# Special Education Handbook

Special Services and Leadership Studies Department  
College of Education  
Pittsburg State University

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Introduction to Special Education

Mission Statement

The mission of the Department of Special Services and Leadership Studies is to develop outstanding educational leaders by providing high quality academic programs in leadership, special education, library media and educational technology. In addition, the Department, through an active service and dissemination effort, seeks to enhance educational programs to serve regional, state, national, and international needs. (1995) (Reaffirmed 2004) (Revised 2009)

Vision

To fulfill this diverse mission, the Department:

1. Supports the mission of the University, College of Education and the Special Service and Leadership.
2. Establishes and maintains cooperative relationships with other academic departments and the Division of Continuing Studies, area education service centers and cooperatives, public and private schools, and other service agencies.
3. Recruits, nurtures, and retains an exemplary faculty competent in teaching, service and scholarly activities.
4. Endeavors to recruit, advise, and prepare students who reflect cultural diversity as well as an international perspective and who will model excellence in education and public service.
5. Maintains accreditation from the Kansas State Board of Education and National Council for the Accreditation of Teacher Education, and meets or exceeds the standards of other professional organizations.
6. Leads efforts to utilize technology as a communication, instructional, and management tool.

Goals

The Department of Special Services and Leadership will:

Goal I: Enhance its academic programs through service to students and faculty excellence, utilizing appropriate and on-going assessments.

Goal II: Support the discovery, dissemination, and application of knowledge.

Goal III: Provide leadership, service, and support to its various constituencies.

Goal IV: Use appropriate technologies to broaden and improve the learning environment and student success.

Goal V: Provide the climate and resources needed to support SSLS efforts.
Kansas State Department of Education (KSDE) Teaching Standards

Universities are required by KSDE to demonstrate 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 list below 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

Additionally, 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 below outline the graduate knowledge base.

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.
### Faculty and Staff

#### Dean of the College of Education
Dr. Howard W Smith  
Professor  
115 Hughes Hall  
smith@pittstate.edu  
620-235-4518

#### Interim Chair, Special Services and Leadership Studies
Dr. Alice Sagehorn  
Professor  
201 Hughes Hall  
asagehor@pittstate.edu  
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#### Administrative Specialists

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS Administrative Specialist</td>
<td>Ms. Alicia Anderson</td>
<td><a href="mailto:aanderso@pittstate.edu">aanderso@pittstate.edu</a></td>
<td>913-529-4487</td>
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<tr>
<td>201 Hughes Hall</td>
<td></td>
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</tr>
<tr>
<td>620-235-4484</td>
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#### Teaching Faculty & Staff for Special Education

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<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Gloria Flynn</td>
<td><a href="mailto:gflynn@pittstate.edu">gflynn@pittstate.edu</a></td>
<td>620-235-4966</td>
</tr>
<tr>
<td>208 Hughes Hall</td>
<td></td>
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</tr>
<tr>
<td>Assistant Professor</td>
<td>Mrs. Terri Cooper Swanson</td>
<td><a href="mailto:tswanson@pittstate.edu">tswanson@pittstate.edu</a></td>
<td>913-529-4487</td>
</tr>
<tr>
<td>Autism Certificate Coordinator</td>
<td></td>
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<tr>
<td>KC Metro Center</td>
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<tr>
<td>Program Coordinator</td>
<td>Dr. Ann M George</td>
<td><a href="mailto:ageorge@pittstate.edu">ageorge@pittstate.edu</a></td>
<td>620-235-6090</td>
</tr>
<tr>
<td>211 Hughes Hall</td>
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</tr>
<tr>
<td>Academic Director</td>
<td>Dr. Marti York</td>
<td><a href="mailto:myork@pittstate.edu">myork@pittstate.edu</a></td>
<td>620-235-4965</td>
</tr>
<tr>
<td>KC Metro Center</td>
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</tr>
<tr>
<td>Academic Director</td>
<td>Mrs. Victoria White</td>
<td><a href="mailto:vwhite@pittstate.edu">vwhite@pittstate.edu</a></td>
<td>913-529-4487</td>
</tr>
<tr>
<td>KC Metro Center</td>
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</tbody>
</table>

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Special Education Program Locations

Pittsburg State University Campuses
Hughes Hall
1701 Broadway, Pittsburg, KS 66762-7564

Hughes Hall is the main home of the College of Education. The building houses the Dean’s Office as well as the Curriculum and Instruction and Special Services and Leadership Studies Departments. The Department of Special Services and Leaderships Studies offers a variety of graduate programs and undergraduate minors.

Visit www.pittstate.edu/department/leadership for additional information on programs offered by Special Services and Leadership Studies.

Kansas City Metro Center
12345 W 95th St., Lenexa, KS 66215

The College of Education offers several programs at the KC Metro Center. The KC Metro Center serves as an outreach and extension center. Programs currently offered at the KC Metro Center include:

Visit kcmetro.pittstate.edu for additional information on the KC Metro Center

Remote Locations

The Autism Certificate is offered at a variety of locations throughout the State of Kansas each year, including Hughes Hall, KC Metro Center and Fort Hays State University. For additional locations visit: kcmetro.pittstate.edu/home/academics-programs/autism-certificate.dot.

