

Special Education Program

2019 - 2021

K-12 LICENSE PROGRAM HANDBOOK



**University of Oregon
College of Education
Special Education & Clinical Sciences**

Revised September 2019

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About this Program Handbook

This *K-12 License Program Handbook* provides students with information regarding policies, procedures, guidelines, and timelines to assist them as they progress through their program of study. Enrollment in this program requires formal application and acceptance to both the Graduate School and the Special Education K-12 Licensure Program, part of the Special Education & Clinical Sciences Department in the UO College of Education. The program is approved by the Oregon Teacher Standards and Practices Commission (TSPC), the organization that awards and monitors teacher licensure in Oregon. Students should use this handbook as a source of information regarding policies and procedures for completing the requirements leading to an Oregon teaching license or endorsement in Special Education.

Students enrolled in the licensure program who do not already have a master's degree are encouraged to concurrently enroll in and complete a master's degree in Special Education. The master's degree can be earned by completing some additional coursework (9-12 credits) beyond the requirements for the teaching license. See the Master's Degree Program Handbook for more information.

Program Handbook Sections

The *Handbook* is organized into the following major sections:

Overview of the Special Educator Licensure Program provides an overview of the licensure/endorsement program leading to special education licensure.

General Licensure Information provides information specific to obtaining a Special Educator Teaching License or Endorsement. It includes an introduction to program as well as state policies and procedures put forth by the Teacher Standards and Practices Commission (TSPC).

Additional TSPC Licensure Requirements provides more detailed information regarding TSPC requirements including forms, paperwork, and testing requirements.

Applied Field Experience provides information about the clinical or field-based components of the licensure program including the structure and scheduling of practica and student teaching, requirements, and criteria for completion.

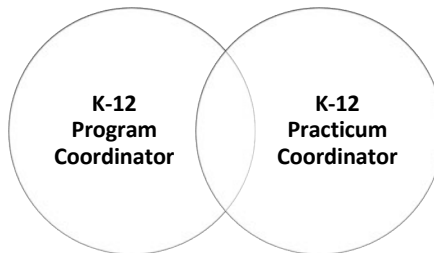
Practicum Requirements gives even more detailed instructions about each level of practicum and what is involved.

Special Education & Clinical Sciences Department and Program Policies are provided throughout the handbook so students can be informed about important department, college, and graduate school policies that govern the program.

SPED K-12 Licensure Program Administrative Team

Program Coordinator:

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Practicum Coordinator:

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Program Coordinator Responsibilities

- Coordinates student recruitment, screening, and admissions to the licensure program
- Coordinates student orientation
- Conducts quarterly review and follow-up with struggling students
- Conducts quarterly advising and provides updates about course sequence and registration.
- Provides staff orientation and general training
- Maintains records/documentation to ensure program compliance with TSPC

Practicum Coordinator Responsibilities

- Develops & assigns practicum sites
- Collects practicum data
- Observes & monitors student progress in practicum
- Supports students & supervisors
- Supports cooperating professionals
- Supports ongoing implementation of supervision
- Monitors feedback to students – grades practicum

I. K-12 LICENSURE PROGRAM POLICIES

The Special Education K-12 Licensure Program is designed to provide pre-service training and support the ongoing development of professionals to design, deliver, and continuously improve effective educational, employment, and community experiences for persons with disabilities. The program responds to the many changes in education, for students with and without disabilities. It affords the opportunity to align efforts with general education and its curriculum, licensure structure, reform efforts, and goals for students in the 21st Century. In response to Oregon's call for a standards-based educational model, the program ensures that teachers are prepared to work collaboratively with general educators to assist students in making progress toward meeting state benchmark standards. For students with more severe disabilities, the program addresses the needs of students both developmentally and in terms of community-referenced functional skills. The faculty at the University of Oregon provides the foundation for teacher preparation that is anchored to nationally-recognized empirical and best practices research.

The Special Education and Clinical Sciences Department policies for master's students also apply to licensure students. For more information, see the Special Education Master's Program Handbook. The policies most pertinent to licensure students are included below.

Professionalism

Students must exhibit professional behaviors in all courses and practica, demonstrating their ability to interact appropriately as they work with individuals across varied settings. It is imperative that students be able to communicate professionally, manage workload and time demands effectively, and maintain positive and collaborative relationships with colleagues, instructors, and staff (both at the university and at field sites). The Special Education Program draws on three sets of professional standards:

Professional Teaching Standards. Students are expected to meet all the personal and professional criteria that are required of professional teachers in the state of Oregon. These criteria are detailed in the Oregon Administrative Rules (OARs) which requires candidates to comply with the state of Oregon Teacher Standards and Practice Commission (TSPC) Standards for Competent and Ethical Performance (OAR 584-020-005 through 584-020-0045). TSPC requires licensed Oregon teachers to comply with the following ethical standards:

1. *The Competent Educator*

The educator demonstrates a commitment to:

- Recognize the worth and dignity of all persons and respect for each individual
- Encourage scholarship
- Promote democratic and inclusive citizenship
- Raise educational standards
- Use professional judgment

- Promote equitable learning opportunities

2. *Curriculum and Instruction*

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

3. *Supervision and Evaluation*

The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

4. *Student Safety and Well-being*

- Sexual Conduct: Abide by all laws related to sexual conduct, sexual harassment, and sexual assault.
- Mandatory Reporting: Oregon state law mandates that student teachers and Oregon teachers make reports if they have reasonable cause to suspect abuse or neglect. [The College will train all candidates in mandatory reporting during orientation.]

5. *Management Skills*

The competent educator is a person who is able to relate to students in constructive and culturally competent ways. The competent educator establishes and maintains positive rapport. The competent educator maintains records as required and as needed to assist the growth of students.

6. *Human Relations and Communications*

The competent educator works effectively with others -- Students, staff, parents, patrons and communities.

7. *Ethical Educator*

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of the students, the district, and the profession.

Teaching candidates will be formally assessed on these items through various assessments and surveys in practicum.

Program Standards. Students are also expected to display the general personal and managerial skills that they will need to function effectively as special education teachers, including the following:

- Relate well with students, teachers, supervisors, and other professionals;
- Behave ethically and responsibly both on campus and in the field;
- Communicate accurately and effectively with various individuals and groups (including all verbal, written, or electronic communications);
- Be consistently prepared for practicum and field study activities;
- Maintain the confidentiality of pupils and their school records;
- Attend required program functions;
- Complete assignments and other program requirements according to deadlines stated in the program handbook and in course syllabi.

University Standards. Students should refer to the Student Conduct Code, which applies to all students. The complete Student Conduct Code may be accessed at <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

Technology Etiquette Guidelines

As an educator, you have a professional image to uphold in how you conduct yourself in the use of any electronic media or technology (e.g., school district website, Facebook, Twitter, text messaging, cell phone use, etc.). Instances of misconduct, engaging in inappropriate dialogue about schools and/or students, or posting pictures and videos of individuals engaging in inappropriate activity online can result in serious repercussions, including termination from the SPED program. Guidelines for use of technology are as follows:

Educational & Social Networks

- If using an educational network at your practicum site, find out what the district and school policies are and comply with them.
- Do not post/send photos or videos of students without written parent or guardian permission.
- Do not accept students as “friends” on personal social networking sites (e.g., Facebook, Twitter, etc.).
- Decline any student-initiated “friend” request and discourage online “friendships” with students.
- *Remember*, “friends” have the ability to download and share your information with others.
- Never discuss students, teachers, or staff or criticize school policies or personnel.
- Post or send only what you want the world to see. Once you post something, it may be available even after you have taken it down.

