

***Special Education
Program Student
Handbook***

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I. Introduction

The Eriksson College of Education at Austin Peay State University prepares candidates to teach PreK through high school.

The Department of Teaching and Learning, housed in the Martha Dickerson Eriksson College of Education, offers a variety of degree programs at both the undergraduate and graduate level for teaching in Grades 6-12 and K-12.

<https://www.apsu.edu/education/about-us/history.php>

https://www.apsu.edu/education/offices_centers_initiatives.php

<https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

<https://www.apsu.edu/education/caepdata/annualreportingmeasures.php>

II. Mission

The Department of Teaching and learning in the Eriksson College of Education: <https://www.apsu.edu/education/about-us/teachingandlearning.php>

<https://www.apsu.edu/education/about-us/history.php>

III. Policies

Office of Teacher Education and Partnerships

<https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

- a. Clinical Teaching Handbook
- b. TN Code of Ethics
- c. Clinical Teaching Acknowledgement of Risk
- d. edTPA
- e. Dispositions for Teacher Candidates

<https://www.apsu.edu/education/currentstudents/dispositions.php>

Equity, Access, and Inclusion: <https://www.apsu.edu/equity-access/>

Title VI: <https://www.apsu.edu/equity-access/title-VI.php>

Title IX: <https://www.apsu.edu/equity-access/titleix/index.php>

Professional Commitments and Dispositions

Students in education courses at Austin Peay State University are expected to demonstrate the following positive professional dispositions. Failure to do so may result in dismissal from the Teacher Education program. These dispositions will be evaluated by university professors and classroom teachers and are aligned with InTASC and CAEP standards.

<https://www.apsu.edu/education/currentstudents/dispositions.php>

The College of Education has a Professional Review Board for the purpose of reviewing professional dispositions of candidates who may have displayed unprofessional dispositions while in the program or in field placements. The Professional Review Board consists of faculty from the College of Education.

See the APSU Clinical Teaching Handbook for teacher candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Disposition Policy

The Eriksson College of Education endeavors to prepare candidates who have the ability to become highly competent professionals in education. As a nationally accredited program, the teacher preparation program adheres to the standards and guidelines of the Council for the Accreditation of Educator Preparation (CAEP) and the Tennessee Department of Education (TDOE) program outcomes that are derived from the Interstate New Teacher Assessment and Support Consortium (InTASC). Within these guidelines, the College of Education faculty has the freedom and ultimate responsibility for the selection and evaluation of its candidates; the design, implementation, and evaluations of its curriculum; and the determination of who should be recommended for a degree and teacher licensure. See the APSU Clinical Teaching Handbook for teacher

candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Admission and retention decisions are based not only on prior satisfactory academic performance and on the demonstrations of skills necessary to be a successful teacher but also on a range of factors that serve to ensure that the candidate can demonstrate the dispositions critical to being a successful teacher. These dispositions include the belief that all candidates can learn, an appreciation of the uniqueness of each candidate, belief that every candidate deserves a high-quality education, and a genuine desire to meet the educational needs of all candidates in a caring, non-discriminatory, and equitable manner. The College of Education faculty have outlined the dispositions expected of candidates in all programs. Procedures were then developed to ensure the APSU teacher candidate demonstrates those dispositions.

<https://www.apsu.edu/education/currentstudents/dispositions.php>

Expectations of Candidate Dispositions

All teacher candidates will be provided with the disposition forms during their coursework in the College of Education. Dispositions expected for those in initial programs will be discussed in EDUC 2100/5500 or equivalent course, published in appropriate teacher education documents, and reinforced throughout the program. Candidates in advanced programs will be provided a form outlining the expected dispositions in their first graduate course. See the APSU Clinical Teaching Handbook for teacher candidates at

<https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Also, see <https://www.apsu.edu/handbook/student-code/> Dispositions:

<https://www.apsu.edu/education/currentstudents/dispositions.php>

Reporting of Candidate Dispositions

A dispositions review form will be available in LiveText for each course. At the end of each semester, faculty will review each candidate and submit the review through LiveText. For courses requiring afield experience, the mentor teachers will also complete a disposition form. These forms are to be returned by the mentor teacher to the instructor of each corresponding course.