Admission Procedures

To apply go to: www.pittstate.edu/office/graduate/

Click on the following in this order:
Prospective Student, Applying for Admission, Application Online

Choose: New Application and follow the instructions to apply

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


Program Requirements

Special Education Programs Overview

The Department of Special Services and Leadership Studies (SSLS) offers three graduate programs and two undergraduate minors designed to meet the needs of individuals seeking additional preparation for service in K-12 schools. It is important to note that Kansas law requires all special education teachers to have a general education teaching license. Special education is added as an endorsement to a teaching license.

All graduate programs are offered on the main campus and at the Kansas City Metro Center; programs are structured so that students complete the program in cohorts. Cohorts begin once each year. Classes are a combination of on-line and on-ground; on-ground classes meet in Pittsburg and in Kansas City. Each cohort has an established course sequence, and candidates will be expected to complete their coursework in that sequence. If a student takes a course out of sequence, it will take longer to complete the program.
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 children 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 only PreK-12
This endorsement allows individuals to teach children from preschool through 12th grade who have only mild (adaptive) educational needs. This program requires a general education teaching license.

Master of Arts Degree (MAT) with an Emphasis in Special Education Teaching
Adaptive only 6-12
This endorsement allows individuals to teach children in secondary school (grades 6-12) who have mild (adaptive) educational needs. It is designed for individuals who have a bachelor’s degree and experience as a paraeducator in a secondary special education setting. This program does not require a general education teaching license.

Autism Spectrum Disorders Certificate Program
The autism certificate is available at the graduate level to anyone with an interest (as 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.

Undergraduate Minors in Special Education

Minor in Special Education for Education Majors
Minor in Special Education for Psychology in Education Majors
Provisional endorsement in adaptive special education at the individual’s level of teacher licensure is available on completion of the minor and initial general education course of study.

The special education minor will allow individuals to complete special education courses as they complete their Bachelor’s Degree in Education. Candidates may apply for special education teaching positions when they graduate with their Bachelor’s Degree. However, an additional 16 hours of coursework must be completed before the candidate may apply for the full special education endorsement in either K-6, 6-12 Adaptive and Functional or PreK-12 Adaptive special education.

Minor in Special Education for Family and Consumer Science Majors (Non-licensure program)

Early Childhood Unified License
This program is completed at the undergraduate level. Completion of this program leads to an Early Childhood Unified teaching license that allows individuals to teach both general education and special education students from birth through third grade.

A detailed description of each special education area of study is presented on the following pages.
Master of Science Degree  
Major in Special Education Teaching  
Fall 2011

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 conditional teaching license.
2. The student must have a GPA of at least 3.00 in the undergraduate major.
3. International students must check with the graduate website for requirements.
4. Students may be granted probationary admission by maintaining a 3.30 grade point average during the first nine hours of coursework.

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

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<tr>
<th></th>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Fall</td>
<td>SSLS 738</td>
<td>Characteristics of Students with Adaptive Learning Needs</td>
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<td></td>
<td>SSLS 745</td>
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<td>Spring</td>
<td>SSLS 779</td>
<td>Teaching Elementary Students with Adaptive Learning Needs</td>
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<td></td>
<td>SSLS 780</td>
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<tr>
<td></td>
<td>SSLS 761</td>
<td>Practicum 1: Adaptive Learning Needs</td>
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<tr>
<td>Summer</td>
<td>SSLS 822</td>
<td>Seminar in Special Education Law</td>
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<td></td>
<td>SSLS 750</td>
<td>Assessment in Special Education</td>
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<td>Fall</td>
<td>Option I (Thesis Program)</td>
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<tr>
<td></td>
<td>SSLS 891</td>
<td>Methods of Research</td>
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<tr>
<td></td>
<td>SSLS 890</td>
<td>Research and Thesis</td>
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<td>3-6</td>
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<tr>
<td>Or</td>
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<td></td>
<td>SSLS 852</td>
<td>Characteristics of Students with Functional Learning Needs</td>
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Spring
   SSLS 779  Teaching Elementary Students with Adaptive Learning Needs .......... 3
OR
   SSLS 780  Teaching Secondary Students with Adaptive Learning Needs .......... 3
   SSLS 853  Teaching Students with Functional Learning Needs ...................... 3
Summer
   SSLS 860  Practicum: Functional Learning Needs ..................................... 3
   SSLS 833  Leadership and Collaboration in Special Education ...................... 3

Special Notes
1. This is a cohort program and courses must be taken in the designated sequence.
2. The requirements for a general education license must be met before any special education endorsement can be granted.
3. One practicum will be at the elementary level and the other will be completed at the secondary level.
4. Elective hours: Undergraduates completing a special education minor will have taken at least 21 hours of special education coursework including those courses required for provisional endorsement. Suggested electives to meet the 32-hour minimum requirements are to be chosen with advisement.
5. There is no provisional enforcement at the functional level.
6. Characteristics courses (738 & 852) are prerequisites for methods courses at their respective levels (779, 780, & 853).
7. Special Education Praxis exams are required at the time of application for full endorsement.
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 conditional teaching license.
2. The student must have a GPA of at least 3.00 in the undergraduate major.
3. International students must check with the graduate website for requirements.
4. Students may be granted probationary admission by maintaining a 3.30 grade point average during the first nine hours of coursework.