As an educator, you are expected to use appropriate language and demonstrate a professional demeanor in all written communication with classroom teachers, parents, students, and university faculty and supervisors. This includes all written (email and text messaging) and verbal communication, including phone conversations. Guidelines for the use of email, text messaging, as well as use of cell phones at your practicum site are as follows:

Email & Text Messaging

- Think three times: before you write, after you write, and before you send your message. Carefully compose all responses.
- Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar, or punctuation conveys a lack of professionalism. Use the spell-check feature that accompanies your email program.
- Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
- Get your most important points across quickly.
- Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
- Avoid flaming or the expression of extreme emotion or opinion in an email message. You will alienate your reader, possibly causing ill feelings.

Remember email responses are permanent. To reduce email communication problems:

- Resist the temptation to “fire off” a response.
- Read the original message again. You may have misinterpreted the message.
- Draft a response and let it cool off for a time before sending it.
- Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.

Cell Phone & Text Messages While in Campus Classes and Field/Practicum Placements

- Turn your cell phone off. If you need to have your cell phone on, set it to vibrate.
- Let your cell phone calls go to voice mail.
- Refrain from checking and responding to voice and text messages while at your practicum site.
- Use of your cell phone should be reserved for important calls and messages only, and only during a “down time” (i.e., break, recess).
- If you need to make a phone call, wait until you have a break and then find a private place to make the call.
- Do not use text messaging to communicate with students.

All citizens have a responsibility to protect those who cannot protect themselves. Members of the general public may report suspected abuse and/or neglect if they choose.

Oregon state law, however, mandates that workers in certain professions (e.g., teachers, police, physicians, attorneys, etc.) must make reports if they have reasonable cause to suspect abuse or neglect. These people are called *mandatory reporters* and they are a crucial link in the system to protect Oregon's most vulnerable citizens.

NOTE: AS A LICENSED TEACHER, YOU WILL BE A MANDATORY REPORTER.

Be aware that a teacher candidate is not considered a full professional or employee of a school district, so is not considered a mandatory reporter. As a *teacher candidate (practicing teacher)*, however, you should report suspected child abuse immediately to your cooperating teacher and your field supervisor. You do not need "hard" evidence because you are reporting suspicions, not facts.

The University of Oregon's policy on abuse reporting is:

Volunteers, contractors, interns or students who are not employees are **not** mandatory reporters. However, it is the University's expectation that volunteers, contractors, students, and interns will report issues of suspected child abuse to their UO supervisors.

Teacher candidates will be required to attend a Mandatory reporter training during Orientation week. A certification of completion will be given at the end of the training, which should be kept for future employment as a licensed teacher.

How to report as a *Teacher Candidate*:

1. Inform your Cooperating Teacher and your University Supervisor:
 - a. The name of the child,
 - b. Any information that you believe might be helpful in establishing the cause of the injuries or showing the willful neglect and the identity of the person or persons responsible, and
 - c. The facts which led you to believe that the child has suffered injury or willful neglect.
2. If possible, be present when the Cooperating Teacher or Program Director calls the Oregon Department of Human Services (DHS) to report suspected child abuse and/or neglect.
3. Meet with your University of Oregon Supervisor and the Practicum Coordinator to debrief and get any additional support.

Immunity from liability: Anyone reporting any incident of child abuse or neglect is immune from liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.

Conditional Admissions

All students are admitted to the Special Education License Program on a conditional basis, pending completion of a Program Plan with the Program Coordinator. Some students have additional conditions outlined in their acceptance letter. These need to be addressed *by the end of the first term of enrollment*.

All students admitted to the Special Education license program are considered by the university to be graduate students. All University, Graduate School, College of Education, and Special Education and Clinical Sciences Department policies apply to licensure students. Students should make themselves aware of these policies.

Tk20/Graphite

The College of Education has purchased Tk20, a comprehensive data system that provides faculty, staff, and students a rich set of tools to enhance our academic programs and students' experience. The Tk20 system will allow us to serve students better by providing tools for advising, managing field placements, and using data for ongoing program improvement. For students, the Tk20 system will provide tools to facilitate academic success and professional development, such as:

- Building course and licensure-related products
- Submitting important work and receiving feedback online
- Creating electronic portfolios for sharing work
- Creating and storing records of licensure/certification activities
- Actively participating in advising activities related to program completion and licensure

College of Education students will need to subscribe to Tk20 in order to complete program activities, program assessments, and/or field experiences. Consult your program director for information about how and when to sign up and activate your student subscription. Students must be registered for Tk20 by the end of of the second term. Students who are not enrolled will not be allowed to register for practicum.

To access Tk20:

Log in using your Duck ID: <https://tk20.uoregon.edu/>

All Tk20-related questions should be sent to either the Tk20 ticket system: tk20@uoregon.edu or the dedicated phone line: 541-719-8250.

Continuous and Part-Time Enrollment

Once an individual is admitted to the Special Education Program and enrolls in classes, the student is officially a graduate student. To maintain graduate status within the Department and the Graduate School, all students must be continuously enrolled. To meet the Graduate School's continuous enrollment requirement, students must register for *at least three graduate credits each term* (excluding summer sessions) or be *officially on-leave*.

On-leave status is granted to students in good standing for a maximum of three academic terms (excluding summers), after which registration for a minimum of three graduate credits each term is required. Students may apply for a maximum of three academic terms of on-leave status during the course of study for their degree or license. The On-Leave Request form is available online (on the Graduate School's website).

Failure to comply with the continuous enrollment policies results in termination from the Graduate School. To re-enroll, a student must fill out a "Permission to Re-register" form online. Your request must be reviewed by the Graduate School (subject to requirements outlined on the Graduate School's website). Students may be required to register and pay for the number of credits (equivalent to three hours) for each term stopped out. If the credits equal more than 16 term hours, students may be required to enroll in multiple terms of increased registration.

The program and the Graduate School reserve the right to accept or deny re-enrollment requests. A denial can be based on a review of the student's graduate record or if the student/faculty ratio is beyond the capacity to adequately meet the needs of the student. Enrollment limitations are subject to available funding, University Administration rulings and the Board of Higher Education. The petitioner may be required to meet the admission policies and degree completion requirements in effect at the time of re-enrollment.

If students are absent from the program for more than one calendar year, they may be required to take additional field studies and/or retake some courses, especially methods classes. When a student has been re-admitted to the program, the student should meet with his/her advisor and the Program Coordinator to create a refresher plan appropriate to the student's strengths and needs.

Instruction and Advising

Evidence-based instruction and student advising rely upon a commitment that goes beyond the capacity of any single individual. Multiple professional and personal development needs are effectively met through a network of people. As a program, our goal is to meet the needs of our graduate students through a commitment to teaching evidence-based practices and active advising.

Faculty Advisor Role <ul style="list-style-type: none"> • Provide accurate and timely information regarding academic programs, policies, and procedures. • Monitor students' academic standing and progress. • Assist students in identifying and overcoming factors that may hinder their academic performance. • Conduct quarterly advising and provide updates about course sequences and registration. • Share general advising information and degree planning. • Provide information about TSPC license requirements. • Assist in career planning. 	Faculty Instructional Role <ul style="list-style-type: none"> • Determine 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. • Coordinate, supervise and provide on-going mentoring of GEs assisting the faculty with all aspects of teaching, including preparing class plans/notes, designing a syllabus, creating assignments and exams, leading discussions, and evaluating student work.
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Grades

Grade Point Average (GPA)

Students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in all graduate courses taken in the license program. Grades of D+ or lower in graduate courses are not accepted for graduate credit but are computed in the GPA. The grade of N (no pass) is neither accepted for graduate credit nor computed in the GPA. A GPA below 3.0 at any time during a student's program or the accumulation of more than five credits of "I" (with the exception of Master's project, thesis, or research credits), "N", or "F" grades -- regardless of GPA -- is considered unsatisfactory and student retention procedures will be initiated.

