



SPED Student Handbook

2019-2020

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Department of Special Education
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<http://www.pdx.edu/sped>

Welcome to the Department of Special Education
College of Education¹
Portland State University

This handbook has been created to assist you in your journey through the Special Educator Program. It is intended to be a working, evolving notebook that will be used throughout your graduate experience.

Keep this document readily available as a reference throughout the program. The information presented in this handbook is important for all Special Education teacher candidates to use when working toward teacher licensure and master's degree.

This document may be updated periodically. When it is updated, the SPED department chair or program coordinators will inform students. The most recent version of the handbook can be found here:

<https://www.pdx.edu/sped/student-handbook>

¹ In December 2018, the PSU Graduate School of Education has changed its name to the College of Education (COE). This name change reflects the need to provide undergraduate programs in education and related fields.

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The College of Education's (COE) Conceptual Framework

Vision: Preparing professionals to lead life-long learning and development within our diverse communities

1. Diversity and Inclusiveness – Advocacy for Fairness and Respect.

1.1 Candidates work effectively with diverse populations.

1.2 Candidates promote inclusive and therapeutic environments.

2. Research based practices and professional standards – Professionalism.

2.1 Candidates critically analyze and implement research-based practices.

2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.

3. Impact on Learning and Development – Commitment to learning.

3.1 Candidates ensure that all learners and clients succeed.

3.2 Candidates use technology to enhance learning and development.

3.3 Candidates influence policy and provide leadership for organizations.

4. Evidenced-informed decision-making – Reflection.

4.1 Candidates use evidenced to address problems of practice and make informed educational and therapeutic decisions.

COE Philosophy (COE Guiding Principles)

- We create and sustain educational environments that serve all students and address diverse needs (Diversity & Inclusiveness)
- We encourage and model exemplary programs and practices across the life span (Quality).
- We build our programs on the human and cultural richness of the University's urban setting (Urban Community).
- We model professionalism and develop collaborative efforts that foster our mission (Collaboration & Professionalism).
- We challenge assumptions about our practice and accept the risks inherent in following our convictions (Ethical Convictions).
- We develop our programs to promote social justice, especially for groups that have been historically disenfranchised (Democracy & Social Justice).
- We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability (Sustainability).
- We model thoughtful inquiry as a basis for sound decision-making (Inquiry)

SPED Department Statements

Vision Statement

The Special Education Department at Portland State University is dedicated to preparing and supporting professionals to improve the educational outcomes and quality of life for all learners.

Mission Statement

To achieve our vision, the Special Education programs strive to increase the use of evidence-based practices by preparing exemplary educators, collaborating with schools, building community partnerships, and conducting and disseminating research.

The Special Education Department faculty believes:

- 1) All children can learn.
- 2) Educators have a fundamental responsibility for children's learning and a duty to advocate for students and their families.
- 3) Diverse, inclusive, and equitable environments improve educational opportunities and a quality of life for all learners.
- 4) Families have valuable knowledge about their children and are essential partners in their education.
- 5) Collaboration among schools, families, and communities improves educational outcomes.
- 6) Preparing high quality teachers requires blending effective instruction at PSU with successful school partnerships.
- 7) Prevention and systematic early intervention are essential for maximizing student success and for preventing failure among student groups as well as for individual students.
- 8) Support systems and the provision of culturally responsive instructional practices should be used to address the unique needs of diverse learners and to enhance the recruitment of a diverse educational workforce.
- 9) Research and evidence-based practices increase the effectiveness of educators' work.
- 10) Collection and thoughtful data analysis should drive educational decision-making about instruction and support.

Diversity and Inclusion Perspectives

The Department of Special Education is committed to equity and inclusion across schools and the community. We understand diversity to be a complex and multifaceted construct that includes, but is not restricted to ability, age, race, language, ethnicity, socioeconomic status, religion, gender identity, sexual orientation, and country of origin. We are committed to understanding how prejudice, discrimination, bias and privilege have impacted, and continue to impact, the lives and school experiences of those who are underserved and those experiencing discrimination within our communities and schools.

As faculty, we strive to continually challenge and develop our own understanding of factors within our schools and society that impact the experiences of diverse students, families, and communities. We

understand this requires taking risks and engaging in dialogue that can be personal, sensitive, and difficult. We understand that we all carry biases (implicit and explicit) that can impact our behavior and interactions. We approach this work with great humility, knowing that we will make mistakes, but understanding that our commitment to equity requires this risk. We strive to stay engaged, understand, and learn when respectfully presented with divergent perspectives or feedback related to insensitive or discriminatory comments, content, or assignments related to equity and diversity. We all have much to learn and we understand that every topic we discuss can provide the opportunity for a range of diverse perspectives.

Through our courses and programs we strive to prepare educators with an equity lens that blends a focus on inclusion with research-based practices in instruction, assessment, positive behavior support, and collaboration. We understand that supporting struggling learners and addressing issues of equity and disproportionate outcomes in education are complex problems that will require ongoing advocacy and support and must be approached on many levels from the individual student and family to the classroom, school, district as well as state and federal levels. We understand this work cannot occur in a vacuum and requires collaboration across stakeholders, including students, families, local communities, and education professionals.

Critical Concepts in Special Education

Scaffolding Instruction: Scaffolding enables a learner to perform a skill or carry out a task that would be beyond his or her unassisted efforts. Scaffolding encompasses many strategies and should be based on assessment of the learner's current performance. It is a flexible, temporary support designed to be gradually removed as performance improves.

Collaboration and Teaming: A dynamic process of effective communication and mutual effort across stakeholders (e.g. learners, families, school personnel, community members) involving shared resources, collaborative decision making, and joint accountability to achieve meaningful outcomes.

Individualization: A systematic and collaborative process to develop and adapt environments, supports, and instruction to individual needs. Individual considerations include the strengths, cultural, and family contexts, preferences, and priorities of the learner and family.

Data-Based Decision Making: Continuous, purposeful process of collecting, interpreting, presenting, and using data to inform actions that support positive educational outcomes. Data-based decision making considers the learner's progress within the contexts of instruction, curriculum, and environment.

Inclusion and Diversity: Inclusion embodies the values, policies, and practices that ensure the right of every learner and family to full membership in classrooms, schools, and communities. Supports enable all learners to be engaged participants in social, academic, and extracurricular activities.

Leadership and Advocacy: Advocacy and leadership are guided by research and professional standards with a robust understanding of context, including perspectives across stakeholders. Leaders and advocates actively engage a range of strategies to facilitate effective practices, systems, and policies to support learners' outcomes for an individual or across learners.

Council for Exceptional Children (CEC)

Special Education Professional Ethical Principles

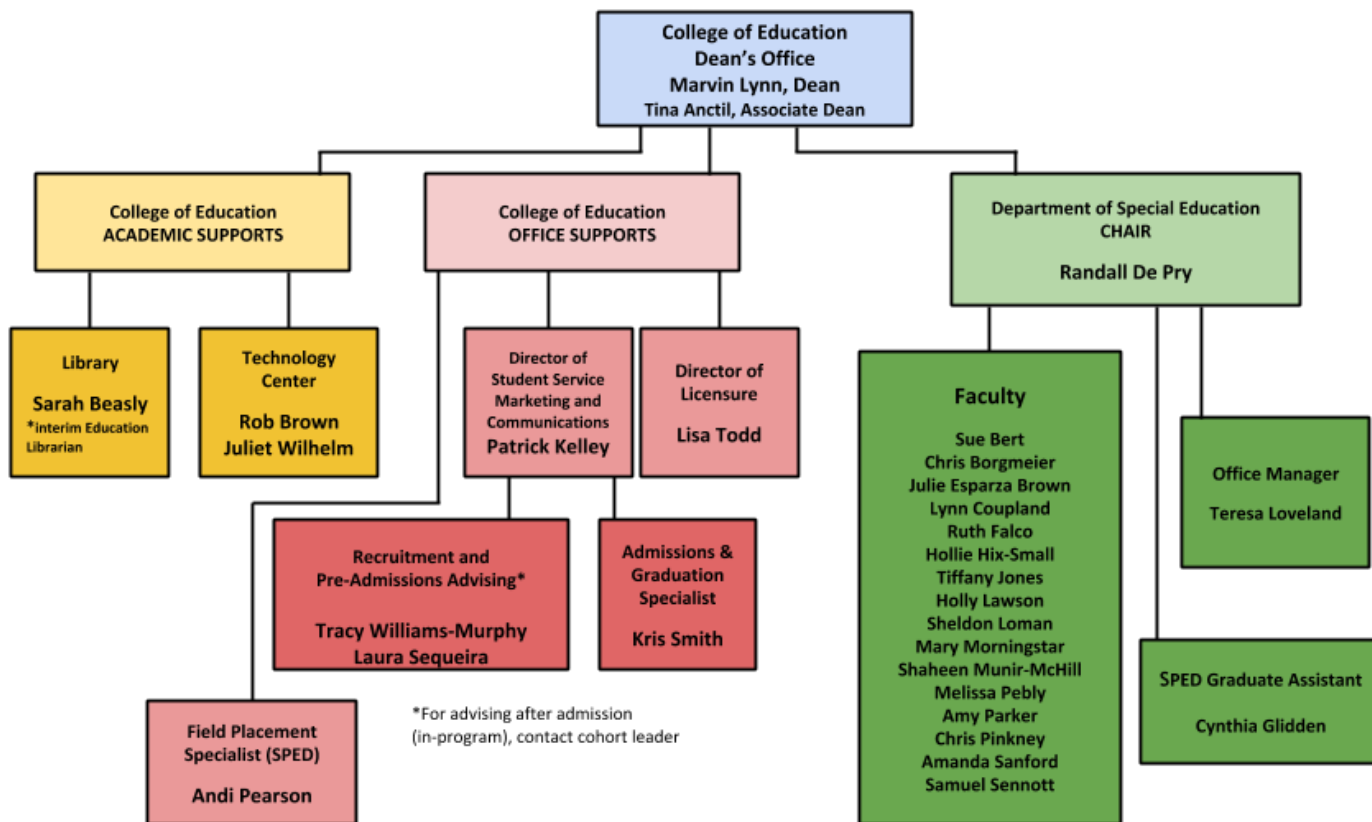
Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision-making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills

Approved 2015. Available online at Council for Exceptional Children webpage at <http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

2019-2020 Organizational Chart of Program Faculty and Support Staff



Link to larger diagram: <http://bit.ly/SPEDOrg>

Special Education Faculty & Staff Directory

Support and Professional Staff



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SPED Programs Cohort Leaders & Contact Information

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IEEP (Dual Endorsement) 2019-2021	Tiffany Jones jonest@pdx.edu
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SPED Teaching & Research Faculty



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Positive Behavioral Interventions and Support (PBIS), including work in social skills instruction, functional behavioral assessment, and systemic change models in schools



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Secondary/transition; person-centered planning and self determination; collaboration and consultation; technology



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Working with students with significant and multiple disabilities; English language learners



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Bilingual special education; cognitive and achievement assessment, bilingual education; Response To Intervention (RTI)



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RCIEP: Research Center on Inclusive and Effective Educational Practices
 Severe disabilities; autism; early intervention/early childhood special education



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Middle/secondary; instructional methods,
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Literacy; students with mental health disorders in
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VIL: Visually Impaired Learners
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Elementary literacy; academic assessment;
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O&M: Orientation and mobility for individuals with complex disabilities, communication interventions, participatory action research with people with disabilities and their families, and community-based partnerships to create social change.



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Severe disabilities, augmentative and alternative communication, literacy



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Positive Behavioral Interventions and Support (PBIS); secondary literacy; dropout prevention



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Augmentative and Alternative Communication (AAC), Assistive Technology (AT); universal design for learning; writing instruction; low incidence disabilities; autism; early childhood education. Co-creator of the original Proloquo2Go AAC app for the iPad, iPhone, and iPod touch

Emeritus & Retired Faculty

Joel Arick

Nancy Benson

James "Blue" Bickford

Steve Brannan

Nancy Brawner-Jones

Christine Downs

Jean Edwards

Jean Horton

Steve Isaacson

Joe Kaplan

Dave Krug

Paula Stanovich

Leslie Munson

Ann Fullerton

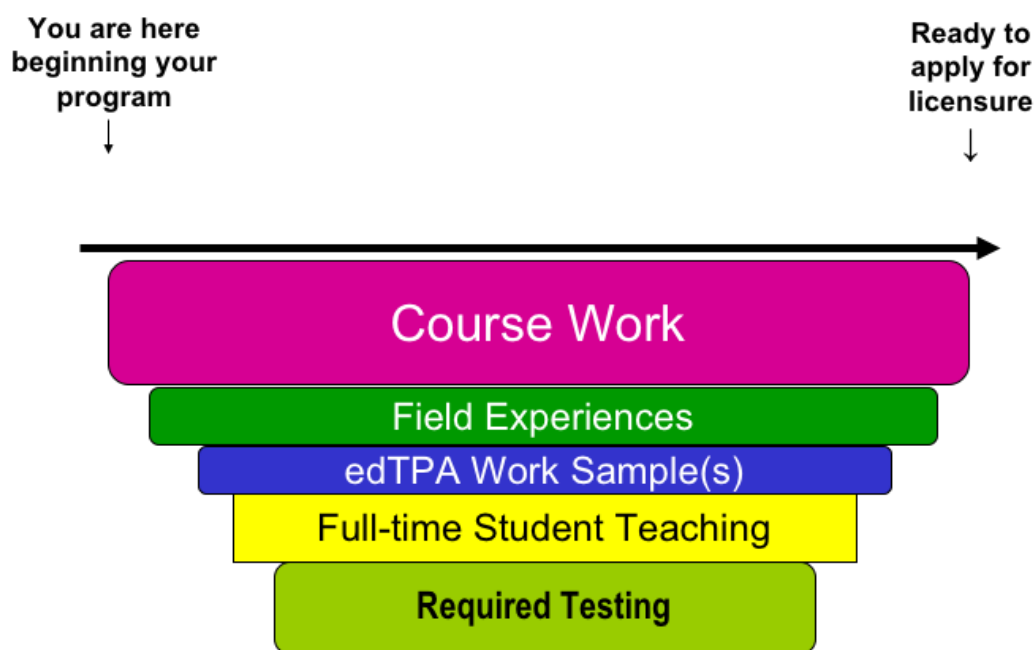
Overview of Special Education Programs

For individuals to teach in the state of Oregon, the Oregon Teacher Standards and Practices Commission (TSPC) must license them. Individuals with no previous teaching experience must earn an initial license through an approved program. Students may earn the initial license with one or more of the following Special Education endorsements through Portland State University:

1. **Added Endorsement Program (AddSPED):** Allows individuals who already hold a teaching license to add a Special Education endorsement.
2. **Autism Certificate of Completion Programs:** Allows individuals to gain a comprehensive set of evidence-based instructional strategies and a curriculum for students with Autism Spectrum Disorder (ASD) and High Functioning Autism.
3. **Board Certified Behavior Analyst (BCBA) Program:** Designed for graduate students in human service areas of study such as behavior analysis, education, and psychology, who would like to receive training in ABA and/or complete the course sequences as a requirement to take the BCBA exam.
4. **Early Intervention/Early Childhood Special Educator (EI/SE):** Allows individuals to teach young children who have special needs ages birth through grade 3, and their families; it is recommended for those who want to work in early intervention and early childhood settings.
5. **Educational Leadership Doctoral (EdD) Program:** Designed for working professionals who seek an advanced degree to deepen their understanding of research and leadership, and to strengthen their communication skills in current or aspiring leadership positions
6. **Inclusive Elementary Educators Program (IEEP):** Allows individuals to earn an initial license with dual endorsement in Elementary and Special Education.
7. **Infant Toddler Mental Health (ITMH) Graduate Certificate:** Designed for professionals who are working with families who have children from the prenatal period to 36 months of age. Can combine with a master's degree
8. **Orientation & Mobility:** O&M professionals to teach individuals with visual impairments how to travel safely, efficiently, and with purpose in a variety of environments. The program prepares students for the international ACVREP certification exam. Can combine with a master's degree.
9. **Secondary Dual Educator License (SDEP) Initial Licensure with Dual Endorsements in Content Area and Special Education (Middle-Level through High School):** Allows individuals to earn an initial license with dual endorsement in a content area in Middle-High school and Special Education.
10. **Special Educator (SPED):** Allows individuals to teach students with a range of disabilities from grades PK-12. The special educator program is offered at the undergraduate and graduate-level.
11. **Visually Impaired Learner (VIL):** Allows individuals to teach blind or visually impaired children ages birth to 21.

The Department of Special Education has designed full and part time programs to prepare individuals for licensure. **A Master of Arts or a Master of Science in Education** may be earned after completing a licensure program by completing nine credits of master's research core. The MA degree requires a demonstrated proficiency in one or more foreign languages. Options for meeting this requirement are outlined in the Portland State University Course Bulletin. Foreign language proficiency is not required for the MS degree.

Program Sequence



Licensure Requirements

All College of Education Program Completers must meet specific requirements, appropriate to their licensure program, to be eligible for a recommendation for licensure.

A **Program Completer** is defined as a teacher candidate who has satisfactorily completed:

- All coursework/credits (Includes having planned program of study completed, all prerequisites completed, all licensure grades posted on official transcripts, and all official transcripts on file.)
- All practicum and student teaching (Includes having all forms /evaluations completed and on file.)
- All required teacher assessment (Includes having all forms/evaluations completed and on file.)
- All tests required by TSPC: both the ORELA Civil Rights test, and subject matter test(s).
- The licensure recommendation process.

Preliminary Teaching License

Graduates of the COE's initial teacher preparation programs will be issued a Preliminary Teaching License. The endorsement(s) attached to the license are the subject area(s) the teacher is qualified to teach (e.g., Special Educator). You earn your endorsement by (1) completing an approved university program and (2) achieving a passing score on the required tests:

- Special Education License: ORELA NES exam http://www.orela.nesinc.com/PageView.aspx?f=GEN_Tests.html
- Early Intervention and Visually Impaired Licenses: Praxis Exam <http://www.ets.org/praxis/or/>

Adding Endorsements

Once a teacher has received their Preliminary Teaching License, they might want to add more endorsements. The COE offers several options for licensed teachers to add endorsements to their license. Be sure that you apply and are formally admitted to any added endorsement program.

For additional information about applying for a Preliminary Teaching License or an endorsement, go to <http://www.pdx.edu/education/licensure> on the College of Education web page.

Renewing Your License

A Preliminary Teaching License is valid for three years and continuously renewable until experience requirements and advanced competencies for the Professional Teaching License are met. To renew the Preliminary Teaching License, a teacher must complete 75 professional development units (25 PDUs per year). The PDUs must be verified through the employing district, or Education Service District. Requirements for the Professional Teaching License include a minimum of four full years of teaching experience, and completion of an advanced education program. Options for the advanced education program include an added endorsement or specialization program; an advanced degree program; advanced licensure program; advanced professional development program. New teachers will work with their district to design an advanced professional development program specific to their performance goals. See Appendix B for more information about the Special Education Career Path including professional development activities and Continuing Licensure.