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

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<td>SSLS 745</td>
<td>Behavior Analysis and Management ..............................................</td>
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<tr>
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<tr>
<td>OR</td>
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<td>SSLS 876</td>
<td>Teaching Young Students with Adaptive Learning Needs .....................</td>
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<td>SSLS 872</td>
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<td>SSLS 833</td>
<td>Leadership and Collaboration in Special Education</td>
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</table>

**NOTES:**

1. This is a cohort program and courses must be taken in the designated sequence.
2. The requirements for a general education license must be met before any special education endorsement can be granted.
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. Elective hours: Undergraduates completing a special education minor will have taken at least 21 hours of special education coursework including those courses required for provisional endorsement. Suggested electives to meet the 32-hour minimum requirements are to be chosen with advisement.
5. *Required for provisional endorsement in Kansas.
6. SSLS 738, a characteristics course, is a prerequisite for methods courses at their respective levels (779, 780, and 876).
Master of Science Degree
Major in Special Education Teaching
Prior to Fall 2011

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 conditional teaching license.
2. The student must have a GPA of at least 3.00 in the undergraduate major.
3. International students must check with the graduate website for requirements.
4. Students may be granted probationary admission by maintaining a 3.30 grade point average
during the first nine hours of coursework.

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

SSLS 738  Characteristics of Students with Adaptive Learning Needs............. 3
SSLS 744  Special Education Technology........................................... 3
SSLS 745  Behavior Analysis and Management ...................................... 3
SSLS 750  Assessment in Special Education....................................... 3
SSLS 779  Teaching Elementary Students with Adaptive Learning Needs .... 3
Prerequisite SSLS 738
SSLS 780  Teaching Secondary Students with Adaptive Learning Needs........ 3
Prerequisite SSLS 738
SSLS 761  Practicum I: Adaptive Learning Needs.................................. 3
SSLS 852  Characteristics of Students with Functional Learning Needs........ 3
SSLS 849  Partnerships w/Families of Exceptional Children & Youth........... 3
SSLS 853  Teaching Students with Functional Learning Needs .................. 3
Prerequisite SSLS 852
SSLS 860  Practicum: Functional Learning Needs.................................... 3
SSLS 861  The Professional Special Educator ...................................... 3
Research Options

3-6 hours

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

Option II (Non-thesis Program)
SSLS 891 Methods of Research ................................................................. 3

Special Notes
1. The requirements for a general education license must be met before any special education endorsement can be granted.
2. One practicum will be at the elementary level and the other will be completed at the secondary level.
3. Elective hours: Undergraduates completing a special education minor will have taken at least 21 hours of special education coursework including those courses required for provisional endorsement. Suggested electives to meet the 32-hour minimum requirements are to be chosen with advisement.
4. There is no provisional endorsement at the functional level.
5. Characteristics courses (738 & 852) are prerequisites for methods courses at their respective levels (779, 780, & 853).
6. Special Education Praxis exams are required at the time of application for full endorsement.
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 conditional teaching license.
2. The student must have a GPA of at least 3.00 in the undergraduate major.
3. International students must check with the graduate website for requirements.
4. Students may be granted probationary admission by maintaining a 3.30 grade point average during the first nine hours of coursework.

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

Special Education Courses

SSLS 738* Characteristics of Students with Adaptive Learning Needs ............ 3
SSLS 779* Teaching Elementary Students with Adaptive Learning Needs ........ 3
Prerequisite SSLS 738
SSLS 761* Practicum I: Adaptive Learning Needs ..................................... 3
Prerequisite SSLS 779
SSLS 780 Teaching Secondary Students with Adaptive Learning Needs ........ 3
Prerequisite SSLS 738
SSLS 864 Practicum II: Adaptive Learning Needs ..................................... 3
Prerequisite SSLS 780
SSLS 876 Teaching Young Students with Adaptive Learning Needs ............ 3
Prerequisite SSLS 738
SSLS 872 Practicum III: Adaptive Learning Needs .................................... 3
Prerequisite SSLS 876
SSLS 744 Special Education Technology ..................................................... 3
SSLS 745 Behavior Analysis and Management ............................................. 3
SSLS 750 Assessment in Special Education .................................................. 3
SSLS 849 Partnerships w/Families of Exceptional Children & Youth .......... 3
SSLS 861 The Professional Special Educator ............................................. 3
## Research Options

### 3-6 hours

<table>
<thead>
<tr>
<th>Option I (Thesis Program)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS 891</td>
<td>Methods of Research</td>
</tr>
<tr>
<td>SSLS 890</td>
<td>Research and Thesis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option II (Non-thesis Program)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS 891</td>
<td>Methods of Research</td>
</tr>
</tbody>
</table>