PLEASE NOTE:

The Graduate School requires students to have a cumulative GPA of 3.0 or higher by the time they apply for graduation. Otherwise, the Graduate School will not approve the awarding of the degree.

Grades lower than a C- will not be accepted for any required licensure course.

Grading Procedures

The faculty recognizes the intra- and inter-individual differences of people. None of us can be exceptional, acceptable, or satisfactory in all things. Therefore, grading procedures should be regarded as a method of evaluation of each person's performance against a standard. The grades and general standards are as follows:

- The grade of “A” means exceptional work of the quality performed by some graduate students.
- The grade of “B” means fully acceptable work for graduate students.
- The grade of “C” means satisfactory work that meets the instructor’s requirements.
Note: The Graduate School requires a B average for obtaining a Master’s degree. The B average could consist of half C’s and half A’s for graded hours. C grades can apply toward licensure. The department may require a B for scholarship/tuition waivers.
- A “P” (pass) grade means satisfactory performance (B- or better for graduate students).
- An “N” (no pass) grade means unsatisfactory performance, no credit awarded (C+ or lower for graduate course work).
- An “I” (incomplete) is an instructor-initiated mark. A mark of “I” may be reported only when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.

Instructors agree that grades will be assigned based on an evaluation of individual student performance as measured against requirements and objectives stated in the course syllabus. We explicitly recognize that professional and clinical experience and judgment are a necessary and legitimate element in evaluation and grading of student performance. Individual instructors must retain the freedom to consider student participation, attitudes, attendance and any other factors reasonably related to evaluation of overall student performance. Not all factors can or should be quantified.

Grading for Methods Courses

Licensure students must enroll in methods classes for a grade (SPED 540 Early Literacy for Diverse Learners, SPED 541 Intermediate Literacy for Diverse Learners, SPED 542 Adolescent Literacy for Diverse Learners, SPED 522 Special Education Math Instruction, SPED 543 Supporting Students with Low Incidence Disabilities, and SPED 660 Design of Instruction). Students must complete each course with a minimum grade of B-. If a minimum grade of B- is not earned, the student **must** retake the course. Four of six methods courses must be passed prior to student teaching (FSFE).

Grading for Practica and Field Studies

Levels of the practicum sequence are designed to be progressively more difficult, requiring greater independence on repeated skills while adding new skills each term. Students must successfully complete their practicum and concurrent seminar in order to progress to the next level. Evaluation of practica and field studies is done by the Practicum Coordinator with the assistance of university supervisors and cooperating professionals. If a student (a) fails to complete the tasks and assignments agreed upon in each term’s Practicum Agreement Form (see Attachments section), (b) fails to complete practicum requirements noted in the program handbook or in the Professional Practices syllabi, and/or (c) fails to meet the program’s

standards for instructional or professional competence in a practicum, the student's performance in the program will be considered unsatisfactory.

At the recommendation of the Practicum Coordinator and the Program Coordinator, a student who has not met the proficiency standards to pass either Practicum I or II may be given a grade of "I" (incomplete) and be asked to register for *SPED 609 Practicum (generic)* or *SPED 606 Field Studies* to gain additional practice in meeting the practicum standards. In this case, a student contract will be designed to outline and define the necessary requirements, as well as provide timelines for completion (similar to an Incomplete Grade Contract).

If the standards are met, the grade of "I" will be changed to "Pass", and the student will earn a "Pass" for the field study/generic practicum credits. In this case the student will be allowed to continue in the practicum sequence. If the student does not meet the standards during the field study/generic practicum, the incomplete grade will be changed to a "No Pass," and the student will not be allowed to progress to the next practicum. During the Student Teaching term, students are expected to demonstrate that they have met TSPC's expectations for beginning teachers. Students who do not meet these standards **will not** be given an option to take an incomplete and repeat Student Teaching. In this situation, the student will be given a grade of "no pass" for Student Teaching and will not be recommended for a license. (See also *Student Remediation*).

Grades of Incomplete

Students need to complete coursework in a timely fashion. In order to remain in good standing, students may not have more than five credits of "I" at any point in time. (Note: Research and thesis credits remain as "I" until the project/thesis is complete and are not considered for purposes of this policy). If a student wishes to request a grade of "incomplete," he or she must meet with the course instructor, fill out an Incomplete Grade Contract (if the instructor agrees to the grade of Incomplete), and provide a copy of the form to his/her program advisor and the Student Services Coordinator.

The University policy for graduate students is that "incompletes" must be converted to a passing grade within one calendar year of the assignment of the incomplete. If a grade has not been converted from an "I" within one calendar year, the student must petition the Graduate School for permission to change the grade.

Student Retention

The Special Education and Clinical Sciences Department has a number of policies and procedures to identify and provide support to students so they can complete the program in a timely manner. Students who are in "*good standing*" and making adequate progress: 1) have an approved program plan on file, 2) maintain a B average in all licensure coursework, and 3) have no more than 5 credits of "I" (with the exception of Master's project, thesis, or research credits), "F", or "N".

A student who at any time has more than 5 credits of I, F, or N (not counting I for thesis, master's project, or research) will be considered "*not in good standing*", and procedures for student remediation will be initiated.

Quarterly review. Once a term, the program and practicum coordinators review student grades, progress in meeting program requirements, and other evaluative feedback (e.g., written supervisor's evaluations) the student has received for coursework and fieldwork. This is a formative evaluation designed to identify areas of need for support and remediation. If an the student's progress is unsatisfactory, remediation procedures will be initiated.

Annual student review. Once a year, program faculty will systematically review all part-time and full-time students. The purpose of the review is to assess whether students are making adequate progress through coursework, field studies and internship if appropriate. If a student is making inadequate progress, the student will receive written notification signed by the Director of Graduate Studies or Department Chair indicating the student's progress has been reviewed and the student is considered "*not in good standing*". The student will then have the opportunity to receive assistance in developing a plan of action to remediate the problem.

Student Remediation

When serious deficiencies are noted, students will be notified in writing by the Director of Graduate Studies or the Department Chair with copies to the advisor, Department Chair and the student's file. Within 30 days from the date of the letter, the student must meet with the Program Coordinator and his or her advisor. The Program Coordinator, the advisor, and the student will jointly develop a plan of action. If the student does not agree with the plan of action, the student may file a grievance.

The written plan of action will specify a student's particular weaknesses or problems, a recommended corrective action, criteria and dates for determining that problems have been resolved, and a timeline for review. The document should also include a description of any previous efforts to address or prevent each issue. This document should be signed by the Program Coordinator, advisor, and the student and placed in the student's file. The student's signature indicates agreement to follow the plan of action.

Termination from the Program

There are two ways that a student can be terminated from the SPED Licensure program – either by voluntarily relinquishing their standing with the Graduate School or when remediation efforts are not successful. Below are the procedures for implementing these options for students in the Department of Special Education and Clinical Sciences.

Voluntary relinquishment of standing. Students who choose to voluntarily terminate their participation in a program should notify the appropriate Director of Graduate Studies and the Student Services Coordinator (Academic Secretary). This communication should indicate the term and year the student is leaving the program, the reason for termination, and whether or not he or she plans to return at a later date.

The Student Services Coordinator will keep this letter on file for at least five years and be prepared to develop a report of student attrition for the College of Education evaluation reports. The student should also complete and sign the “Relinquishment of Graduate School Standing” form, if relevant.

To be reinstated following voluntary relinquishment of standing, the student must reapply to the program. If the program readmits the student, he or she will be held to the program standards under which he or she is readmitted.