For additional information about Oregon Teaching Standards and Practices Commission (TSPC), go to <http://www.oregon.gov/TSPC>

Master's Degree

The Department of Special Education offers a Master of Science degree and the Master of Arts degree. The Master in Special Education degree program may be completed in conjunction with a teacher licensure program or independently. Students completing a Special Education master's degree must complete a 45-credit graduate program with a minimum of 9 credits of research core. Students also have the option to complete a thesis instead of a project.

Topic Areas

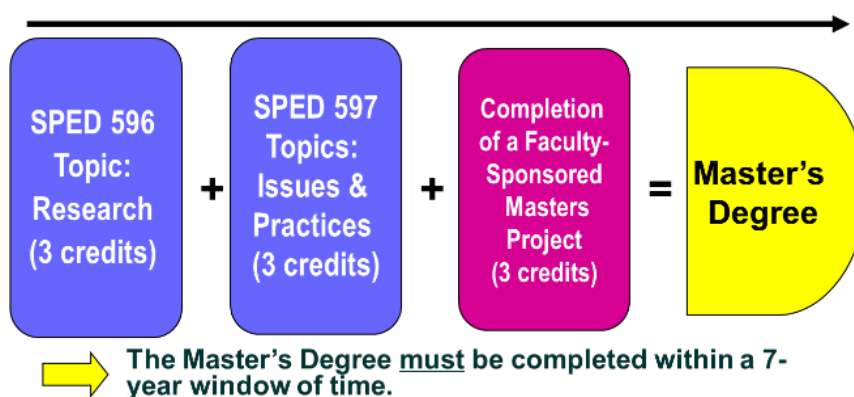
Students must take SPED 596: Topic in Special Education Research before enrolling in SPED 597: Topic in Special Education Issues and Practices and SPED 506: Applied Project. Topics such as Literacy, English Language Learners, Positive Behavior Intervention Supports, Assistive Technology, and Kiwanis Camp are offered. With advisor approval, MS only students may take up to 9 credits of SPED 596 and 9 credits of SPED 597 in three topic areas.

Students must fulfill a capstone experience by choosing either the completion of a special project (SPED 506) or a master's thesis (SPED 503) under the direction of a faculty advisor. The special project (SPED 506) must include a written product and presentation. Students opting to complete a thesis will follow Portland State University guidelines outlined in the Bulletin.

Instructions for VIL, EI/ECSE, and IEEP

Students completing programs in Visually Impaired Learner (VIL), Early Intervention, and Inclusive Elementary Educator programs will have the Master's core classes incorporated into the licensure sequence. Licensure and degree will be awarded simultaneously. Questions should be directed to the program coordinator.

Master's Research Core



Field Experience

Overview

The licensure program includes two types of field experience. A Practicum Experience is a practicum that usually requires approximately 10 hours of fieldwork per week within a school. Student teaching is a full-day teaching experience that is usually the culminating field experience within an initial licensure program.

Note: The culminating student teaching experience may not be required for teacher candidates adding a SPED endorsement to an existing Oregon teaching license.

Practicum Experiences and Student Teaching serve to integrate course content within a practical teaching/learning environment. Specific Practicum Experience and Student Teaching assignments provide opportunities for teacher candidates to apply, practice and generalize concepts and skills taught in the university courses.

The Practicum Experiences and Student Teaching assist teacher candidates to develop, clarify, and apply knowledge, skills, and professional dispositions about quality educational practices. These experiences offer opportunities to observe and participate in the responsibilities and roles of the special educator (instructional and non-instructional), while developing skills in instructional delivery and classroom management.

College of Education policies and procedures related to field experiences can be found in the Clinical Experiences Handbook: <https://www.pdx.edu/education/field-placements>. It is the responsibility of all teacher candidates completing a field experience to familiarize themselves with the content of this handbook.

The Placement Process

*****Contractual Procedures for Placement – VERY IMPORTANT*****

There are many factors that are taken into consideration when placing teacher candidates into field experiences within local schools. The needs of each teacher candidate are considered, as well as specific circumstances that may be occurring with a teacher, school/program administration or within the school itself. Because of our contractual relationships with our district and program partners, teacher candidates **MUST NOT** attempt to set up their own placements. PSU has contractual agreements with school districts for placement of our students. If those contracts are violated, we cannot provide our teacher candidates with field placements. These contracts specify that no PSU teacher candidate will attempt to set up their own placements.

For teacher candidates going to school part-time and employed as teachers or educational assistants who are approved to engage in a practicum on the job, we have specific criteria and procedures for approving on-the-job field experiences.

Practicum Experience/Student Teaching placements are identified using the following criteria:

1. Review of the SPED student teaching application completed by teacher candidates and submitted to the field placement coordinator.
2. Discussion with educational administrators and university faculty who have knowledge of programs and teachers that can provide a quality learning environment for teacher candidates.
3. Final approval by the educational administrator for the school/program, the university field placement coordinator, and the cohort leader.

Teacher candidates will be notified of their placement upon confirmation from the school site. Information will be provided regarding the educational setting and cooperating professional that may be contacted for an introductory meeting. Further information regarding details around placement may be found at (<http://pdx.edu/education/information-students#sped>).

As a policy, PSU students will not participate in the following practices as a part of their PSU field experiences:

- No pre-planned physical restraint,
- No pre-planned seclusion, even with training,
- No planned participation creation of aversive intervention plans,
- No participation feeding/medication protocols
- No independent completion of home visits

PSU students may participate in training for these protocols, but not implementation.

If districts have hired the students as employees, then their contracts will dictate what is appropriate.

University Supervision Process

A PSU supervisor is assigned to each teacher candidate during each Practicum or Student Teaching experience. The university supervisor works with each teacher candidate and cooperating teacher to plan, coach and, evaluate progress throughout the term. The university supervisor is available to respond to questions or help solve problems related to field experiences. Regularly scheduled site visits are made during the term to meet with teacher candidates and cooperating teacher and conduct instructional observations.

edTPA

During the program, teacher candidates will experience rigorous coursework and clinical experiences designed to prepare them to be a successful teacher. They will be given many opportunities to practice and apply their new skills and abilities in field-based assignments and activities that parallel what working teachers do. Throughout the program, teacher candidates will receive feedback and coaching that will be useful during clinical experiences and in the completion of a culminating Teacher Performance Assessment called the edTPA.

Evaluation of the PSU Student

The university supervisor, cooperating teacher and teacher candidate will participate in a midterm and final conference to document progress. Both the university supervisor and cooperating teacher will complete written evaluations, which will be discussed with each teacher candidate during the meeting.

Time Commitment

For Practicum Experiences:

Teacher candidates participate at field experience sites for 3 hours per week for every 1 credit hour of Practicum field experience (i.e., a 3-credit field experience requires 9 hours on site each week). The hours of participation are regularly scheduled and determined through mutual agreement by the cooperating teacher, university supervisor and teacher candidates.

Student Teaching

Teacher candidates participate in Student Teaching during Spring Term (second year Spring for the Part-Time Cohort). Student Teaching is a full-time, 40 hour a week commitment lasting 10 weeks. Teacher candidates register for 12 credit hours. If teacher candidates have a current Oregon Teaching License and are adding a Special Educator Endorsement, a full-time student teaching experience will not be required.

This is the culminating teaching experience prior to licensure. It is our belief that teacher candidates will do their best work if outside commitments are kept to a minimum. Student teaching is a non-paid experience in a setting outside the regular work site. In the rare case that a teacher candidate is eligible to complete student teaching as an intern, the procedures outlined in the College of Education Clinical Experience Handbook must be followed.

Student Teaching Prerequisites

Before beginning the student teaching experience, students must meet the following requirements:

- Completion of all program prerequisite courses.
- Successful completion of all required licensure coursework, including field experiences. See Course Grading and Evaluation for additional information.
- Resolution of any incomplete grades.

Introduction to Program Completion and the edTPA

During the program, teacher candidates demonstrate the following:

- 1) Content knowledge (standardized test scores, recommendations at admission process)
- 2) Content pedagogy (course assessments, field experience, edTPA)
- 3) Teaching skills (field experience, edTPA)
- 4) Professional dispositions (field experience, course assessments)

In Oregon, all teacher candidates submit a Teacher Performance Assessment (edTPA). The edTPA is a sample of **planning**, **instruction**, and **assessment** that candidates develop and submit for third party, independent scoring. It includes lesson plans, video clips of teaching, student assessment and reflections.

Field assignments and coursework will prepare candidates in these areas; however, the final edTPA is created and submitted without coaching from university faculty. It is a candidate's culminating evidence of their ability to plan, instruct and assess student learning. Details on how to prepare for and complete the edTPA are provided through an edTPA resource website and handbooks that are made available to candidates in the beginning of the program.

In addition to the final edTPA, candidates are observed each term in their field experience by an experienced university supervisor who provides support and coaching alongside a veteran cooperating teacher. The university supervisors work with the teachers in the schools to provide candidates with detailed feedback about strengths and areas for development. With the support from university supervisors, instructors, and cooperating teachers, PSU candidates go on to become successful teachers.

How do I find out more about the edTPA?

Candidates learn about edTPA through the edTPA orientations offered at the beginning of the program, through various courses, and through the edTPA website for candidates. The website includes two primary sources of information: your handbook that you should download and print, and the *Making Good Choices* support guide. You will refer to these two documents throughout the program and in your development of your edTPA. Find more information online at <http://www.pdx.edu/education/edtpa>

What components are required in the edTPA?