### NOTES:

1. The requirements for a general education license must be met before any special education endorsement can be granted.
2. 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.
3. Elective hours: Undergraduates completing a special education minor will have taken at least 21 hours of special education coursework including those courses required for provisional endorsement. Suggested electives to meet the 32-hour minimum requirements are to be chosen with advisement.
5. SSLS 738, a characteristics course, is a prerequisite for methods courses at their respective levels (779, 780, and 876).
Master of Arts in Teaching Secondary with Emphasis in Special Education

The Master of Arts in Teaching (MAT), secondary with an emphasis in special education, is an innovative program for special education paraeducators who hold a BS or BA degree in a non-teaching content area and seek licensure to teach special education in an adaptive, secondary setting. To be eligible for the program, a candidate must have at least 1 year of experience as a paraeducator in a school district, be currently employed and remain employed as a paraeducator in a 6-12 adaptive setting for the duration of the program.

Admission Requirements
- Undergraduate degree; 3.0 GPA
- At least one year of experience as a paraeducator in a special education classroom
- Current and continued employment as a paraeducator* in a adaptive secondary special education classroom

Application procedures
Candidate must:
- Apply through the Office of Graduate Studies
- Submit a transcript to be audited by PSU licensure officer
- Provide a letter of recommendation from district superintendent, director of special education or supervisor that includes verification of at least one year of experience as a paraeducator
- Provide 2 letters of recommendation
- Successfully complete admission requirements
- Pass a basic skills test (PPST or C-BASE) and a content test

Curriculum for Masters of Arts Secondary with Emphasis in Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 810</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CURIN 839</td>
<td>Techniques for Teaching Secondary</td>
<td>3</td>
</tr>
<tr>
<td>CURIN 825</td>
<td>The Professional Semester Teacher – Initial Experience</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 745</td>
<td>Behavior Analysis and Management</td>
<td>3</td>
</tr>
<tr>
<td>CURIN 870</td>
<td>Developmental Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 738</td>
<td>Characteristics of Students with Adaptive Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 750</td>
<td>Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 780</td>
<td>Teaching Secondary Students with Adaptive Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 861</td>
<td>The Professional Special Educator</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 849</td>
<td>Partnerships with Families of Exceptional Children and Youth</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 761</td>
<td>Practicum I: Adaptive Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 744</td>
<td>Special Education Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours Required .................................................................................. 36

Paraeducator*: Non-certified employee qualified to assist licensed staff in the instruction of students with disabilities. Duties typically include: implementation of goals and objectives included in the student’s individualized educational plan (IEP); assisting individual and small groups of learners in instructional activities; implementation of behavior and disciplinary plans; and preparation of instructional materials designed by licensed staff.
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 Bachelors 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
- SSLS 812 Characteristics of Students with Autism Spectrum Disorders..................3
- SSLS 814 Teaching Students with Autism Spectrum Disorders:
  Strategies for School and Community .....................................................3
- SSLS 750 Assessment in Special Education..................................................3

Specialization Area Classic Autism Strand (Choose one or both)
- SLP 869 CC Topics in SLP/AUD: Autism Spectrum Disorders:
  Social-Communication Issues (from Fort Hays State)..........................3

High Functioning Autism/Asperger Syndrome Strand
- SSLS 821 Teaching Students with Autism Spectrum Disorders:
  Strategies for Building Social Relationships .........................................3

Electives (3 credit hours)
- SSLS 747 Autism Workshops.................................................................1-3
- SSLS 749 The Kansas Instructional Support Network Training Series.............3
- SSLS 822 Seminar in Special Education Law.............................................3
- SSLS 823 Teaching Students with ASD in the Inclusive Classroom ..............2
- SSLS 827 Teaching Students with ASD: Understanding Sensory Processing Issues....1
- SSLS 829 Teaching Students with Autism Spectrum Disorders: Issues in Transition .. 3
Undergraduate Minor Programs in Special Education

Minor in Special Education for Bachelor of Science in Education Majors

A minor in Special Education is available to students seeking a Bachelor of Science in Education degree. The courses taken as part of the minor will allow students to apply for provisional special education endorsement in conjunction with the completion of their degree. Additional graduate level coursework is required for full endorsement.

Admission Requirements:
- Candidate must be admitted to teacher education

Special Education Core—Taken by All Special Education Minors 15 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS 510</td>
<td>Overview of Special Education</td>
</tr>
<tr>
<td>SSLS 738</td>
<td>Characteristics of Students with Adaptive Learning Needs</td>
</tr>
<tr>
<td>SSLS 744</td>
<td>Special Education Technology</td>
</tr>
<tr>
<td>SSLS 745</td>
<td>Behavior Analysis and Management</td>
</tr>
<tr>
<td>SSLS 750</td>
<td>Assessment in Special Education</td>
</tr>
</tbody>
</table>

Additional Required Courses in Special Education Minor 6 hours

**Elementary**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS 779</td>
<td>Teaching Elementary Students with Adaptive Learning Needs</td>
</tr>
<tr>
<td>SSLS 761</td>
<td>Practicum I: Adaptive Learning Needs</td>
</tr>
</tbody>
</table>