Involuntary relinquishment of standing. In situations where remediation efforts have not been successful, students may be counseled about alternative options and/or terminated from the program. Students may be asked to leave a program for a variety of reasons. Examples include but are not limited to behavioral problems, academic factors, or legal/ethical factors. In addition, failure to follow Graduate School requirements for continuous enrollment will result in involuntary relinquishment of standing. In the latter case, reapplication to the program is required for re-admittance to be considered.

A decision to terminate will be made by the program committee and forwarded to the Department Chair for approval. A certified letter from the Director of Graduate Studies or the Department Chair will be sent to the student notifying him or her of the termination decision. In this letter, the student will be given the reasons for termination and notification of rights to file a grievance. Copies will be sent through the department's Student Services Coordinator to the Office of Student Academic Services and will be forwarded to the appropriate university offices.

Accommodations and Support Services for Diverse Students

The University of Oregon provides a number of programs which are designed to help students with diverse needs. The University's Office of the Dean of Students offers assistance to adult learners who have been away from college for a number of years. The Center for Multicultural Academic Excellence provides a supportive, caring environment for people of color. In addition to these offices, there is a great diversity of student organizations on campus including groups for veterans, LGBTQ, and students that are also parents. A complete listing of these organizations can be found in the University of Oregon Office of Student Life. Resources, supports, and more information can be found here: <https://studentlife.uoregon.edu/>.

Students who need academic assistance can access support at multiple levels. Within the College of Education, the *Office of Student Academic Services* serves as a hub for information on a variety of academic topics and assistance with licensure and grievances. Students can gain computer access in the College of Education's Learning Commons (110 HEDCO). Outside the college, the *UO Tutoring and Learning Center* provides tutoring and academic assistance to all university students. A collection of resources for students can be access here: https://www.uoregon.edu/onestop/?utm_source=header&utm_campaign=studentlife

Students with disabilities may obtain appropriate accommodations for their particular needs from the *Accessible Education Center* (<https://aec.uoregon.edu/>). Eligibility for services must be

supported by professional documentation of disability and need for services. Students should contact the program coordinator, their advisor, or the Accessible Education Center in 360 Oregon Hall for more information.

Conflict Resolution

The College of Education at the University of Oregon is a community of leading researchers and practitioners dedicated to transformational scholarship, integrated teaching, and collaborative practice designed to enhance individual lives and systems within a culture that values diversity and promotes respect and inclusion. Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment.

Within the College of Education, you can contact:

Interim Associate Dean for Academic Affairs:
Lillian Duran
541-346-2502
lduran@uoregon.edu

Outside the College, you can contact:

UO Bias Education and Response Team: 346-3216
<http://dos.uoregon.edu/bias>

UO Student Conflict Resolution Center: 346-0617 or scrc@uoregon.edu
<https://scrc.uoregon.edu/>

Student Grievance Procedure

All students are expected to abide by the Student Conduct Code. If students question a faculty or staff member's actions or evaluation of academic performance, they may file a grievance. A student grievance is defined as including any disagreement concerning a course, course of study, grades, comprehensive examination, thesis, or any other matter substantively affecting a student's program.

The processes and timelines for initiating and responding to formal academic grievances by students are governed by University of Oregon Policy and are listed in detail on the UO Policy website. If a student wishes to file a grievance, the complete text for this policy is located under "Student Grievance Procedures" on the following website:

<http://policies.uoregon.edu/grievance-procedures>

A paper copy of these grievance procedures may also be requested from the Program Director or Department Head.

Students have four rights under FERPA and the UO Student Records Policy: (1) the right to inspect and review their record, (2) the right to seek an amendment to their record, (3) the right to restrict disclosure of their Directory Information as defined at UO, and (4) the right to file a complaint. The processes around all of these rights are managed by the Office of the Registrar. More information can be found on the following websites:

University of Oregon Policy Library
<http://policies.uoregon.edu/student-records-1>

UO Registrar's Office
<http://registrar.uoregon.edu/records-privacy>

A file is created for each person applying to the College of Education in the appropriate program office. Once a student is admitted, student files are kept with the Student Services Coordinator (340 HEDCO). Advisors also receive basic information on each of their advisees. Only program faculty members and their staff who have legitimate need to access student files and have authorization are able to do so. At the completion of either a master's degree or licensure program, whichever happens first, the student's file will be transferred to the college's Office of Student Academic Services.

II. GENERAL LICENSE INFORMATION

In Oregon, the Teacher Standards and Practices Commission (TSPC), oversees the awarding and renewal of teaching and administrative licenses and endorsements. This is the state agency that approves licenses for teachers, administrators and others within Oregon's schools. It is often referred to as TSPC. TSPC is located in Salem at 250 Division Street NE,. 97301, phone 503-378-3586. The web site location is: <http://www.oregon.gov/tspc>.

In the College of Education, Richelle Krotts (coelicensure@uoregon.edu) is the contact person for TSPC licensure information. She can assist with specific questions about TSPC licensure, license applications, and teacher licensure in other states.

Students in the Special Education Program work toward completion of a Special Education: Generalist license with an authorization in grades K through 12. This section provides information about license program requirements as well as other requirements necessary in order to apply to TSPC for a license or endorsement.

Coursework for the Special Education K-12 Licensure Program

The licensure program prepares pre-service or in-service teachers to work with students with disabilities ages 3-21 in a variety of settings, pre-K through grade 12 and transition. Graduates of the program are prepared to apply for an initial special education teaching license that incorporates these multiple levels, services, and settings making this a highly flexible option.

The program prepares professionals to help children and youth with disabilities succeed through rigorous coursework and practicum experiences on topics including characteristics of learners and services, cutting edge assessment techniques, evidence-based approaches to designing and delivering instruction, effective classroom and behavior management techniques, collaborative practices, and transition services.

Required Coursework.

Students can combine the program with the master's degree with the addition of required master's credits. ***See table on the following page for the sequence overview of required coursework for the program.***

Special Education K-12 Licensure Program

	Fall	Winter	Spring
Year 1	<ul style="list-style-type: none"> • SPED 511 Foundations of Disability I (3) • SPED 526 Behavior & Classroom Management (4) • SPED 540 Early Literacy for Diverse Learners (4) • SPED 610 Assessment in SPED (3) 	<ul style="list-style-type: none"> • SPED 510 Diversity in Special Education (3) • SPED 510 SPED Law (3) • SPED 541 Intermed. Literacy for Diverse Learners (4) • SPED 543 Supporting Students with Low Incidence Disabilities (4) 	<ul style="list-style-type: none"> • SPED 522 Special Education Math (4) • SPED 542 Adolescent Literacy for Diverse Learners (4) • SPED 609 Practicum 1 (3) • SPED 588 Professional Practices (3)
	Fall	Winter	Spring
Year 2	<ul style="list-style-type: none"> • SPED 536 Advanced Behavior & Classroom Management (3) • SPED 588 Professional Practices (3) • SPED 609 Practicum 2 (4) • SPED 660 Design of Instruction (4) 	<ul style="list-style-type: none"> • SPED 588 Professional Practices (3) • SPED 633 Transition Planning & Instruction I (3) • SPED 655 FSFE (9) 	<ul style="list-style-type: none"> • SPED 634 Transition Planning & Instruction II (3) • EDUC 611 Survey of Educational Research Methods (3) <i>Master's requirement</i>

*A child/adolescent/human development course is a program prerequisite. If the pre-req is not met, students will have a course added to their program.

Course Waivers

With the approval of the program coordinator, courses taken prior to entering the K-12 Special Education Program may be used to satisfy (waive) required license courses. A student must have earned a grade of B- or above or a 'Pass' in the course equivalent. Experience in the field is generally not a basis for waiving coursework. Nor is experience sufficient for waiving practica. We expect students to have experience, and many students have extensive experience in the classroom. However, our supervised practica require completion of specific tasks and demonstration of instructional competence; therefore, practica are rarely waived.