Reasons for Program Dismissal: Negative Dispositions

The goal of the dispositions policy is to identify candidates displaying negative or inappropriate behavior so they can be counseled and remediation occur. In the case where such efforts fail, a decision will be made about the future of the candidate in the teacher education program. Reports of inappropriate dispositions from course instructors or from the mentor teachers will be entered into Banner. When a candidate receives two negative reports, a candidate's advisor will be notified. The advisor will schedule a meeting with the candidate to discuss specific concerns that need to be addressed and complete a College of Education Dispositional Action Plan, detailing the unacceptable behavior(s) and a plan for remediation. If notification falls at the end of a term, the advisor will schedule the meeting at the beginning of the next full term in which the candidate is enrolled. If a candidate receives a third or subsequent negative report, the Director of Teacher Education will schedule a conference with the candidate. If notification falls at the end of a term, the Director will schedule the meeting after the beginning of the next full term in which the candidate is enrolled. The candidate will be asked to present any information in this meeting the candidate wishes regarding the three offenses. If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared in the College of Education Dispositional Action Plan, and both the candidate and Director will sign the agreed course of action to be taken. A copy of the memo and any additional information the candidate provides will be included in the candidate's record. If the Director determines that remediation is not appropriate or the candidate has failed to address a remediation plan, then the Director may recommend the candidate's dismissal from the Teacher Education Program. The candidate may appeal the Director's decision to the College of Education Appeals Committee.

The candidate may then appeal the committee's decision to the Dean of the College of Education. The Dean will provide a response within 5 business days of receiving the formal appeal. Dispositional problems are part of the candidate's record and will be used as evidence in decisions to advance through the program. See the APSU Clinical Teaching Handbook for teacher candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Also, see <https://www.apsu.edu/handbook/student-code/>

Incidents of Inappropriate Behavior Incidents of inappropriate behavior differ from dispositions in that they constitute behavior that must be dealt with immediately because the behavior is detrimental to the well-being of the student, a university faculty member, other candidates, or students and faculty in P-12 settings. When incidents occur, a Dispositions Incident Report should be completed and filed by the faculty member. The candidate will be contacted and informed to meet with the Director of Teacher Education. The severity of the incident will determine the course of action to follow. If remediation is appropriate, a College of Education Dispositional Action Plan will be completed. A record of the incident report will be recorded in the student's file at APSU. The original report will be filed in the candidate's file in the Office of Teacher Licensure. If the Director determines that remediation is not appropriate or the candidate has failed to address a remediation plan, then the Director may opt to recommend the candidate's dismissal from the Teacher Education Program. The candidate may appeal the Director's decision to the College of Education Appeals Committee. The candidate may then appeal the committee's decision to the Dean of the College of Education.

See the APSU Clinical Teaching Handbook for teacher candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Also, see the Student Code of Conduct at <https://www.apsu.edu/handbook/student-code/>

Overview of Process for Negative Dispositions

- Step 1:** Dispositions will be discussed in EDUC 2100/5500 or equivalent course, and provided to students. Dispositions for Candidates
- Step 2:** Dispositions Rubric will be completed by faculty in LiveText in each course. For courses that require a field experience, the Dispositions Rubric will be completed by the Mentor Teacher.
- Step 3:** For two negative reports, a candidate's advisor will be notified. The advisor and candidate will meet to discuss specific concerns that need to be addressed and complete a Dispositional Action Plan.
- Step 4:** For third negative report, the Director of Teacher Education will meet with the candidate. The Director makes the decision

about candidate's future in the program.

Step 5: Candidate may appeal any negative decision to the College of Education Appeals Committee.

Step 6: Candidate may appeal the committee's decision to the Dean of the College of Education.