The edTPA is comprised of three tasks: **(1) planning**, **(2) instruction**, and **(3) assessment**. Each task asks candidates to link theory to practice, to incorporate academic language, and to critically reflect on their practice. For more information on required components, consult the handbook.

Who scores the edTPA?

edTPA portfolios are submitted for national scoring through Tk20, our online assessment system. National scorers are university faculty or PK-12 teachers who have completed many hours of scoring training to score edTPA portfolios reliably and accurately. Scorers are not allowed to score a portfolio for someone they personally know.

How will I make a video of my teaching?

All candidates in the campus-based teacher preparation programs at PSU are loaned an iPad that can be used for video. Helpful resources on the edTPA website can provide app recommendations, tips and tricks for video, and links to additional useful information.

Student Evaluation Process

Courses Grading and Evaluation:

The following grading scale is employed at the graduate level:

A	= 100 – 94%
A-	= 93 – 90%
B+	= 89 – 87%
B	= 86 – 83%
B-	= 82 – 80%
C+	= 79 – 77%
C	= 76 – 73%
C-	= 72 – 70%
D	= 69 – 60%
F	= <60%

The grading system at the graduate level is defined as follows:

A	= Excellent
B	= Satisfactory
C	= Below Graduate Standard
D	= Failure
F	= Failure

The following marks are also used:

P	= Pass [Satisfactory completion (B- or better)]
NP	= No pass [No credit, unsatisfactory]
I	= Incomplete
IP	= In Progress
W	= Withdrawn
X	= No grade received/No basis for grade
M	= Missing grade

Teacher candidates must have a B average (3.00 GPA) in the courses fulfilling the degree requirements, and departments may establish a more rigorous standard. Grades of D or F indicate clearly unacceptable work and carry no graduate credit.

IMPORTANT: Grades of D or F cannot be counted for graduate credit. If teacher candidates receive a grade lower than C- in any course required for either licensure or the master's degree, they must take the course again. It should also be noted that the College of Education has adopted a policy that no more than two courses with a grade of "C" can be counted toward completion of the master's degree.

Incompletes:

An instructor may assign a teacher candidate an Incomplete grade when all of the following four criteria apply:

1. The quality of work in the course up to that point is at a C level or above.
2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
3. Reasons for assigning an Incomplete must be acceptable to the instructor. The teacher candidate does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the teacher candidate. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a teacher candidate to complete additional work to raise a deficient grade
4. A written agreement, signed by both the teacher candidate and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, **not to exceed one year** from the end of the term of enrollment for the course, by which work must be completed to earn credit toward the degree. The instructor is **not** required to provide a full one-year timeline for completion of course requirement. The instructor may specify the highest grade that may be awarded upon completion. The grade awarded should not exceed the level of achievement attained during the regular course period. An Incomplete grade becomes part of the permanent transcript record after the deadline expires, unless a retroactive withdrawal is approved by petition to the Graduate Council.

To remove an Incomplete an instructor must file a supplementary grade report.

IMPORTANT: A grade of Incomplete is not automatically given. Only if the above criteria are met will an Incomplete be assigned.

Appeals and Grievances:

This Faculty Senate committee hears appeals from students who claim to have received prejudiced or capricious academic evaluation. The student may file an appeal by writing a letter to the Academic Appeals Board and delivering it to the Office of Student Affairs, 433 Smith Memorial Center.

IMPORTANT: Please note that the Appeals Board is the final step in the process. All teacher candidates should consult first with the instructor or supervisor of the course/field experience in question.

Academic Probation:

All admitted graduate certificate and degree students at Portland State University must maintain good academic standing during the course of their graduate program at PSU. Good academic standing is defined as maintaining a cumulative graduate GPA of 3.00 or higher in all graduate credits earned at PSU.

An admitted graduate student is placed on probation if the student's cumulative graduate GPA at PSU, based on the completion of 9 or more letter-graded graduate credits after admission to the graduate level at PSU, falls below 3.00.

While on academic probation a student will not be permitted to graduate, to be admitted to a new or different graduate certificate or degree program, to be advanced to doctoral candidacy, to have a thesis or dissertation committee appointed, to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credit hours in any term.

A student is removed from academic probation if the student's cumulative graduate GPA is brought up to 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status.

Academic Disqualification:

Disqualification occurs if:

1. A student on academic probation fails to achieve a cumulative graduate GPA of 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status; or
2. A student becomes subject to academic probation for a second time. A student who is disqualified may not register for any graduate courses at PSU.

Assurance of Professional Standards Among Graduates of SPED Programs

Teacher candidates in PSU Special Education programs are evaluated in their classes on their academic work and in their field experiences on their teaching skills. However, it is also important that graduates of PSU reflect the highest standards of professional conduct and ethics. To assure that PSU graduates are prepared to uphold high professional standards as they enter the field of special education, evaluation of their skills will also take into consideration their ethics, dispositions, and interactions with other professionals.

To that end, a formative evaluation system will be implemented to monitor and provide feedback to teacher candidates on those behaviors that will affect their standing in the professional community. The evaluation system will include these components: (a) assessment of a teacher candidate's academic work in the graduate program as indicated by course grades, (b) teacher candidate self-appraisals of their professional knowledge and skills, and (c) faculty assessment of professional behaviors that goes beyond what teacher candidates achieve in individual classes. A series of checkpoints will provide opportunities for constructive feedback and decisions regarding continuation in the teacher preparation program.

Assurance of Professional Standards

Faculty evaluation of academic work and field experiences	Teacher candidate self-appraisal of professional knowledge, skills, and dispositions	Faculty assessment of students' professional behaviors and dispositions
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Checkpoint 1: Admission

Teacher candidates in Special Education programs will be evaluated prior to beginning the program. Candidates for admission to Special Education programs will be evaluated on these factors:

1. Ability to do graduate work
Indicators include:
 - Previous academic performance, as assessed in transcript review
 - Writing ability as demonstrated by personal statement
2. Professionalism in previous work experience
Indicators include:
 - Experiences that suggest a commitment to serving persons with disabilities
 - Recommendations/evaluations from supervisors or colleagues
3. Professionalism in communication and interpersonal interactions
Indicators include:
 - Communication skills evident personal statement
 - Communication skills evident when interviewed
 - Responses that indicate appropriate and positive dispositions towards individuals with disabilities, their families, and programs that serve them

At the beginning of summer term, teacher candidates will be asked to complete their first self-appraisal of professional knowledge, skills, and dispositions. This self-appraisal is administered through a web survey.

Checkpoint 2: Mid-program evaluation

Midway through the teacher candidates' licensure program, instructors of the cohort classes will be asked to complete a professional screening of the cohort members, indicating "approval," "tentative approval," or "serious concern." Two tentative approvals will result in a remediation conference with the teacher candidate, the advisor, the Student Success Committee, and faculty who expressed the concern. Any *serious concern* will result in a letter from the Department Chair to the teacher candidate requesting a meeting to discuss the issue. The letter will be copied to faculty who have had the teacher candidate in class. A conference with the teacher candidate will take place and may lead to a performance review (see Academic Performance Guidelines for additional information).

Tentative Approval	Serious Concern
Class absences	Repeated or unexplained class absences
Absences from practicum	Unexcused absence from practicum
Attitude of indifference	Hostile/aggressive comments or behavior
Unprofessional behavior	Unprofessional behavior
Difficulty accepting constructive criticism	Poor academic performance (2 or more C grades or below)
Inconsistent academic performance	
Outstanding Incomplete grade(s)	

At any time during an academic term, an instructor(s) may report a teacher candidate who is doing unsatisfactory work or demonstrating unsatisfactory behaviors by referring him/her to the Student Success Committee. The committee then will meet, solicit information from other instructors (if needed), and decide on appropriate action. Appropriate action can include: (a) advice to the instructor on how to deal with the teacher candidate, (b) a conference between the teacher candidate and the Student Success

Committee, (c) a conference with the department chair, the instructor, and the teacher candidate, or (d) referral for a performance review.

Checkpoint 3: Approval for student teaching

NOTE: Teacher candidates who already hold a valid Oregon teaching license and adding the Special Education Endorsement typically are not required to complete a full time student teaching experience.

Prior to teacher candidates' last term, another screening will take place to ensure each teacher candidate is ready for student teaching. The screening begins with a check to ensure that the teacher candidate has no outstanding incompletes, failing grades, or uncompleted prerequisites. Instructors of the cohort classes again will be asked to complete a professional screening of the cohort members, indicating "approval," "tentative approval," or "serious concern."

Checkpoint 4: Final evaluation

At the end of their final term, teacher candidates will be asked to complete the same web survey in which they assess their own professional knowledge, skills, and dispositions.

Uses of Assessment Data

The primary and best purpose for this assessment system is to foster in our teacher candidates a developing awareness of their own professional knowledge, skills, and dispositions. Understanding their own professional strengths and weaknesses may lead teacher candidates to take more responsibility for their own professional growth. Assessment data also can help program faculty to ensure high professional standards among the program's graduates.

At Checkpoints 2 and 3, advisors, cohort leaders and the department chair will review the faculty assessment and teacher candidate self-appraisals to determine, first of all, if there is a teacher candidate with a need for a specific remedial action. Second, program leaders will see if there are areas of weakness (across teacher candidates) that would suggest specific program improvements. Program leaders will aggregate the "areas of strength" and "areas for development" comments from the teacher candidate self-appraisal, and these will be put on the agenda for topics of discussion at the monthly program meeting. Finally, the advisors and the Student Success Committee will track "yellow light" and "red light" concerns as identified by faculty to take appropriate action when required: either remediation of the problem or dismissal from the program.