Students are responsible for completing the College Request for Waiver of Credit form (<https://coedocs.uoregon.edu/display/governance/COE+Policy++Waiver+of+Credit>) and compiling appropriate documentation of prior applicable coursework. After checking with their advisor, students who wish to waive a course should make an appointment with the course instructor to determine what evidence is needed to support the waiver request. Evidence could include a course syllabus, list of readings, copies or descriptions of tests and quizzes, copies or descriptions of projects and activities, and evidence of performance in the course (transcript). If the course instructor approves and signs the petition, the student then obtains the signature of his/her advisor and the signature of the program coordinator. Approved forms are added to the student's file and forwarded to the College of Education's TSPC liaison upon program completion. If a student's request for a waiver is denied, the student may use the College of Education's appeal process and may also appeal the decision to TSPC.

Exit and Follow-Up Surveys

Toward the end of student teaching, students will be asked to complete an exit survey. The purpose of the exit survey is to give students an opportunity to provide the College of Education and the K-12 Special Education Program faculty with feedback about the program and students' experiences in the College of Education. This information is critical to helping us to continually improve our program. We strongly encourage students to take the time to complete the survey when given the opportunity.

As part of the college's commitment to continuous improvement, we will be following up with you post program completion. We request that you support these efforts and respond to surveys aimed at understanding the effectiveness of your preparation.

III. ADDITIONAL TSPC LICENSURE REQUIREMENTS

Oregon State Law and Oregon’s Teacher Standards and Practices Commission (TSPC) set a number of requirements for licensure in addition to completing a university-approved program. These requirements are described in this section.

Character Questionnaire

Oregon’s Teacher Standards and Practices Commission (TSPC) will deny or revoke a teaching license if a person is convicted of a specific set of offenses. These offenses are listed on a form called a Character Questionnaire. TSPC and the UO College of Education require that students admitted to approved teacher preparation programs provide evidence of good moral character necessary for licensure by responding to questions on the Character Questionnaire. Students complete this form as part of their application to the license program. Students will be required to complete and sign this questionnaire again prior to student teaching to confirm there have been no changes to their criminal record.

Fingerprinting

TSPC and the UO College of Education require students who plan to do practica in Oregon public schools to submit their fingerprints for a criminal background check.

This is required prior to the first field study or practicum.

Students will be provided with information regarding fingerprinting and TSPC Clearance at orientation.

Students who have previously completed the fingerprinting requirement for TSPC do not need to meet this requirement, provided they held a license within the three years prior to their application for student teaching. All students are responsible for checking the TSPC website to find out if their background check has received “clearance”. Students should follow all steps of the fingerprinting process, including uploading proof of clearance to <https://goo.gl/DuHCcd>.

Students may not begin field study or practicum without having completed this process and having been cleared.

College of Education ID Badges

Upon verification of background clearance, students will be eligible to purchase a College of Education ID badge. The ID badge is issued for a period of three years. Students **must** obtain an ID badge before they will be allowed to enter any public school for the purposes of participating in practica or student teaching. The names of students who have completed and cleared the fingerprinting process will be submitted to the UO Card Office in the Erb Memorial Union. Students will need to go to that office to pay the appropriate fee (currently \$10) and to obtain their ID Badge.

Professional Examinations for Oregon Licensure

TSPC requires applicants for Oregon Teaching Licenses and Endorsements to demonstrate competence in specific specialty area(s) in which licensure is requested. Students must demonstrate competence by passing this professional content exam and a civil rights exam before becoming eligible for an Oregon teaching license.

Protecting Student & Civil Rights

Licensure candidates are required to take the *Protecting Student and Civil Rights in the Educational Environment Examination*. This is a customized educator licensure test designed to measure a candidate's knowledge and skills in relation to equity issues. For additional information visit:

http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html

Timeline for Completion	Prior to admission or Fall Year 1
Format	Computer-based test, 60 multiple-choice questions
Time to Complete	Ninety minutes
Test Dates	By appointment
Test Sites	CBT sites are located in Oregon and nationwide.
Passing Score	240 or above
Test Fee	\$95
Score Reporting	Scores are released one month after testing.

NES Special Education Licensure Test

The NES Special Education licensure test is a comprehensive exam aligned to national learning standards and is required for licensure. For additional information visit:

https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT601_TestPage.html

Timeline for Completion	Spring of Year 2 or after you've completed a majority of courses and half of your clinical work.)
Format	Computer-based test, 150 multiple-choice questions
Time to Complete	Three hours
Test Dates	By appointment
Test Sites	Test sites are located in Oregon and nationwide.
Passing Score	220 or above
Test Fee	\$95
Score Reporting	Your test results are provided immediately after testing; your score report is released within two weeks of testing.

Online Test Preparation

The National Evaluation Series (NES) in collaboration with TSPC has a portal for Oregon licensure testing. The Oregon Educator Licensure Assessments (ORELA) website, www.orela.nesinc.com ensures that its educator licensure candidates have easy access to all the tools and information needed for a successful testing experience. The ORELA website gives candidates a single, online point of access for all their testing information and services, including online study guides for the NES tests, as well as sample test questions and answers.

It is the student's responsibility to provide an official copy of his/her score report to the K-12 SPED Coordinator and the TSPC Licensure Liaison.

edTPA

Beginning in Fall of 2015, TSPC requires that ALL teacher candidates in Oregon use the edTPA as a culminating performance assessment. EdTPA is a performance assessment of readiness to teach that has been adopted by over 30 states and throughout Oregon. Licensure candidates will complete the edTPA during their Final Supervised Field Experience (or student teaching) – typically the second to last term. Passing this assessment is a prerequisite for a teaching license.

Applying for an Oregon Teaching License

Once students have successfully completed their licensure program of study at the University of Oregon, they will need to complete the license application process. The TSPC Licensure Liaison will hold an information session to provide students with guidelines and instructions for the teaching license/endorsement application process. Students will apply online for the teaching license and pay a non-refundable fee.

In addition, when students have completed all of their University prescribed coursework, practica, work sample(s) for licensure/endorsement and required testing, the TSPC Licensure Liaison will verify that students have completed these requirements by completing and submitting a Program Completion Verification form to TSPC (TSPC Form C-2).

IV. APPLIED FIELD EXPERIENCE

Applied field work is a prominent and critical component of the Special Education program, comprising approximately one-quarter of your program coursework. There are two types of applied field work: (1) practica, and (2) field studies. The basic difference is that **practica** are highly structured and supervised experiences, requiring teacher candidates to actively plan and implement instruction and **field studies** are unsupervised and less structured. Field studies can be used to gain supplemental experience prior to taking the formal practicum sequence (in the licensure path). Both types of applied field experience provide teacher candidates with opportunities to apply and practice a range of skills discussed in the academic program, as well as gain practical knowledge of schools, agencies, and other support systems. Practica and field experiences allow teacher candidates to practice instructional delivery skills and other skills needed to provide direct support to school, home, business, and community. These experiences are essential components to each teacher candidate's program.

The Practicum Sequence

Teacher candidates in the Special Education Program who want to obtain a special education teaching license are required to complete three practicum experiences: Practicum I, Practicum II, and Final Supervised Field Experience (i.e., Student Teaching). These experiences are completed in varied settings (e.g., grade levels, classroom types) and at different authorization levels (early childhood, elementary, middle-secondary) in accordance with the program and TSPC licensure requirements for the state of Oregon. This variety ensures that teacher candidates will see and experience a range of classroom formats, teaching styles, developmental needs, and administrative challenges across practicum settings.