IV. Program Objectives and Goals

<https://www.apsu.edu/education/about-us/teachingandlearning.php>

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Austin Peay State University is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address:

Knowledge: Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Also enables the use of technological knowledge and collaborative techniques to foster active inquiry, problem solving, and performance skills among learners.

Skill: Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences.

Disposition: Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for practice of behaviors that meet ethical and professional standards while striving for continual personal improvement.

Performance Standards

Candidates of the Eriksson College of Education follow a specific degree program, which addresses the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers.

<https://www.apsu.edu/education/currentstudents/standards.php>

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

V. Curriculum

Programs of Study

<https://www.apsu.edu/education/programs-of-study/index.php>

Admission Requirements

Please follow application process for admission into Austin Peay State University found at <https://www.apsu.edu/admissions/applicant/admission-requirements.php>

Progression Requirements

Advising: After your freshman year, you will be assigned an advisor in the Eriksson College of Education who is knowledgeable about the program and who will act as a liaison between your academic major advisor and the education department. You will meet with your major advisor to determine your progress and courses to take in order to continue your four-year program. However, if questions arise about educational courses, please contact the education faculty advisor for clarification. Your major advisor will be available to assist you throughout your program.

Transition Point Assessment and Licensure

Advancement in the program requires achieving a series of transition points (See Appendices for Transition Points Review Criteria Checklist).

Transition Point I – Pre-Admission to Teacher Education

<https://www.apsu.edu/education/undergradmilestones.php>

Transition Point II - Provisional Status

<https://www.apsu.edu/education/undergradmilestones.php>

Transition Point III - Clinical Status

<https://www.apsu.edu/education/undergradmilestones.php>

Transition Point IV - Induction Status

<https://www.apsu.edu/education/undergradmilestones.php>

Questions Regarding Licensure

See the APSU Office of Teacher Education and Partnerships at

<https://www.apsu.edu/ready2teach/teachered.php>

Also, see the APSU Clinical Teaching Handbook for teacher candidates at

<https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Field Experience Placement Overview

Candidates completing the Special Education Licensure Program have many opportunities to be in area schools to observe, teach, and reflect. In order to participate in field experiences, a background check and fingerprinting will occur. (See *Appendix C*)

<https://www.apsu.edu/ready2teach/teachered.php>

See the APSU Clinical Teaching Handbook for teacher candidates at

<https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Rules and Responsibilities for Teacher Candidates

- a. **Attendance:** Attendance and full participation in Special Education Program classes and field experiences is expected, and is required for licensure. Time within any semester is very limited for making up missed hours; repeated absences from classes and field experiences will jeopardize a candidate's Special Education Program completion and licensure. See the APSU Clinical Teaching Handbook for teacher candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

b. Confidentiality: See the APSU Clinical Teaching Handbook for teacher candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

c. Social Media Statement: See the APSU Clinical Teaching Handbook for teacher candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

d. Internet Acceptable Use Policy:

See the APSU Clinical Teaching Handbook for teacher candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Conflict Resolution: If a candidate encounters a conflict in their field experience, it is the candidate's responsibility to discuss the matter first with the supervising teacher in the field. If, after notifying the supervising teacher of the problem, the conflict cannot be resolved, the candidate should contact the University supervisor and the APSU Office of Teacher Education and Partnerships (in the Claxton Building).

<https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

For specific information, see the APSU Clinical Teaching Handbook for teacher candidates at <https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Liability Insurance: Prior to any field experience candidates need to purchase liability insurance through the Student Teacher Education Association (STEA) or the Professional Educator Association (<https://ims.nea.org/JoinNea/type.do>)

And <https://www.proedtn.org/page/LiabilityCoverage>

<https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

See the APSU Clinical Teaching Handbook for teacher candidates at

<https://www.apsu.edu/ready2teach/resources-teacher-candidates.php>

Academic Support

- **Peer Tutoring:** Free group support for undergraduate courses for APSU students. Tutoring is available for most core courses and some upper-division courses. To schedule sessions with a peer tutor, see <https://www.apsu.edu/lrc/tutoring/>
- **Writing Center:** Free individual assistance with any paper, for any class, in any writing style, for APSU students. To schedule sessions with a writing tutor, please stop by the Writing Center (in the Library) and see <https://www.apsu.edu/writingcenter/>
- **Workshops:** GMAT Prep., GRE Prep., TEAS Prep., PRAXIS Core Prep., and more are available. https://www.apsu.edu/testing/test_prep_information.php
- <https://www.apsu.edu/education/>