PRIDE in Your Education

COE Dispositions Alignment

PROFESSIONAL	9. Professionalism 6. Flexibility 7. Responsibility
RESPECT	3. Respect 1. Collaboration
INTEGRITY	2. Honesty/Integrity
DIVERSITY	8. Advocacy for Fairness
EXCELLENCE	4. Commitment to Learning 5. Reflection 10. Dedication & Positive Focus

Classroom Expectations

PROFESSIONAL	Come on time and prepared. Give advanced notice if late/absent. Turn in assignments on time or give advance notice. Maintain professional appearance, demeanor, and communication.
RESPECT	Focus attention during instruction. Solve problems and confront challenges in a positive manner, accept feedback gracefully and strive to improve. Go to instructor individually w/ class concerns.
INTEGRITY	Do your own work and give credit to the work of others. Take responsibility for your actions and be open to learning.
DIVERSITY	Person First/ Respectful Language Honor and respect individual differences and be open to others' perspectives, opinions and challenges.
EXCELLENCE	Go the extra mile to show commitment and dedication. Do your best work, actively participate in discussion and activities, check with classmates to answer questions/problem solve first.

Dispositions for the College of Education

Collaboration, honesty/integrity, respect, commitment to learning, reflection, flexibility, responsibility, advocacy for fairness, professionalism, dedication, and positive focus

The College of Education has identified the above dispositions as critical for candidates preparing to be life-long learners, professionals, and leaders in the community. Positive dispositions promote personal growth, respect for diversity, positive professional relationships, and community engagement. Each department in the COE is committed to supporting candidates who are seeking degrees and licensure at PSU in developing these dispositions through coursework and experiences in the field. The following are guidelines that support the COE dispositions:

1. These dispositions are consistent with standards and practices outlined by professional organizations, and PSU Student Codes of Conduct and Responsibility
<http://www.pdx.edu/dos/psu-student-code-conduct>, PSU/COE Academic Performance Guidelines https://www.pdx.edu/education/sites/www.pdx.edu.education/files/PDFs%20and%20Docs/coe_handbook_academic_performance.pdf and the COE Conceptual Framework <http://www.pdx.edu/education/COE-conceptual-framework> .
2. These dispositions define the community standards of behavior in the university, schools and professional communities.
3. Dispositions should become habitual ways of behaving in our complex professional lives.
4. Awareness and reflection of these dispositions in practice is essential for COE candidates to development positive dispositions.
5. Experience and judgment about appropriate professional behavior and dispositions develops with feedback and reflection over time.
6. All members of the university, schools and professional communities are aware of the importance of these dispositions in professional life.
7. All members of the university, schools and professional communities are committed to helping candidates understand and demonstrate these dispositions in preparation for professional life.

College of Education Disposition Indicators

COE Conceptual Framework	COE Disposition
<p>1. Diversity & Inclusiveness: 1.1 to work in diverse settings 1.2 to promote inclusive and therapeutic environments</p>	<p>1. Advocacy for Fairness and Respect a) Demonstrate the commitment to work for equity and fairness across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity b) Honor, value and demonstrate consideration and respect for diverse patterns and expectations of learning and communication</p>
<p>2. Research--Based Practices & Professional Standards 2.1. to critically analyze and implement research-- based practices 2.2. to demonstrate appropriate professional knowledge, skills, & dispositions</p>	<p>2. Professionalism a) Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor. b) Demonstrate honesty, trustworthiness, and maintain confidentiality. c) Demonstrates flexibility, a willingness to listen, accept and adapt to change, and a tolerance for ambiguity. d) Act independently and responsibly, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication. e) Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants.</p>
<p>3. Impacting Learning and Development 3.1 to ensure all learners and clients succeed 3.2 to use technology to enhance learning 3.3 to influence policy and provide leadership for organizations</p>	<p>3. Commitment to Learning a) Demonstrate commitment to ongoing professional learning and demonstrate a belief that everyone can learn and construct knowledge; b) Demonstrate the dedication, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator and counselor.</p>
<p>4. Evidence--Informed Decision Making 4.1. to use evidence to address problems of practice and make educational & therapeutic decisions</p>	<p>4. Reflection a) Review, analyze and evaluate the outcomes of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback.</p>

Statement of Understanding

1. Candidates in the College of Education will receive this dispositions summary upon admission to a COE program.
2. Candidates acknowledge COE dispositions when signing the Statement of Understanding specific to each program.
3. Candidates are encouraged to ask for clarification if there are questions regarding any of the disposition indicators.

Knowledge, Skills, and Disposition Performance Review Process

1. If candidate behaviors are inconsistent with these disposition indicators, faculty will follow procedures outlined in the PSU/COE Academic Performance Guidelines
https://www.pdx.edu/education/sites/www.pdx.edu.education/files/PDFs%20and%20Docs/coe_handbook_academic_performance.pdf
 - a. Written performance review by faculty
 - b. Panel review and decision on course of action
 - c. Possible outcomes include one or more of the following; review hearing, plan of assistance, leave of absence, or suspension (see Disposition Review Process)

Student Information

Accommodations

If accommodations (e.g., special seating, an interpreter, note-taker, etc.) are needed, please inform course instructors as soon as possible. Teacher candidates with disabilities should register with the staff at the PSU Disability Resource Center (503-725-4005) to document their need for accommodations and obtain support services.

Address Change

If you should move or change telephone number or email address while in the program, please update your Tk20 account by emailing tkhelp@pdx.edu. You will also need to update your PSU student account, your advisor, and your cohort leader.

Advising

You will be assigned an advisor when you are admitted to the Special Education Program. Your advisor may be different from your Cohort Leader (cohort leaders are your guide throughout the program sequence).

Advisors provide advice and signatures for requests (e.g., to waive coursework, student teaching applications, grades, etc.). Plan to meet with your advisor at any time when you have academic concerns.

Please contact the COE Receptionist at (503) 725-4619 to schedule advising appointments.

Teacher candidates may request a different advisor by using the "Change of Advisor Request" form (see "University Websites and Forms" Section). This request must be approved by the assigned advisor, the requested advisor, and the Department Chair. You are not required to provide a reason for the requested change. This request will not impact your relationship with the program.

Please note: Your advisor will most likely change to the faculty member working with you for completion of your project/thesis.

Cell Phones

In consideration of others please turn off or mute cell phones and pagers during classes and seminars. Please refrain from text messaging and using laptop computers for purposes outside of established course content during instructional time. The majority of classes include a break during which you may check messages and tend to personal business.

Cohort Leaders

Each cohort is assigned one faculty member who serves as the leader for the cohort throughout the licensure program. While the cohort leader may not be the official advisor, the cohort leader can provide necessary information regarding the course schedule and program requirements.

Course Evaluations

At the end of every term, course participants are asked (but not required) to complete an evaluation of the course just completed. Space is also provided for comments. The information is anonymous. Evaluation data and comments are tabulated and given to the instructors. These evaluations are also reviewed by the Department Chair, and are an important source of feedback to the faculty and the programs.

Email and Online Connection at PSU

Throughout your program, you will need to access E-mail, the Internet, on-line classes, and other web-based activities. As an admitted student your fees include a technology fee, which allows you to establish an ODIN account (a PSU email account). This account provides access to a PSU-based email

address, student listservs (commonly used by cohort leaders to communicate cohort business) and D2L (an online course delivery system used for many classes).

To set up an ODIN account, go to <https://www.pdx.edu/oit/activating-your-odin-account> and follow the step-by-step instructions. You must do this first, to establish a username. You will receive your password in your admission letter from Portland State University.

You may also access any of the many computer labs on campus. The COE Technology Center is designated as the computer lab for COE Students. It is located on the 2nd floor of the Fourth Avenue Building along with the COE offices and classrooms.

Use of Tk20 Comprehensive Data System

Upon admission to the program, all teacher candidates in the College of Education are enrolled in the Tk20 data system. This secure and confidential system can be used to enhance student advising, submit/receive feedback on course assignments, maintain records of field experience and valuations, streamline teacher licensure procedures and other important processes with the graduate school experience.

Once teacher candidates are enrolled in the system they will receive an email message within 7 business days with their confidential username and password. Contact tkhelp@pdx.edu if this notification does not occur within this timeframe. Once enrolled, go to the student tutorial site <https://sites.google.com/pdx.edu/tk20/home/students> to learn how to navigate the system. Take some time to practice logging into the system with the assigned user name and password. As you progress through the program, your files and necessary documents will be stored on this site in preparation for the licensure application.

Registration and Preregistration

Teacher candidates use the myPSU online registration for courses taken in the Special Education Department. Students may pre-register for most courses but should look in each bulletin for exceptions. Many courses are offered specifically for a particular cohort, and will have explanatory footnotes. Please read these footnotes carefully for important information about courses, including "TBA" times and exceptions to registration.

Note: Cohort leaders can be a good source of information for "up-to-date" registration information.

Graduate students are allowed to register for up to 16 credits per term. Teacher candidates wishing to register for more than 16 hours must file an "Overload Approval" with the Office of Graduate Studies. Approval for 17-19 credits may be obtained from your advisor or the Department Chair. If registration is for 20 credits or more, the Department Chair or advisor and the Vice Provost must approve the petition for Graduate Studies and Research.

Teacher candidates may access grades online, through the myPSU System, at the end of each term. In general, grades are posted the latter part of each Break Week.