During the first term, teacher candidates will be contacted by the Practicum Coordinator for an interview to discuss past experience, goals, and preferences. The coordinator will use the K-12 Clinical Intake Form to map out each teacher candidate's tentative clinical sequence. The following section summarizes information about the requirements for each of these practica.

Field Studies. During the second term of the literacy sequence, teacher candidates will have the opportunity to complete a supplementary field study experience. This may be required for students who enter with limited classroom experience to prepare them to be successful in Practicum I.

Practicum I. The initial practicum is a 3-credit, 12-hour-per-week experience in an elementary or middle school (grades K – 8). Practicum students attend 5 days per week (usually in the mornings) for approximately 2½ hours per day. As this is the first practicum experience, the teacher candidate receives pre-service training to prepare them to take over an intact class, modeling their instruction on the classroom routines that are already in place. Teacher candidates then practice their instructional and management skills while concurrently taking

coursework at the university. In addition to teaching one instructional group, teacher candidates engage in other roles to fulfill program tasks, which may include working one-on-one with pupils, teaching functional skills, providing supports to pupils with more severe disabilities, or supporting pupils in general education classes.

To complete the practicum, teacher candidates must do four things: (a) enroll in and successfully pass the Professional Practices Seminar, (b) complete an “initial work sample” that meets the guidelines set forth in the seminar, (c) complete all program tasks (to 25%) outlined in the Practicum Agreement (at mid-term), and (d) meet the standard of “competent” on all of the instructional competencies as judged by the supervisor. If a teacher candidate does not meet these criteria at the end of the practicum, a grade of "incomplete" will be given. The teacher candidate will need to enroll in 3 credits of field studies or generic practicum and during that term, meet these standards to change the incomplete into a grade of "Pass". If the standard is not met during this term, the grade of incomplete will be changed to a grade of "No Pass". Any teacher candidate not meeting the standard (receiving an incomplete) will be observed and supported by the Practicum Coordinator during the subsequent term in order to provide additional support and assistance.

Practicum II. The middle practicum is a 4-credit, 16-hour-per-week experience in a middle or high school. Teacher candidates attend 5 days per week in the mornings or afternoons for approximately 3¼ hours per day. Teacher candidates work with pupils at a different grade level than their first practicum and design their own instruction to be formatted into a work sample for TSPC licensure. Teacher candidates also identify additional program tasks that provide for experience with a range of pupils (mild to severe) and a range of special education teacher roles (teaching, management, personal support, consultation and collaboration, leadership).

To complete the practicum, teacher candidates must do four things: (a) enroll in and successfully pass the Professional Practices Seminar, (b) complete a formal “work sample” that meets the guidelines set forth in the seminar and achieve a combined score of 18 or better on the Work Sample Scoring Guide, (c) complete all program tasks (to 55%) outlined in the Practicum Agreement (at mid-term), and (d) meet the standard of “competent” on all of the instructional competencies as judged by the supervisor. If a teacher candidate does not meet these criteria at the end of the practicum, a grade of "incomplete" will be given. The teacher candidate will need to enroll in 3 credits of field studies or generic practicum and during that term, meet these standards to change the incomplete into a grade of "Pass". If the standard is not met during this term, the grade of incomplete will be changed to a grade of "No Pass". Any teacher candidate not meeting the standard (receiving an incomplete) will be observed and supported by the Practicum Coordinator during the subsequent term in order to receive additional support and assistance.

Final Supervised Field Experience (FSFE) or Student Teaching. The final full day practicum for initial licensure students is a 9-credit, 36 hour per week experience in a school site appropriate to the authorization level of their choice (K-12). Teacher candidates attend 5 days per week for approximately 7½ hours per day. Teacher candidates negotiate their schedule with the special education professionals in the building, identifying roles and experiences to enhance their knowledge and skills in this final experience. During this term, teacher candidates must fully assume the roles of a special education teacher. The edTPA will be completed, as well as additional experience in general education settings.

To complete the final student teaching, students must do six things: (a) enroll in and successfully pass the Professional Practices Seminar, (b) complete the edTPA performance assessment (required by the State of Oregon for all teaching candidates), (c) complete remaining program tasks (to 95%) outlined in the Practicum Agreement (at mid-term), (d) meet the standard of “competent” on all of the instructional competencies as judged by the supervisor, and (e) complete a description of all “non-instructional duties” performed at the site. Teacher candidates must complete all requirements by the end of the term. If a teacher candidate does not meet the standard by the end of the student teaching term, a grade of "No pass" will be given.

Final Half-Day Practicum (*for SPED endorsement). The final half-day practicum is required for endorsement by teacher candidates with an initial Oregon teaching license. This is a 3-credit (90-hour minimum) experience in an authorization area of their choice (K-12). Teacher candidates negotiate their schedule with the special education professionals in the building, identifying roles and experiences to enhance their knowledge and skills in this final experience.

To complete the half-day student teaching, teacher candidates must do six things: (a) enroll in and successfully pass the Professional Practices Seminar (SPED 588); (b) successfully complete program tasks outlined in the Practicum Agreement (15 prescribed tasks); (c) meet the standard of “competent” on all of the instructional competencies as judged by the university supervisor; (d) successfully complete a description of all “non-instructional duties” performed at the site; (e) meet the standard of “initial proficiency” on all instructional domains as judged by the supervisor and cooperating teacher; and (f) successfully complete a work sample. Endorsement candidates must complete all requirements by the end of the term. If a teacher candidate does not meet the standard by the end of the practicum, a grade of "No pass" will be given.

Logistics

Issues surrounding registration, attendance, placement, liability, and possible discontinuation/termination are defined and explained in the following sections.

Credit hours. One credit hour of applied field experience represents **four clock hours** per week at a teacher candidate’s applied field experience site. Teacher candidates will spend additional time working on related activities, such as lesson planning or curriculum design, outside these

hours. Depending on each teacher candidate's program plan, there may be different requirements for his or her applied field studies. The following table outlines the number of practicum credit hours that teacher candidates will need to register for and complete to satisfy their licensure requirements. All applied field experiences (practica and field studies) are evaluated as Pass/No Pass. **Note the difference between those seeking an "initial" special education license versus an endorsement to a current license.**

Special Educator Initial License - Do not have another valid Oregon License	SPED 609 Special Edu. K-12 Practicum I (3) SPED 609 Special Edu. K-12 Practicum II (4) SPED 655 Special Edu.K-12 Final Supervised Field Exp. (9)
Special Educator Endorsement - Presently hold a valid Oregon license (e.g., elementary education, music education)	SPED 655 Special Edu.K-12 Final Supervised Field Exp. (3)

Schedule. Applied field experiences begin the first day of each term and end the last day of finals week. Teacher candidates should plan to follow the schedule established at their site for in-service days, early release days, parent/teacher conference days, holidays, and days off. Teacher candidates are expected to participate in scheduled activities along with their cooperating professional, as is appropriate.

Requesting practicum/field studies sites. Teacher candidates do not set up their own practicum or field studies. The Practicum Coordinator follows the College of Education procedures for identifying appropriate practicum sites and assigning teacher candidates. Teacher candidates can provide information regarding preferences and the Practicum Coordinator will try to meet them. However, the Practicum Coordinator has the right to place licensure and program requirements, as well as teacher candidates' teaching needs, before teacher candidates' personal preferences for site assignments. Previous work in a field site may also prevent the Practicum Coordinator from placing teacher candidates at a site that is requested. Practica are typically located in public schools in Eugene, Springfield, and Bethel School Districts, but occasionally we use other Lane county schools. Field Studies sites are more flexible by design, and are often based on teacher candidate interest and availability. If a teacher candidate is willing to travel, these may occur outside the local area.