Student Tennessee Education Association (STEA):

<https://peaylink.campuslabs.com/engage/organization/student-tennessee-education-association>

Kappa Delta Pi (KDP):

<https://www.kdp.org/>

The Honors Program at Austin Peay State University:

<https://www.apsu.edu/honors/>

Dual Enrollment: If you have completed your sophomore year in high school and meet other program requirements, you can start now and earn college credits through dual enrollment at Austin Peay.

<http://www.apsu.edu/govnow/>

Office of Student Research and Innovation (OSRI):

Undergraduate research is an opportunity available to our Education majors/minors. <https://www.apsu.edu/osri/>

Study Abroad:

<https://www.apsu.edu/study-abroad-exchange/study-abroad/>

Service Learning:

<https://www.apsu.edu/volunteer/service-learning/index.php>

Scholarships: Several scholarships are available to education majors at Austin Peay State University. (See **Appendix F.**)

<https://www.apsu.edu/scholarships/>

VI. Accreditation

<https://www.apsu.edu/about-apsu/accreditation.php>

<https://www.apsu.edu/education/caepdata/annualreportingmeasures.php>

Graduation Requirements

Graduation requirements from Austin Peay State University can be found at <https://www.apsu.edu/commencement/graduation-requirements.php>

Transfer of Courses

If you anticipate completing any course(s) at another institution, the course(s) must be specified on a Course Work Approval Form filed with the Office of the Registrar. It must include the selected course(s), dates of enrollment, institution, advisor/department chair approval and Office of the Registrar approval. An OFFICIAL transcript must be received from the institution immediately upon completion of the course(s). See <https://www.apsu.edu/registrar/transfer/>

Please notify the Office of the Registrar in writing of any changes in your graduation plans or address. See the Registrar's office for information: <https://www.apsu.edu/registrar/>

VII. Appendices

Appendix A: Special Education Licensure Programs

Appendix B: Milestone Checklist

Appendix C: Praxis Requirements (Content Specific)

Appendix D: Appeal process

Appendix E: Background check and fingerprinting

Appendix F: Scholarships

Appendix A

SPECIAL EDUCATION LICENSURE PROGRAM

Please follow link below for corresponding program

<https://www.apsu.edu/programs/>

Keep in mind that some of these programs may or may not exactly match your four-year program. Contact your advisor each semester to register for courses.

Contacts for the Eriksson College of Education are at

<https://www.apsu.edu/education/>

Appendix B

Transition Points Checklist

<https://www.apsu.edu/education/undergradmilestones.php>

Appendix C:

Praxis Requirements (Content Specific)

<https://www.apsu.edu/education/currentstudents/testing.php>

Appendix D

Appeal Process for Teacher Education

Students who have not met one of the requirements for advancing through Transition 1 or Transition 2 have the option of appealing for a waiver of the requirement and temporary admission to the program. Follow the steps outlined at <https://www.apsu.edu/education/appeals.php> (for questions, contact the APSU Office of Teacher Education and Partnerships at <https://www.apsu.edu/ready2teach/teachered.php>).

Appendix E

Background Checks and Fingerprinting

The State of Tennessee requires a criminal history check for each student wishing to enter a teacher education program. The fingerprinting must be completed and your criminal background report must be on file in the Office of Teacher Licensure before you may enter a K-12 school. Please follow the steps at

<https://www.apsu.edu/education/currentstudents/securitycheck.php>

Appendix F

Scholarships and Financial Aid

This is a list of scholarships available to students majoring in education. A complete description and criteria for each award can be found at the following link: <http://www.apsu.edu/education/scholarships/index.php>