**OR**

**Secondary**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS 780</td>
<td>Teaching Secondary Students with Adaptive Learning Needs</td>
</tr>
<tr>
<td>SSLS 761</td>
<td>Practicum I: Adaptive Learning Needs</td>
</tr>
</tbody>
</table>

**NOTES:**

1. All students seeking a special education endorsement must complete requirements for admission to teacher education.
2. SSLS 761 Practicum I will be done at the candidate’s primary level of general education licensure (elementary or secondary).
3. Graduate hours in addition to those required for endorsement may be used in completing a master’s degree.
4. Special education Praxis II exams are required at the time of application for full endorsement.
Minor in Special Education for Psychology in Education Majors

Admission Requirements:
- Candidate must be admitted to teacher education

Special Education Core: Taken by All Special Education Minors 15 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS 510</td>
<td>Overview of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 738</td>
<td>Characteristics of Students with Adaptive Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 744</td>
<td>Special Education Technology</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 745</td>
<td>Behavior Analysis and Management</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 750</td>
<td>Assessment in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Required Courses in Special Education Minor at the Secondary Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS 780</td>
<td>Teaching Secondary Students with Adaptive Learning Needs</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 761</td>
<td>Practicum I: Adaptive Learning Needs (Secondary)</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTES:
1. All students seeking a special education endorsement must complete requirements for admission to teacher education.
2. As a result of completing the special education minor, a candidate will be eligible to receive a PROVISIONAL endorsement to teach students with adaptive learning needs, grades 6-12.
3. Coursework for full special education endorsement is completed at the graduate level.
Minor in Special Education for
Family and Consumer Sciences Majors

This minor does not lead to teacher licensure or special education endorsement in Kansas.

A minor in Special Education is available to students seeking a Bachelor of Science in Family and Consumer Sciences with an Early Childhood Emphasis. It will provide candidates with knowledge and experience in working with young children with special needs as they work in a preschool, Head Start, or childcare setting.

Admission Requirements:
- Candidate must major in Family Consumer Sciences—Early Childhood Emphasis

Required Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSLS 511</td>
<td>Overview of Special Education Birth through Sixth</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 350</td>
<td>Methods: Infants and Toddlers with Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>SSLS 351</td>
<td>Field Experience: Infants and Toddlers with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>SSLS 450</td>
<td>Methods: Preschoolers with Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>SSLS 451</td>
<td>Field Experience: Preschoolers with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>SSLS 560</td>
<td>Assessment of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 744</td>
<td>Special Education Technology</td>
<td>3</td>
</tr>
<tr>
<td>SSLS 590</td>
<td>Development of the Child Birth through Eight</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Science in Education Degree  
Major: Early Childhood Unified (Birth through 3rd Grade)  
General Education Components

This is a summary of the required courses for the Early Childhood Unified Licensure program. All candidates should obtain an official program guide from the department detailing curriculum requirements and components. Minimum requirements for graduation include 128 semester hours.

I. Basic Skills.......................................................................................................................... 15 Hours
   A. English (6 hrs required - Choose one 1-hr pair)
      English Composition (ENGL 101) ................................................................. 3
      Intro to Research Writing (ENGL 299) .............................................................. 3
      English Composition (ENGL 101) ................................................................. 3
      Honors English Composition (ENGL 190) ......................................................... 3

   B. Communication
      Speech Communication (COMM 207) ................................................................. 3

   C. Math
      Mathematics for Education I (MATH 204) ......................................................... 3
      Mathematics for Education II (MATH 304) ......................................................... 3

II. General Education Requirements/Choices........................................................................... 37-40 Hours
   A. Sciences
      Natural Sciences (5 hrs required - Choose one 5-hr pair)
      Environmental Life Science (BIOL 113) ............................................................. 4
      Environmental Life Science Lab for Teachers (BIOL 114) .................................... 1
      General Biology (BIOL 111) .............................................................................. 3
      General Biology Lab (BIOL 112) ...................................................................... 2

      Sciences (5 hrs required - Choose one 5-hr pair)
      Physical Science and Lab (PHYS 171/172) ......................................................... 4
      Science Lab for Teachers (PHYS 114) ................................................................. 1
      Intro Chemistry and Lab (CHEM 105/106) ......................................................... 4
      Physical Science Lab for Teachers (PHYS 114) ..................................................... 1

   B. Social Studies
      Introduction to Sociology (SOC 100) ................................................................. 3

   C. Political Studies
      US Politics (POLS 101) ....................................................................................... 3

   D. Producing and Consuming
      Economy (Choose 1 from the following 2 courses.)
      Issues in Today's Economy (ECON 191) ............................................................. 3
      Consumer Education (FCS 230) ..................................................................... 3

      Technology
      Technology for the Classroom (SSLS 330) ....................................................... 3

   E. Fine Arts and Aesthetic Studies....................................................................................... 2-3
      Any Fine Arts course listed for the general education requirements