Absences. Up to **four** excused absences are allowed per term. Teacher candidates must contact both their supervisor and cooperating professional when they know they will not be able to attend practicum. Unexcused absences, or more than four excused absences, may result in a grade of No Pass. Excused absences can be individually negotiated with the teacher candidate's supervisor and Practicum Coordinator. When a teacher candidate is unable to attend practicum due to illness, the teacher candidate must (a) follow the school procedure and time lines for notifying the teacher of the absence, (b) immediately notify the university supervisor, and (c) deliver instructional plans prior to the start of school. Otherwise, the absence will count as an unexcused absence which may result in the teacher candidate not passing the practicum.

Teacher candidate insurance coverage. Teacher candidates who are in a licensure program will be working in the field with students, parents, and other professionals. These experiences that are associated with the academic program (commonly referred to as internship/practicum/field experience) are covered under the University's United Educators Internship and Professional Liability policy. Students are not required to purchase additional liability insurance and can request a certificate of coverage via the academic program director.

Teacher candidates may obtain additional coverage through their private insurance carrier, or they may contact a professional organization that offers professional liability coverage. Low-cost student insurance can be obtained through the Council for Exceptional Children (800-265-9366). The National Education Association also provides student members with liability insurance protection (503-684-3300 ext. 230). Questions concerning insurance coverage can be directed to University of Oregon Office of Business Affairs.

Discontinuation or termination from a site. Some behaviors trigger removal from a practicum site. Though this is a rare occurrence, critical situations may require an immediate consultation and review by the Practicum Coordinator. In these cases, the Practicum Coordinator must also consider information provided by personnel from both the university and community sites.

1. *Student/Parent/Teacher Complaints:* If a student, parent, or teacher complaint generates a request from the principal, cooperating professional, or parent for the removal of a practicum/teacher candidate, the Practicum Coordinator or Program Coordinator investigates the circumstances to determine whether the situation warrants a relocation of the teacher candidate or a recommendation to deny licensure.

2. *Substance Abuse:* If suspicion of substance abuse (e.g., alcohol, marijuana, illegal drugs, etc.) arises, the practicum/teacher candidate will be asked to attend a meeting with the Practicum Coordinator, Program Coordinator and/or Program Director to discuss the concern. If concerns remain, the teacher candidate will be encouraged to seek appropriate counseling through the University Counseling Center. Counseling files are confidential. However, under some circumstances, the program may require a condition whereby the Counseling Center is able to confirm that the UO student has sought and received services. It is the student's choice whether to make use of available services. (This may also be prompted by unexplained irrational or erratic behavior that is occurring at a practicum site, which has resulted in complaints.)

3. *Immediate Removal:* Some behaviors require immediate removal from the classroom while the incident is being investigated. These behaviors include, for example: inappropriate touching of a student, use of physical force, sexual harassment, the direct request of a parent or building administrator that the teacher candidate be removed, evidence of substance abuse.

Practicum Supervision Roles

The Special Education K-12 Licensure program encourages a team-based approach as teacher candidates practice teaching in a variety of educational settings. At a minimum, each applied field experience team is composed of three members: 1) the teacher candidate, 2) the cooperating teacher, and 3) the university coordinator and practicum supervisor.

Teacher Candidates are novice professionals who will practice applying the knowledge and theories that they obtained from coursework and field and clinical experiences. They will work with their team each term designing activities, using feedback from their supervisor and cooperating teacher to make changes in their instructional delivery. Additionally, they are responsible for meeting the guidelines and expectations of the school or agency in which they are placed.

Cooperating Teachers are experienced special education teachers considered to be quality educators who are given the responsibility to help teacher candidates develop the confidence and skills necessary to successfully begin a teaching career. The cooperating teacher has the opportunity to mentor and provide feedback to the teacher candidate on a regular basis. Their role as mentor includes orienting teacher candidates to their new practicum site, providing essential day-to-day information, meeting weekly with the teacher candidate to discuss students' individual progress and needs, and collaborating with the teacher candidate and supervisor to structure and provide feedback throughout the term.

University Practicum Supervisors. University supervisors are faculty from the teacher candidates' university training program, field supervisors with extensive teaching experience, or Graduate Employees (GEs). A teacher candidate's university supervisor plays the role of supporting the teacher candidate. Supervisors provide on-site support through frequent observations and establish and maintain open and regular communication with the cooperating teacher concerning the teacher candidate's progress and needs. Supervisors are responsible for guiding the teacher candidate's acquisition and application of new knowledge and skills. They play a critical role in providing information to the coordinators regarding the teacher candidate's readiness for placement in future, more rigorous clinical experiences.

Practicum Coordinator. The Practicum Coordinator is the faculty person who coordinates all of the teacher candidates' applied field experience placements. Teacher candidates will meet with the coordinator on an "as needed" basis to plan students' applied field experience needs. Teacher candidates will also have access to the coordinator during practicum seminar and weekly question/answer sessions. The coordinator also acts as an administrator, trainer, consultant, and specialist in dealing with any teacher candidate issues that arise between the teacher candidate, the teacher candidate's university supervisor, and/or the teacher candidate's Cooperating Teacher. Communications among these parties are designed to provide individualized guidance and support; they are not considered public information.

Supporting the Teacher Candidate

Cooperating teachers play the important role of supporting teacher candidates in the following ways:

1. Provide positive models for the roles of a special education teacher (our teacher candidates state they learn more from their cooperating teachers than from other sources).
2. Establish a teaching schedule for the teacher candidate's instructional responsibilities and identify opportunities to engage in program tasks.
3. Orient the teacher candidate to the school and the classroom (staff, schedule, policies, procedures, etc.).
4. Establish a regularly scheduled meeting time once a week with the teacher candidate to review the children's progress, give informal feedback, and answer questions.
5. Permit the teacher candidate to use procedures that may be different from those the teacher uses as long as the procedures are approved in advance by the teacher.
6. Communicate with the supervisor immediately if there are any concerns.
7. Review a 10-minute video of the teacher candidate, meet with him/her and provide written feedback at least 2 times during the term.
8. Share their feedback with the teacher candidate and university practicum supervisor at the midterm and final 3-way conference.
9. In consultation with the university practicum supervisor and/or program coordinator, make recommendations regarding the teacher candidate's performance and readiness for continued or final practicum experience.
10. In collaboration with the university practicum supervisor, provide feedback on the completed work samples.

University Practicum Supervisors are faculty from the teacher candidates' university training program, field supervisors with extensive teaching experience, or Graduate Employees (GEs). A student's university supervisor plays the role of supporting the student by:

1. Providing on-site support through frequent observations, modeling, and coaching.
2. Meeting regularly with the teacher candidate outside of the community/agency context.
3. Establishing and maintaining open and regular communication with the cooperating professional concerning the teacher candidate's progress and needs.
4. Guiding the teacher candidate's acquisition and application of new knowledge and skills.
5. Providing a framework for linking coursework with field experiences.
6. Evaluating the teacher candidate's readiness for more rigorous practica.

Teacher candidates are students in practica or field experiences. They are expected to:

1. Work with their team each term designing activities and responsibilities for their practicum experience (as noted in the practicum agreement).
2. Use feedback from their supervisor and cooperating professional to make changes in their instructional delivery.
3. Have no more than four excused absences throughout each term.
4. Work with their university supervisor to meet all university requirements.
5. Adhere to the student conduct code and follow all guidelines for professionalism.
6. Meet the guidelines and the expectations of the business, school or agency in which they are placed.

Practicum Observations

During practicum, teacher candidates will be observed throughout the term by a university practicum supervisor. The minimum number of observations is six (4 in-person and 2 recorded sessions) per term. Observations will be comprised of on-site visits and video performance and conferencing. Observations will also consist of providing written general and specific feedback to teacher candidates based on prior observations, their needs, and targeted program tasks. Supervisors may interrupt student teaching to either coach or model teaching for their students. University supervisors will leave copies of all written feedback for both the teacher candidate and cooperating professional.