Faculty Roles within the Special Education Program

Cohort Leaders	Course Instructors	Student Success Committee
<ul style="list-style-type: none"> ● Provide guidance and support to you and your cohort throughout the licensure program. ● Provide program information and respond to questions about courses, registration, program completion and licensure requirements ● Teach one or more of the courses in the cohort program sequence ● Coordinate the arrangement and approval of field experience sites ● Co-teach practicum seminars ● Meet and advise as needed 	<ul style="list-style-type: none"> ● Determines the course content, requirements and evaluation criteria ● Provide additional clarification about course requirements and assignments. ● Meet with students during scheduled office hours to discuss course-related issues ● Recommend approval/disapproval of course waivers 	<ul style="list-style-type: none"> ● Meets regularly to review a variety of issues. ● Reviews applications for course waivers ● Reviews and responds to student performance issues. ● Reviews all issues involving student integrity (e.g., plagiarism, falsification of academic performance) ● Reviews any concerns regarding dispositions ● Reviews issues related to practicum sites.

University Web Sites and Forms

Portland State University

www.pdx.edu

College of Education

www.pdx.edu/education/

Department of Special Education

www.pdx.edu/sped

Graduate Programs

<https://www.pdx.edu/academic-programs/graduate-programs>

Office of Graduate Studies

<http://www.pdx.edu/ogs/>

Office of Graduate Studies (GO) Forms

<http://www.pdx.edu/ogs/forms>

Graduate Office Deadlines

<http://www.pdx.edu/ogs/graduate-candidate-deadlines>

Funding Resources

<http://www.pdx.edu/ogs/scholarships-and-awards>

Admissions

<https://www.pdx.edu/graduate-admissions/>

Commencement

<http://www.pdx.edu/commencement/>

University Directory

www.pdx.edu/contact.html

Bulletin & Schedule of Classes

<http://www.sa.pdx.edu/soc/>

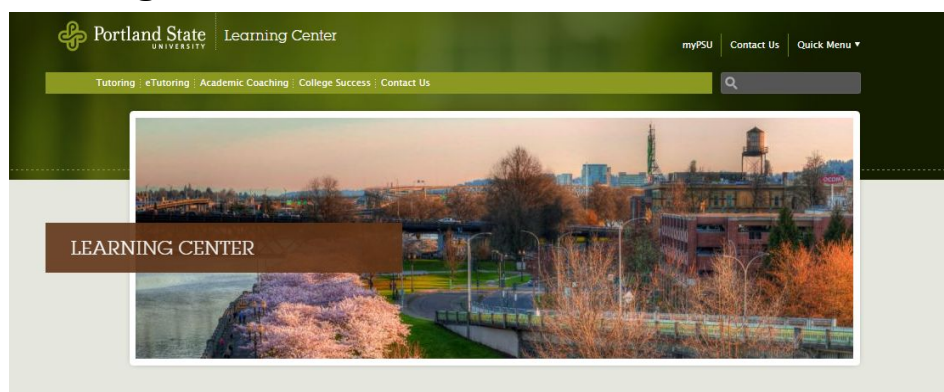
University and Department Student Support and Resources

Disability Resource Center: www.pdx.edu/drc



Our mission is to make university life accessible to students with disabilities. We identify, evaluate, and reduce or eliminate barriers to student access and equity throughout the PSU community. We focus on building partnerships and infrastructure that incorporate the principles of universal design, sustainability, and social justice. We find creative solutions by proactively collaborating with students, faculty, and staff to develop an accessible and inclusive environment.

Learning Center: www.pdx.edu/tutoring



Our mission is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping you with your current coursework, our academic support services can assist you in developing effective learning strategies. Please utilize our resources to enhance your academic success.

Diversity and Multicultural Student Services:

www.pdx.edu/dmss/home



Diversity and Multicultural Student Services (D.M.S.S) mission is to provide an accessible, inclusive environment that enriches the university experience and engages students, their families, and the community. We serve and empower student populations whose access, retention, academic success, and graduation are most challenged by socio-historical factors and contemporary inequities. Our values are: Community, Equity and Diversity.

Center for Student Health and Counseling (SHAC): www.pdx.edu/shac



We are a community-based health care organization that provides high quality, accessible mental health, physical health, dental services, and testing services targeted to the needs of the PSU student population.

Office of Information Technology: www.pdx.edu/oit



The Office of Information Technology supports Portland State University's technology needs with a robust campus infrastructure that includes networks, telecommunications, servers and data storage, email and web services, and labs and classroom technologies.

Graduate Writing Support

Academic writing support is available to students from Dr. Jacinta Galea'i, who can be contacted by email at jgaleai@pdx.edu or by referral using the form at the following link: https://portlandstate.qualtrics.com/jfe/preview/SV_beeND30ch4IFe1D?Q_CHL=preview

COE Orientation Google Site

The COE Orientation is a Google Site (<https://sites.google.com/pdx.edu/coeorientation/>) that contains important information and links to resources, contacts, and policies you will need to get started with your program. All newly admitted students will have access to the COE Orientation site.

Title IX Reporting Obligations

Instructors have a responsibility to help create a safe learning environment for students and for the campus as a whole. Faculty members have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals. For more information about Title IX please complete the required student module [Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault](#) in the "My Courses" section of D2L.

Safe Campus Module

Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled *Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault*. See <http://www.pdx.edu/sexual-assault/safe-campus-module>. If you or someone you know has been harassed

or assaulted, you can find the appropriate resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>

Academic Integrity

Academic integrity is a cornerstone of any meaningful education and a reflection of each student's maturity and integrity. The Code of Student Conduct and Responsibility, which applies to all students, prohibits all forms of academic misconduct, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized collaboration, disclosure and receipt of academic information, and other practices commonly understood to be academic misconduct.

<http://pdx.smartcatalogiq.com/en/2016-2017/Bulletin/Student-Policies-and-Guidelines/Student-Conduct/Academic-integrity>

Returning Student Work

Due to FERPA guidelines, student work must be directly returned to each student (either face to face or via electronic or US mail). If students want a hard copy of their work returned, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.

Student Health Insurance

PSU provides students taking 5 or more inload, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.

See <http://www.pdx.edu/shac/insuranceplan> for more information.

Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.

All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term. See <http://www.pdx.edu/shac/insurancewaiver> for specific information and directions about waiving the health insurance, and a link to the online waiver application.







Contact insurancehelp@pdx.edu for more information.

LGBTQ Resolution

As part of its commitment to social justice and human dignity, the Department of Special Education demonstrates LGBTQ advocacy through inclusive policies and practices that are both intentionally proactive and strategically responsive.

National and International Special Education Partners

	<p>Council for the Accreditation of Educator Preparation</p>	<p>www.caepnet.org</p>
	<p>Oregon Teacher Standards and Practices Commission</p>	<p>www.oregon.gov/tspc</p>
	<p>Oregon Department of Education (ODE)</p>	<p>www.oregon.gov/ode</p>
<p>InTASC</p>	<p>The Interstate Teacher Assessment and Support Consortium</p>	<p>http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_-_Consortium_(InTASC).html</p>
	<p>Teacher Performance Assessment</p> <p>Stanford Center for Assessment, Learning, and Equity</p>	<p>www.edtpa.com</p> <p>https://scale.stanford.edu/teaching/edTPA</p>
	<p>Council for Exceptional Children (CEC)</p>	<p>www.cec.sped.org</p>
	<p>Collaboration for Effective Educator Development, Accountability, and Reform</p>	<p>https://cedar.education.ufl.edu</p>

	<p>Positive Behavioral Interventions and Support (PBIS) – OSEP Technical Assistance Center</p>	<p>www.pbis.org</p>
	<p>Ideas and Research for Inclusive Settings (IRIS) Center</p>	<p>https://iris.peabody.vanderbilt.edu</p>
	<p>School-wide Integrated Framework for Transformation</p>	<p>www.swiftschools.org</p>
	<p>Institute of Education Sciences</p>	<p>https://ies.ed.gov</p>
<p>WWC</p>	<p>What Works Clearinghouse</p>	<p>https://ies.ed.gov/ncee/wwc</p>
	<p>Behavior Analyst Certification Board</p>	<p>https://bacb.com</p>
	<p>Office of Special Education Programs (OSEP)</p>	<p>https://ed.gov/about/offices/list/osers/osep/index.html</p>

Portland State University
College of Education
Academic Performance Guidelines

Effective September 15, 2006

Revised July 1, 2018

I. Introduction

This document outlines the academic and performance expectations for students (i.e., candidates) in Portland State University's (PSU) College of Education (COE). It also outlines procedures that the COE will follow where COE faculty develop concerns surrounding these academic and performance expectations. The COE designed the following expectations and procedures to create a fair process that addresses academic and performance matters in a predictable manner and that honors the COE's program responsibilities and duty to the education profession. These expectations and procedures help ensure that candidates complete their programs fully prepared for the professional practice. These procedures complement those of the Office of Graduate Studies and supplement those in Program Handbooks. In the event of a conflict between this document and Program Handbooks, these COE Academic and Performance Expectations control.

Students in the COE are preparing for careers as professionals who work with children, clients, and/or adult learners. COE students must demonstrate competence consistent with the expectations of their profession. Students in field placements, practica, internships, and/or student teaching in P-12 schools, in social service agencies, and/or in institutions of higher education must exemplify the attitudes and actions of teachers, administrators, librarians, counselors, or adult educators rather than those of college students. (These experiences are referred to below more generally as "field placements" or "field experiences.")

Students are responsible for knowing and complying with all rules, standards, and procedures required by the University, the COE, and their profession's code of ethics (Appendix A). Students can find University and other COE requirements in the

- Portland State University Bulletin (PSU Bulletin)
(<http://www.pes.edu/academic-affairs/psu-bulletin>)
- Student Code of Conduct (<http://www.pdx.edu/dos/psu-candidate-code-conduct>)
- COE Program Handbooks (found on program websites at <http://www.pdx.edu/education/>)

In no case will a rule, requirement, or standard be waived or an exception granted because of ignorance of the rule, requirement or standard, or due to the assertion that a faculty advisor or other authority did not inform the candidate of the rule, requirement or standard. Students must follow program rules, requirements, and standards to complete and receive a recommendation for licensure.