   F. Cultural Studies (Choose 1 from the following 2 courses.)
      World Regional Geography (GEOG 106) .............................................................. 3
      Elements of Geography (GEOG 300) .................................................................. 3
G. Health and Well Being

Psychological
General Psychology (PSYCH 155) ................................................................................. 3

Physical (Choose 1 from the following 2 courses.)
Lifetime Fitness Concepts (HPER 150) ............................................................................ 1
Nutrition and Health (FCS 203) ...................................................................................... 3

H. Human Heritage

History (Choose 1 from the following 4 courses.)
American History to 1865 (HIST 201) ........................................................................... 3
American History from 1865 (HIST 202) ........................................................................ 2
World History to 1500 (HIST 101) ................................................................................ 1
World History from 1500 (HIST 102) ............................................................................. 2

Literature (Choose 1 from the following 3 courses.)
General Literature 113 (ENGL 113) ............................................................................... 3
General Literature 114 (ENGL 114-Genre) .................................................................. 3
General Literature 116 (ENGL 116–Theme) ................................................................. 3

III. Education, Psychology and Lab Experiences ......................................................... 59-60 Hours
Developmental Psychology (PSYCH 263) ..................................................................... 3
Explorations in Education (CURIN 261) .......................................................................... 3
Interacting with Children (FCS 390) ............................................................................... 3
Practicum in Early Childhood (FCS 391) ......................................................................... 1
Infant-Toddler Development (FCS 392) .......................................................................... 3
Developmental Planning: P/S & K (FCS 490) ................................................................. 3
Preschool Laboratory (FCS 491) ...................................................................................... 1-2
Supervised Teaching in Early Childhood Lab (FCS 591) ................................................ 5
Parent/Professional Relationships (FCS 690) ................................................................. 3
Early Literacy/Language Development (CURIN 322) .................................................... 2
Literature for Young Children (CURIN 323) ................................................................. 1
Methods in Creative Expressions (CURIN 321) ............................................................. 3
Early Childhood Program Organization & Management (CURIN 440) .................... 3
Technology for the Classroom (SLS 330) ..................................................................... 3
Overview of Special Education, Birth–6 Grade (SLS 511) ........................................... 3
Methods, Infants/Toddlers (SLS 350) ............................................................................ 2
Methods, Preschool with Disabilities (SLS 450) ............................................................ 2
Assessment of Young Children (SLS 560) ..................................................................... 3
Science and Social Studies Methods (CURIN 369) ....................................................... 3

Note: Admission to Teacher Education is Required:
Elementary School Mathematics (CURIN 361) ............................................................ 3
Primary Reading and Language Arts with Practicum (CURIN 366) .......................... 4
Educational Psychology (PSYCH 357) ............................................................................ 3
Methods, Primary Child w/Disabilities (SLS 550) ........................................................ 2

IV. Professional Semester ...................................................................................... 17 Hours
Elem/Middle Level Education (CURIN 455) ................................................................. 2
Methods and Curriculum (CURIN 458) ........................................................................ 3
Foundations of Measure and Evaluation (CURIN 464) ................................................. 2
Supervised Student Teaching (CURIN 475) ................................................................. 3
Supervised Student Teaching (CURIN 476) ................................................................. 5
Follow-up of Teachers (CURIN 579) ............................................................................ 2
Student Resources

ANGEL Learning Management System

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

ANGEL Computer Requirements
ANGEL is designed to support a wide variety of operating systems through limited use of client-side technologies. While ANGEL products generally function well in most browsers, the following are formally supported and tested:
With PCs running Windows OS: Internet Explorer, Firefox and Mozilla
With Macs running OS X: Firefox and Mozilla (note: Safari is not supported at this time)
Most modern PC’s with a capacity to connect to the Internet will work with the system.

Student Support for ANGEL
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 or at 109 Whitesitt, 620-235-4600 or geeks@pittstate.edu.

Microsoft Office 2007 File Formats
The 2007 Microsoft Office system introduces a new file format that is based on XML. These new file formats will not open in Microsoft Office Word/Excel/PowerPoint 2003 or earlier versions.
When using Office 2007, save work in an earlier version format. When saving the document go to File / Save As and then select the drop down box next to “Save as type: and choose” Word 97-2003 Document (*.doc). The process will be the same for Excel and PowerPoint.

Drop Box

To electronically submit an assignment through ANGEL, follow these steps:
1. Log into ANGEL account and select the course.
2. Click the Lessons tab.
3. Find the drop box folder and click on the tile or the icon.
4. In the Title field, enter a title for your submission.
5. In the Message field, enter a message for the instructor (optional).
6. Click the Attachment button and in the pop-up box, browse for your file by clicking the browse button.
7. Click Open to attach the file.
8. Click Upload File. Your uploaded file will appear in the Uploaded Files box. If you want to upload additional files, repeat steps.
9. Click the Finish button once you are done.
10. Hit Submit to send the file to your instructor.
Grade Book

Grades are recorded in the ANGEL grade book and can be accessed at anytime. After uploaded assignments are graded by the instructor, the grade is recorded and available to students.

