as a resource while at PSU and after graduation.

Information adapted from Academic Advisor Responsibilities: Pittsburg State University [http://www.pittstate.edu/office/exploratory-studies/academic_advisor RESP.dot](http://www.pittstate.edu/office/exploratory-studies/academic_advisor_RESP.dot)

**Special Education Policies and Procedures**

The Special Education program adheres to University policies and procedures posted online at [http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities](http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities). Students are to be familiar with information included in the Student Policies Rights and Responsibilities Document.
Grades

Degree-seeking graduate students are required to maintain a grade point average of 3.0. A student may earn a maximum of six hours of C grade work. Grades of D or F are considered failing grades and do not count toward a degree. The Letter P is used to indicate participation in a course, in which a passing grade was assigned. With the approval of the academic advisor, a student may use up to six hours of course work with a grade of P for their candidacy.

Students are expected to make academic progress toward the completion of the required coursework. A student who has earned grades of Incomplete might not be allowed to enroll in future courses until previous course work has been completed. Course work graded as Incomplete will be changed to F after a year unless the course is part of a thesis or research.

Grade Appeal

Final course grades are to be awarded upon criteria knowledgeable to the student prior to the assignment of the grade. If the student believes that an error has been made in the assignment or recording of a grade, the student should confer with the instructor. If such a conference does not resolve the problem, the student should use the relevant departmental student grievance procedure. The grievance procedure must be completed within three weeks from final grades being assigned.

Candidate Intervention Policy

It is the responsibility of the special education teacher candidate to be familiar with policies, procedures and expectations established by the University and College of Education. If a candidate exhibits difficulties with professional behavior an intervention plan may maybe developed.

I. University policies and the policies of the College of Education will be strictly enforced by the Special Education Area of the Department of Teaching and Leadership.

II. As part of the College of Education, special education teacher candidates will be expected to be familiar with the College of Education Teacher Education Professional Knowledge Base and the Graduate Knowledge Base.

III. High standards of professional and academic behavior will be set for students enrolled in special education classes at the undergraduate and graduate levels.

University and College of Education policies and dispositions are listed below.

To ensure that these high standards are met by special education teacher candidates, the following procedure has been approved.

If a special education teacher candidate exhibits any of the difficulties with professional...
behavior, he/she may be placed on probation and a plan of assistance will be initiated to assist him or her in overcoming these difficulties. Difficulties can include a documented and established pattern of any of the following:

- Poor attendance
- Poor grades on assignments
- Being late to class
- Redoing assignments
- Late assignments
- Behavior unbecoming of a teacher
- Failure to comply with PSU policies (i.e., Academic Difficulties, Academic Standing, Dishonesty in Academic Work/Academic Misconduct, Graduate Knowledge Bases, Professional Knowledge Base).

Other behaviors of concern may be identified by the special education faculty members. It is expected that candidates will make choices that will indicate that their coursework is a very high priority.

**Procedures:**

If any instructor has a concern about a student they will contact the other faculty members to share that concern. If the group reaches a consensus that the problem is severe enough to warrant probation, the advisor will meet with the student to draw up a plan of assistance. That plan will include:

1. Descriptions of behaviors that need to improve;
2. A reasonable timeline for review;
3. The resources that will be provided by the faculty and the university to assist the teacher candidate; and
4. The expectations regarding future behaviors that are to be exhibited by the teacher candidate.

If the student has not sufficiently improved within the reasonable time period designated in the plan of assistance, then he/she may be prevented from enrolling in classes in subsequent semesters.
Special Education Scholarships

Scholarships are available for graduate and undergraduate students with a major or minor in special education teaching who have a 3.0 minimum GPA. Applications are made online through the financial aid section. Directions for applying are posted on the PSU website accessible at http://www.pittstate.edu/affordability/scholarships/. February 1 is the deadline for receipt of applications. Candidates applying for the scholarship must submit a letter stating their desire to work with persons with intellectual disabilities.

Praxis Examinations

In order to receive an endorsement to teach special education, a candidate must successfully pass program specific praxis exams. The exams are administered by the Educational Testing Service (ETS). Testing information and registration can be found at www.ets.org/praxis. When registering, be sure to list Pittsburg State University as a designated score recipient.
Useful Websites

The websites provided below are helpful resources during your course of study in Special Education.

Axe Library (citation references)
http://library.pittstate.edu/ref/resources/general/stylemanuals.html

Beach Center on Disabilities (families and policy)
http://www.beachcenter.org

Instructional Resource Center
http://www.pittstate.edu/college/education/irc/index.dot

Kansas Institute for Positive Behavior Supports
http://www.kipbs.org/new_kipbs/index.html

Kansas Technical Assistance Network (TASN)
http://www.kansasasd.com/

Kansas Multi-Tiered System of Supports (MTSS)
http://www.kansasmtss.org

KSDE Special Services Process Handbook

Positive Behavior Interventions & Support
http://www.pbis.org

Project Stay (behavior resource)
www.projectstay