Failure to adhere to the ethical code applicable of the relevant profession, or discovery by COE of conduct that would likely preclude successful field placement and/or professional licensure, may be grounds for termination from the COE and/or the student's educational program.

II. Definitions

- A. "Day" means a PSU workday, which is Monday through Friday, excluding weekends and holidays, identified on the Academic Calendar.
- B. "Review Panel" means the committee appointed by the Department Chair that is charged with reviewing concerns raised about a candidate's performance, professional competencies, and/or academic progress. A review panel can be a department's Candidate/Student Affairs Committee.
- C. "Candidate" means the PSU student enrolled in the COE.
- D. "Dean's Office" communications go to the COE Associate Dean for Academic Affairs
- E. "Written" notice is an Official Communication under the University's Email Communication Policy and shall be provided by the COE to the candidate via the candidate's University email account. If there is no active University email account for the candidate, delivery shall be via an alternative email address provided by the candidate (if any) and to the candidate's last known mailing address via first-class U.S. mail, postage prepaid. Candidates satisfy "written" communication requirements by delivery to the COE recipient via their official University email account.

III. Advancement Requirements

- A. All COE candidates must make satisfactory academic progress. Students enrolled at the graduate level have additional requirements.
 - a. Graduate Student Satisfactory Academic Progress Requirements:
 - i. Maintain 3.0 GPA each term in the program
 - ii. Satisfactorily complete each course attempted (B- or better)
 - iii. Does not have any I, W, X, or NP grades
- B. Academic Alert Notification. A graduate candidate will receive an Academic Alert Notification if they fail to meet any of the guidelines listed above. The student's advisor will also be notified and may require an advising meeting to identify supports needed for academic improvement. Advisors will complete the Advising Form for Early Alert* when meeting with the candidate. Candidate can continue to enroll in classes to demonstrate improvement. If the candidate continues to perform below academic expectations, the candidate is referred to a Performance Review in a subsequent term.
- C. When candidates are in field experiences, they must demonstrate professional competence and reasonable growth in their placements. Further, candidates must demonstrate a high level of ethical and professional behavior and relate effectively with faculty, candidate peers, public school or agency personnel, and the candidates and/or clients with whom they work and interact. In

addition, candidates must comply with all PSU codes of conduct, the professional standards of the school and/or agency in which they are placed, and the code of ethics in their particular professions. The COE (or a specific program/department within the COE) may restrict, delay, or deny a candidate's placement in a field experience if a candidate has an Incomplete in any course in the candidate's program or has not successfully completed any prerequisite course or field work. Individual programs may invoke additional student progress requirements. As a general rule, candidates are automatically advanced from one stage of their program to the next, and should consider themselves advanced unless they are informed otherwise.

IV. Academic Requirements

- A. Requirements of the University. The requirements for a candidate to remain in good academic standing are stated in the PSU Bulletin. In addition, a candidate's admission to the University may be affected by additional terms or conditions particular to that candidate (such as admission on University Conditional status) and in such instances the candidate must comply with all such additional terms or conditions of admission as well. A candidate may be academically disqualified from the COE program at PSU and have their admission to the COE cancelled for any violation as stated in the PSU Bulletin (see Graduate Studies: Enrollment and Graduate Studies: Admission statuses).
- B. Requirements of the College of Education. In addition to meeting the requirements of the University, candidates admitted to COE programs must:
 - a. make satisfactory progress toward meeting the required competencies for licensure/degree programs, which includes maintaining minimum grade requirements and satisfactory performance in required field experiences as stated above in Section III, Advancement Requirements;
 - b. if applicable, satisfy any COE terms or conditions placed on admission to the program within the timeline outlined at the time of admission; and
 - c. present work that meets the standards for quality of the profession and the program.

V. Leave of Absence

- A. For candidates who wish to initiate a leave of absence, the candidate must fulfill the requirements outlined by the Office of Graduate Studies (see Graduate Studies: Enrollment: Leave of Absence), and a candidate in good standing must request a leave of absence from the COE program as set forth below. A leave of absence will be granted for no more than four consecutive terms. If the candidate has not returned at the end of the approved leave of absence their admission will be cancelled and they must reapply for admission.
- B. Candidates must submit their request for a leave of absence to the Department Chair. The Department Chair will consult with relevant program faculty, staff and/or other University officials to determine if the leave request should be granted. The Department Chair will notify the candidate

in writing of the decision. The Department Chair will also specify any conditions and requirements of the leave and of the candidate's return to the program. If a leave is approved, the candidate is notified in writing of conditions for their return. A candidate on a leave of absence must notify the Department Chair in writing three months before they plan to return to University to complete their program.

VI. Performance Review (initiated by a COE faculty member or field supervisor)

- A. When a faculty member or field supervisor has a serious concern about a candidate's academic or field-based performance, the faculty member or field supervisor may request a performance review. A performance review, if merited, is undertaken by a performance review panel (Review Panel) as further described below. A performance review is a meeting and conversation between the members of the Review Panel and the candidate to discuss the candidate's performance, progress, success, and challenges related to academic program and/or field experiences.
- B. The types of performance that could prompt a request for performance review include but are not limited to performance that (a) violates ethical or legal standards, (b) interferes with others' opportunity to learn, (c) reflects a lack of judgment that suggests inability to consistently meet the standards of the profession, (d) could preclude or has precluded successful field placement; (e) could result in the candidate failing to meet the qualifications for professional licensure, or (f) does not meet expectations outlined in the PSU Bulletin or in COE program handbooks.
- C. The composition of a Review Panel varies by each department of the COE as stated in their respective Program Handbooks. A COE department or program may elect to have a standing panel (e.g., Student Affairs Committee) while other COE departments and programs may convene a Review Panel on an ad hoc basis. Review Panels may or may not include the Department Chair.
- D. Performance review processes can vary depending upon the COE department or program as set out in the respective Program Handbooks; however, all COE performance review processes must at a minimum comply with the following:
 - a. Written request for review: The faculty member or field supervisor submits a written request for performance review stating the concerns to the Department Chair and the cohort leader/advisor. The statement must include specific information about behavior and/or performance of concern, provide examples of the performance problems, identify any prior corrective actions and guidance related to the issue presenting a concern, and make specific reference to any standards, rules, or procedures that the candidate has failed to meet or adhere to (see Appendix B).
 - b. Department Chair determination and notification (within 5 days of receipt of request): The Department Chair reviews the request for performance review and then determines whether the concern warrants a performance review. If the Department Chair decides that the concern does not warrant a performance review, the Department Chair will deny the

request and work with the referring faculty member or field supervisor, as well as other applicable faculty and staff, to address the concern. If the Department Chair decides that the concern warrants a performance review, the Department Chair will notify the referring faculty member or field supervisor, the Dean's office, and the candidate of this decision, giving the candidate written notice of the issues of concern to be discussed at the performance review. The Department Chair also refers the matter to the appropriate department or program Review Panel. Regardless of the choice to convene a panel, the request for review is documented in the COE confidential student information system for record keeping.

- c. Performance Review meeting (within 15 days of receipt of request): The Review Panel, once notified by the Department Chair, will schedule the performance review within 15 days after the Department Chair received the request for performance review.

The candidate shall speak for themselves at the performance review. The candidate is invited to submit additional evidence on their behalf to the Review Panel at least 24 hours in advance of the review. The candidate is allowed to invite up to two support persons, who are not directly involved in the matter, to the performance review; the candidate may bring a DRC representative as a support person to the performance review; the candidate may bring an attorney as a support person, however the COE is not responsible for any costs associated with the candidate's use of an attorney. The candidate will notify the panel at least 24 hours in advance of the performance review with the names of the support persons that will attend the performance review. Support persons are not permitted to participate directly in the performance review, but candidates may take breaks to consult with their support persons as needed.

The Review Panel will provide written notice, at least five days in advance of the performance review, to the candidate, and Department Chair, that includes the following:

- i. date and location of the performance review;
- ii. any documents provided to the Review Panel including the written request for performance review (the chair may elect to include these documents to the notice consistent with FERPA requirements);
- iii. the names of the members of the Review Panel;
- iv. the names of other persons that the Review Panel will invite to provide information to the Review Panel;
- v. inform the candidate that they may provide additional documentation for the Review Panel to consider at least 24 hours in advance of the review;
- vi. inform the candidate that they may bring up to two support persons to the performance review according to the guidelines above.

- d. Notification of Outcome: After the performance review, the Review Panel will issue a written decision of the outcome within 15 days of the performance review to the candidate, the Department Chair (if different), and the Dean's Office. The outcome of a

performance review will be a recommendation to the Department Chair for one or more of the following actions:

- i. No action: The basis for the review was unwarranted or no longer relevant and the matter is closed.
- ii. Candidate Plan of Assistance: The candidate should remain in the program while addressing the areas of concern according the Plan of Assistance (section VII below).
- iii. Candidate Leave of Absence with conditions for return: The candidate should take a Leave of Absence from the program for up to four consecutive terms to take action outlined in an associated Plan of Assistance. The Review Panel will list conditions the candidate must meet to return to the department, program and/or COE in good standing (see section X below).
- iv. Candidate Removal: The candidate should be removed from the program and/or from the COE.

Where the panel recommendation is a leave of absence or removal from the program and/or the COE, the Department Chair will communicate directly with the candidate to enact the recommendation.