Discussion Forum

A discussion forum is a threaded discussion area within a course. Access a discussion forum on the Lessons tab.
1. Select the Lesson tab.
2. Navigate to the appropriate folder and select the icon or title of the discussion forum. A discussion forum icon depicts a folder with a thumbtack.
3. Once the discussion forum is accessed, a list of posted messages will appear. Select the subject of the message you want to read and the message will be displayed on the screen.
4. To read another message, select it from the list. You may also progress through the list of messages using the Previous Post or Next Post buttons in the top right menu.

Reply to a posted message
If after selecting and reading a message, you may wish to reply to it.
1. Select the Reply link in the bottom left menu.
2. Add or edit text in the Post Tile field, as necessary.
3. Enter reply in the message text box.
4. Click the Save button.

Post a new thread
To post a new message to begin a new discussion thread:
1. Click the New Post button on the left side of the toolbar.
2. Enter a Post Title describing the topic of your post.
3. Enter your message in the message text box.
4. Click the Save button.
Academic Advisement Procedures

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. Assist advisees in understanding requirements including institutional, departmental, course sequencing and other pertinent information.
3. Develop a program plan and complete a candidacy plan with advisee.
4. Provide advisement numbers after adequate contact and advisement of advisees.
5. Serve as a resource to help advisees clarify career and academic goals.

Academic Advisee Responsibilities

1. Schedule and meet with academic advisor at least one time each semester.
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
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 Special Services and Leadership Studies.

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.
Special Education Policies and Procedures

The Special Education program at PSU adheres to the following policies and procedures. The policies stated below are also posted in the University Catalog and Online: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities.

Class Attendance

Students at Pittsburg State University are expected to attend class regularly and participate fully in the activities of that class under the guidance of a university instructor. The instructor is responsible for setting and communicating to the students the attendance requirements for each class. Each instructor may establish his/her own class attendance policy, and students are expected to comply with this policy. The policy should be communicated to the students through the course syllabus.

Class Absence

Students are responsible for clearing their absences with each instructor. The Office of Campus Life and Auxiliary Services will notify instructors of unusual circumstances of health or family problems if absences are in excess of three days.

If, in the judgment of the instructor, a student has been excessively absent from class, the instructor may report this to the Office of the Registrar, who shall withdraw the student from class and shall notify the student. An instructor may withdraw a student from a class at any time during the semester. If a student is withdrawn beginning with the 12th week of class, the student shall receive a grade of F.

Dishonesty in Academic Work

Students are reminded to be familiar with the ”Dishonesty in Academic Work” policy in the 2009-2011 University Catalog. They are expected to demonstrate academic integrity at all times. Violations will be handled as indicated in the written policy. The Policy is as follows:

Academic Misconduct

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.
Academic dishonesty by a student is defined as unethical activity associated with course work or grades. It includes, but is not limited to:

- Giving or receiving unauthorized aid on examinations,
- Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,
- Submitting the same work for more than one course without the instructor’s permission,
- Plagiarism is defined as using ideas or writings of another and claiming them as one’s own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individual’s ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students’ quizzes or exams, as well as presenting as one’s own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor.

Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an “F” or “XF” (an “XF” indicates the “F” was the result of academic dishonesty) for the entire class and dismissal from the university.

When an instructor has a reasonable good faith belief that a student has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student’s final grade in the course, that student may appeal the final grade pursuant to the current Pittsburg State University Catalog’s Grade Appeal process.

When the instructor wishes to impose an “XF”, and/or more severe sanctions, he or she must first notify their department chair, dean, and the University’s Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions seem warranted for a student or former student who has assisted in a serious act of academic dishonesty.

**University Academic Honesty Committee**

The Academic Honesty Committee is convened under the auspices of the Vice President for Academic Affairs. It is composed of nine members. The Faculty Senate Executive Committee is responsible for appointing six of these members. All must be full-time members of the teaching faculty. Members chosen by the Executive Committee serve staggered two-year terms. The Faculty Senate Executive Committee shall make its appointments at the beginning of the
academic year. In addition to its six faculty members, the Academic Honesty Committee shall include three student members. Two (2) students of senior status shall be appointed by the Student Government Association. An additional (1) student shall be appointed by the Graduate Student Association. The students from both organizations will be appointed annually and at the beginning of the fall semester.

The Vice President of the Faculty Senate will serve as the Academic Honesty Committee Chairperson. If the Vice President of the Faculty Senate is excluded because of possible bias, the President of the Faculty Senate will appoint a temporary chair. The Academic Honesty Committee Chairperson is responsible for advising the Vice President for Academic Affairs on cases involving alleged student academic dishonesty.

The committee may impose one or more of the following sanction:

- The imposition of a grade of “XF”
- The addition of a permanent note on the student’s transcript indicating his/her participation in a serious act of academic dishonesty (such as taking an exam for another student)
- Disciplinary probation
- Suspension
- Expulsion from the university

The decision made by the Academic Honesty Committee may be appealed to the Vice President for Academic Affairs.