VII. Plans of Assistance

- A. A Plan of Assistance may be initiated as a result of a performance review. The Plan of Assistance will, at a minimum, include the following:
 - a. a description of the behavior, disposition, or performance issues;
 - b. the goals the Plan of the Assistance will help the candidate address;
 - c. a clear statement of the criteria for evaluating successful remediation of issues;
 - d. a description of specific actions the candidate will take and assistance the COE program will provide, if any;
 - e. 5. a designated faculty member who will monitor the candidate's progress (as appropriate to the particular Plan of Assistance) and report to and confer with the appropriate Department Chair; and
 - f. 6. a timeline for evaluating the candidate's performance and making a decision about next steps (with all decisions about next steps made in consultation with the appropriate Department Chair).
- B. According to the timeline established in the Plan of Assistance, the designated faculty member(s) will meet with the candidate to evaluate the candidate's progress on and/or compliance with the Plan of Assistance. Possible subsequent processes and scenarios include:
 - a. The candidate has demonstrated adequate progress toward meeting the required competencies and the candidate continues in the program.
 - b. The candidate has made progress, but has not demonstrated the level of competence required. The designated faculty may make recommendations to the review panel including: extend the deadlines, suggest a revision the Plan of Assistance , provide

additional resources for remediation, and set a new date for evaluation. The Review Panel must approve any changes.

- i. If the extended deadline goes beyond the current term, the candidate may be given a grade of Incomplete for the course or field experience in question with an extension of time in the Plan of Assistance, in alignment with the requirements outlined in the PSU Bulletin.
 - ii. If the extension involves additional field experiences, the candidate will be required to register and pay tuition for those additional field experiences.
 - iii. Satisfactory completion of the extension will be required for removal of any incompletes.
- c. The candidate has not made sufficient progress toward meeting the required competencies and the designated faculty member(s) will initiate a request for a new performance review to determine if the candidate should be removed

VIII. Special Procedures Related to Field Placements

- A. Field placements are integral to COE programs to prepare candidates for work in their chosen profession. Because field placements often serve as the culmination of a COE academic program, and because field placements often involve children and other vulnerable populations, the COE has the responsibility to assure that each candidate's performance in their placement is consistent with expectations for professionals in those settings.
- B. A candidate may be removed immediately from a field placement if the on-site administrator, Cooperating Professional and/or University field supervisor for that placement requests the candidate's removal. The Department Chair must be informed prior to this decision.
- C. Where a candidate is removed from a field placement, the Department Chair or a faculty member or field supervisor may request a performance review unless the University field supervisor recommends an alternative field placement for the candidate. If the University field supervisor recommends an alternative placement, the COE's Field Placement Coordinator will attempt to locate an alternative placement. If an appropriate alternative site cannot be found, the program faculty will work with the candidate to develop a new timeline and plan for program completion.
- D. If there is a request for a performance review for a candidate from a faculty that involves concerns about the appropriateness of the candidate continuing to work in a field placement, the Department Chair may, at any point in a performance review process, and in consultation with the cohort leader/advisor and the Review Panel (where not the Department Chair), make an interim decision to discontinue or limit the candidate's participation in the field placement pending the decision of the Review Panel. The Department Chair's interim decision will be communicated to the candidate in writing and their continuance in the field will be dependent upon the outcome of the Performance Review (section V E above)

X. Return after Leave of Absence or Removal

A candidate who has been removed from a COE program may apply to the same, or a new, COE program for admission after one calendar year from the date of their removal. A former candidate seeking admission after removal must apply during the regular admission cycle and their application will be evaluated through the appropriate program's admission process.

Where a candidate has been given a leave of absence as a result of a performance review, the candidate may submit a written request to return to the Department Chair that includes their progress meeting the conditions provided in the outcome of their performance review (section V). The Department Chair will refer the matter to the appropriate Review Panel. Upon receipt of the request to return, the Review Panel will meet to determine if the conditions of the leave or suspension have been met so the candidate can return to the department, program and/or COE in good standing and/or whether the candidate remains otherwise eligible to return. The outcome of this decision is provided in writing to the candidate and the Department Chair.

XI. Appeal of Performance Review Panel Decision

A candidate may appeal a decision of a Review Panel by submitting a letter of appeal to the Dean's Office no later than five days after the date of distribution of the Review Panel's written decision. Appeals will be granted 1) where there is a demonstrated error in the process that had an effect on the decision of the Review Panel, or 2) where the candidate demonstrates that there is new, relevant information that was not available when the Review Panel held the performance review. The letter of appeal should include detailed information describing the procedural error and/or the new information and how that error and/or information would impact the decision of the Review Panel. The Dean (or their designee) will issue a written decision on the appeal within five days of the date the candidate submitted the letter of appeal. The decision of the Dean or their designee is final.

XII. Appeal of Grade or Academic Evaluation

- A. A candidate may request an academic review if they dispute an academic evaluation such as a grade for an assignment or for a course. A candidate requests this review by submitting a written request for review to the Department Chair within 15 days of the award of the grade or evaluation. The request should include information that supports the candidate's contention that their work was unfairly evaluated. The Department Chair will issue a written decision to the candidate within 15 days of the date the candidate submitted the request for review.
- B. If the candidate is dissatisfied with the Department Chair's decision, the candidate may appeal that decision by submitting a written request for review to the Dean's Office no later than five days of the Department Chair's decision. The Dean (or their designee) will issue a written decision to the candidate within 15 days of the date the candidate submitted the request for review.

- C. If the candidate wants to continue to contest the decision further, the candidate may use other University processes applicable to the issue and under the procedures for those processes. These processes may include the Academic Appeals Board, the Deadline Appeals Board, and the Scholastic Standards Committee.

XIII. Candidate Services

- A. The COE is committed to creating a learning environment that is equitable, useable, inclusive, and welcoming. The COE provides disability-related reasonable accommodations to candidates to support their access to education. If any aspects of instruction or course design result in barriers to a candidate's inclusion or learning, they should contact the DRC. The DRC can assist with making the classroom, course materials, exams and quizzes, off-campus field placements, and any other aspect of PSU more accessible to you. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>. Although candidates may be asked by the DRC to submit documentation from a qualified provider that supports a candidate's request for accommodation, the COE does not collect this information from candidates. If a candidate who has received accommodations believes that they are not being granted their accommodations or that they need additional accommodations to be successful, the candidate is encouraged to discuss their accommodations with their instructor(s) and/or field placement supervisor and/or to resume the interactive process with the DRC.
- B. If a candidate believes that they have been subjected to prohibited discrimination or harassment, they are encouraged to contact the University's Office of Equity and Compliance [<http://www.pdx.edu/diversity/equity-compliance>] where the conduct involves a faculty or staff member of the University or to contact the Office of the Dean of Student Life [<http://www.pdx.edu/dos/student-conduct-at-psu>] where the conduct involves another student.

Appendix A:

Ethical Codes of Conduct

Oregon Administrative Rules for teachers and administrators

Council for Exceptional Children's Code of Ethics

National Education Association's Code of Ethics of the Education Profession

American Association of School Administrators' Statement of Ethics

American Library Association's Code of Ethics,

American Counseling Association Code of Ethics

American School Counseling Association Code of Ethics

Commission on Rehabilitation Counselor Certification Code of Ethics

American Association of Adult and Continuing Educators' standards

Appendix B:

Plan of Assistance Form

Request for Performance Review Form

Advising Form for Academic Alert

**Appendix C:
Academic Performance Review Communication Details and Timeline**

Performance Review Requests must include the following:

- Student name and PSUID
- Faculty member requesting review
- Program information (program, cohort, online/hybrid, content area)
- Faculty members with whom the student works closely (methods teachers, cohort leader, supervisor)
- Placement information (Ct name, school, district) if placed.
- Reason for referral (open ended field)
 - Options for additional checklist accompanying open-ended field include: academic/course performance, field performance, dispositions, mental/emotional/physical health, general progress concerns)
- What policy/procedure/guideline/law is the concern raised related to (to the best of your knowledge)?
- What actions have already been taken, by whom, and when?
- Requesting faculty member's recommendations for next steps
- Supporting documentation attached (should include emails to and from student, previous actions, referrals, transcripts, or other information related to the student's progress)

Chair letter to student (copied to review panel, dean's office) must include the following (sent within 5 days of receipt of the request):

- Concern raised
- When concern was raised
- Notice that the review panel will schedule a meeting within 15 days of this date to discuss student performance in light of the concerns raised

Review panel letter to student (copied to department chair) must include the following (sent 5 days in advance of the meeting):

- Date and location of performance review
- Names of attendees (review panel members)
- Summary of the request for performance review (concerns raised)
- Outline of student rights
 - Candidate may bring up to two support persons, who do not speak for the candidate (e.g., counselor, attorney, DRC representative, family member)
 - Candidate may provide additional documentation no later than 24 hours in advance of the meeting to the review panel (include contact information and exact date)

Review panel letter to student (copied to department chair and dean's office) with recommended outcome must include the following:

- Recommended outcome – no action, plan of assistance, leave of absence, exit from program
- Next steps (chair will communicate directly with candidate about enacting the outcome, identify supports available, inform about appeals process and/or other resources for candidate)

A plan of assistance for a student must include the following:

- Description of the performance issue
- Measurable goal(s) the plan of assistance will help the student toward
- Clear criteria used to evaluate successful remediation of issue (should align with stated goals)
- Clear description of steps candidate will take
- Clear description of supports COE is providing, where applicable
- Name of designated faculty member who will monitor progress, evaluate success, and report to department chair (or review panel)
- Timeline of progress monitoring and determining next steps in program