The following procedures shall be adhered to:

Step 1: The instructor charging a student with academic dishonesty shall submit a written request for hearing to the Chairperson of the Academic Honesty Committee, giving full detail of the alleged act of academic dishonesty and send copies of the request to their department chair and dean. The Chairperson of the Academic Honesty Committee will then convene the committee and inform its members of the details of the incident. The aforementioned request shall be forwarded by the Chairperson of the Academic Honesty Committee to the student charged with academic dishonesty. The committee shall then schedule a hearing to be held within fifteen (15) class days from the time of the instructor’s request.

Step 2: The instructor, and student charged with academic dishonesty, will be notified of the time and date of the said hearing at least five (5) class days before the hearing is to be held. The instructor, and student charged with academic dishonesty may seek advice concerning the hearing from any person such as a faculty member or department chairperson. The instructor and each student may also be accompanied to the hearings by an advisor. The student, at their own cost, has the right to provide a Transcriptionist at their hearing. Note: The university attorney has the right to be present at any Academic Honesty Committee hearing.

The two parties, the instructor and student charged with academic dishonesty, may each request removal of any one member of the committee. This request shall be presented to the chairperson of the committee in writing at least two (2) class days prior to the time of the hearing. After the
request for removal has been made the chairperson will notify the individual and the respective individual will be removed from the hearing.

Step 3: The Academic Honesty Committee will conduct an appropriate hearing and may gather additional evidence pertaining to the issue.

During the hearing, the instructor, student charged with academic dishonesty, and witnesses with direct firsthand knowledge of the incident shall have the opportunity to testify (within the guidelines and time frames established by the committee). Hearings are evaluations by members of the university community and are not legal proceedings. Cross-examination is the prerogative of the instructor, the student charged with academic dishonesty, and the committee. For future reference, the hearing shall be audio tape recorded (Committee deliberations on sanctions shall not be recorded). During the entire process the proceedings of the committee shall be closed and confidential, unless the matter becomes the subject of litigation.

Step 4: Within five (5) class days of the conclusion of the hearing, the committee will render a written opinion concerning its findings, as well as a written verdict which the Vice President for Academic Affairs will impose.

Step 5: Upon notification of the imposed sanction, the student will have five (5) class days to appeal to the Vice President for Academic Affairs. This appeal must be in a written format and must provide detail for the reason of the appeal.

Step 6: Once the Vice President for Academic Affairs receives the appeal, he/she will have 8 class days to review the hearing and, in consultation with the President, render a decision. The Vice President for Academic Affairs may uphold, or overturn the Academic Honesty Committee’s sanction or propose an alternate penalty which the student may accept.

Removal of Sanctions

After two (2) years have elapsed, the student may present a written request for removal of the imposed sanctions to the Vice President for Academic Affairs. If the request is not granted, the student may present up to 4 more requests for removal but in no case can the student present more than 1 request per academic year.

If the request is granted, the student will be returned to good standing with the university and/or have the notification of the disciplinary action removed from their transcript, provided that no other sanction for academic dishonesty has been imposed in the interim. It shall be at the Vice President for Academic Affairs discretion to determine what fairness requires.

Academic Standing

A student who has not maintained a 3.0 grade point average, has earned six hours of C grade work, and/or has failed a course with a grade of D or F can be placed on Academic Alert status. A student who has been placed on Academic Alert can be required to enroll in fewer hours for the following semesters, be required to repeat courses, not be eligible for an assistantship and/or
be dismissed from the Graduate School. Students on Academic Alert Status will be monitored each semester to confirm that they are improving their academic standing.

A student who has not maintained a 3.0 grade point average, earned more than six hours of C grade work, and/or has failed a course with a grade of D or F can be dismissed from the Graduate School by the Graduate School Dean. The Graduate School Dean, after consultation with the student’s academic advisor, may terminate a student’s graduate status because of unsatisfactory academic performance. Students who have been Academically Dismissed will not be admitted to a graduate degree program for a period of two years.

**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 or In Progress will be changed to F after a year unless the course is part of a thesis or research.

**Incomplete Work/In-Progress**

Except for research, incomplete work at the graduate level is subject to the rule that it must be completed in the next enrollment period or, with instructor permission, no later than one year after receiving the incomplete. An incomplete not removed within one year shall be regarded as a failure and the IN grade will be changed to F and included in the computation of the student’s GPA. Incomplete grades are only given when extenuating circumstances has prevented the student from completing the course requirements. A student should never assume that he/she will request an incomplete grade at the end of the semester and that request will be granted.

A grade of In Progress (IP) may be given when a student is enrolled in a course that requires the student to engage in projects that extend past the end of the semester. Such courses must be legislated and approved by the Graduate Council for use of the IP grade. As with incomplete grades, an In Progress not removed within one year shall be regarded as a failure and the IP grade will be changed to an F and included in the computation of the student’s GPA.

**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.
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 Instructional Support Network (KISN)
www.kansasasd.com

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

KSDE Special Services Process Handbook

Positive Behavior Interventions & Supports
http://www.pbis.org/main.htm

Project Stay (behavior resource)
http://www.projectstay.com