University practicum supervisors are also responsible for evaluating teacher candidates' progress and assessing their readiness for subsequent practica. This is done using both narrative, descriptive feedback and rating forms that separate instructional performance into discrete teaching skills. The forms that supervisors use are included in the "Attachments" section. This evaluative feedback provides teacher candidates with identified strengths, as well as targeted areas for improvement. University supervisors will review these evaluations during weekly conferences to reinforce teacher candidates' skills and suggest specific corrections. Teacher candidates are encouraged to ask questions or discuss these forms with their assigned supervisor or the Practicum Coordinator at any time.

On occasion, the Practicum Coordinator will also observe teacher candidates in their practicum placements. This is often requested by one of the team members and is done for one of several reasons, including: supervisor training, documentation of student progress, consultation about classroom practice, and ongoing assessment of practicum sites. On occasion, if the Practicum Coordinator has significant concerns about a teacher candidate's progress in practicum, she may request that the Program Coordinator observe the student. The teacher candidate will be notified in advance when this is going to occur.

Mandatory Practicum Meetings

There are several times during each applied field experience when it is important for the teacher candidate, university supervisor, and cooperating teacher to meet and review the teacher candidate's status, term requirements, progress, and areas needing further improvement. These meetings occur at the following prescribed times each term: a) at the beginning of the term to ensure teacher candidate orientation to the site, b) at the middle of the term for midterm evaluation, and c) at the end of each term for a final evaluation. In addition to these meetings, there are conferences, seminars, and an "eligibility meeting" during Practicum II. Teacher candidates must attend these meetings in order to pass their practicum experiences.

Effective administrative skills are important for the special educator, and for this reason we encourage teacher candidates to assume the responsibility for facilitating the meetings of their field experience team. Evaluations at all meetings will be based on the teacher candidate's demonstrated ability to a) run an effective meeting, b) present their ideas clearly, and c) solve problems with others. Forms to help teacher candidates organize their meetings include a Meeting Conference Agenda and an Administrative Skills Form (see Attachments section).

Orientation meetings. Orientation meetings are designed to help teacher candidates get started in the agency, business or school site to which they are assigned. The *purposes and outcomes* of orientation meetings include:

- a. orienting the teacher candidate to the agency, business, or school to which the teacher candidate is assigned,
- b. designing or confirming the teaching schedule and tasks to be included in the Practicum Agreement,
- c. setting meeting or prep times with the cooperating professional and university supervisor, and
- d. discussing term requirements.

The university supervisor will coordinate and chair the teacher candidate's first orientation meeting. Prior to the orientation meeting, the teacher candidate should meet with their supervisor to discuss specific needs in terms of desired outcomes for the term. In subsequent terms, teacher candidates are encouraged to schedule and facilitate this meeting.

Midterm meetings. Midterm meetings usually occur during the 6th week of each term and provide a time for teacher candidates to review their progress with their university supervisor and cooperating professional. The *purposes and outcomes* for midterm meetings are to:

- a. provide a status report on a teacher candidate's practicum activities to date,
- b. update, sign-off, and/or make any final revisions to a teacher candidate's practicum agreement,
- c. review the teacher candidate's progress and decide on tasks for the remainder of the term, and
- d. refine the teacher candidate's skills in self-evaluation, meeting facilitation, and oral communication.

To plan for a midterm meeting, teacher candidates should review the sample Midterm Meeting Agenda (available on Canvas). Prior to the midterm meeting, teacher candidates will check with their supervisors to determine additional agenda items for discussion. Teacher candidates should:

- a. schedule a meeting time for their team (teacher candidate, cooperating professional(s) and university supervisor),
- b. provide a written agenda for the meeting.

The teacher candidate's university supervisor may be asked to coordinate and chair the first midterm meeting, but teacher candidates will be asked to assume this responsibility in later terms.

Final meetings. Final meetings occur during finals week each term and serve as the final evaluation of teacher candidates' activities throughout the term. In addition, this meeting provides a time to discuss teacher candidates' strengths and areas for needed improvement. The sample agenda for the final meeting (see Canvas) is useful in structuring this meeting. It is also helpful to use the Practicum Agreement form and other scoring guides as tools for structuring the meeting content and evaluating a teacher candidate's progress to date. The *purposes and outcomes* for final meetings are to:

- a. provide a status report on a teacher candidate's practicum activities to date,
- b. document completion of practicum requirements for the term,
- c. define the teacher candidate's expectations/tasks/activities for future applied field experiences, and
- d. refine a teacher candidate's skills in self-evaluation, meeting facilitation, and oral communication.

To plan for final meetings, teacher candidates should review the sample agenda on Canvas. Prior to the final meeting, teacher candidates will check with their supervisors to determine additional agenda items for discussion. Teacher candidates should:

- a. schedule a meeting time with their team (teacher candidate, cooperating professional(s) and university supervisor),
- b. provide a written agenda for the meeting, and
- c. provide documentation of completion of all program tasks and requirements.

Teacher candidates are required to assume responsibility for facilitating this meeting.

Scheduled conferences. Conferences include two types of meetings that are important for successful experiences each term: 1) weekly planning time with teacher candidates' cooperating professionals – where they can discuss lesson plans and instructional strategies, and 2) regular meetings with teacher candidates' university supervisors – where they can debrief observations and evaluative feedback. There are several ways to accomplish the purposes and outcomes for these meetings. Teacher candidates can have two separate conferences or one in which both the cooperating professional and supervisor are present. This should be negotiated by the team and determined at the beginning of each term in the orientation meeting.

The *purposes and outcomes* for conferences are to enable the university supervisor and cooperating professional to:

- a. provide regular feedback and support to the teacher candidate,
- b. follow-up on a teacher candidate's responsibilities and practicum tasks,
- c. review observation notes and problem solve strategies with the teacher candidate for effective teaching,
- d. review the teacher candidate's lesson plans and collected data,
- e. maintain open lines of communication with each other and the teacher candidate, and
- f. help the teacher candidate refine their skills in self-evaluation.

To plan for meetings with the teacher candidate's university supervisor and cooperating professional, a teacher candidate should establish a meeting agenda before and at the beginning of each meeting by:

- a. reviewing the agenda from the prior week,
- b. reviewing observation notes and feedback from the current week, and
- c. adding other necessary items for discussion or clarification, such as the practicum agreement or work sample.

The university supervisor will chair meetings during the teacher candidate's first practicum experience and will continue to provide feedback from classroom observations. However, teacher candidates are expected to chair meetings during later applied field experiences.

Eligibility Meetings

Eligibility meetings occur during Practicum II for all licensure students. At this meeting, teacher candidates are expected to demonstrate their readiness to proceed to the "Final Supervised Field Experience" (FSFE; or Student Teaching) by participating in a formal meeting between the teacher candidate, their university supervisor, and the Practicum Coordinator. At this meeting the teacher candidate will be expected to facilitate the meeting, to provide background information, to describe their career goals, and to evaluate their current progress. The university supervisor and Practicum Coordinator will discuss the teacher candidate's program status and progress, providing feedback on the teacher candidate's strengths and areas targeted for improvement. Items such as work samples, practicum evaluations, task logs, portfolios, academic records, and skill inventories will be used to determine each teacher candidate's eligibility for student teaching. The Practicum Coordinator will determine whether the teacher candidate is capable of implementing all program requirements for student teaching with a sufficient degree of independence to pass Student Teaching.

Scheduling. Teacher candidates must schedule their Eligibility Meeting by the fourth week of Practicum II, in order to ensure the meeting occurs during the sixth or seventh week of the term. To do this, teacher candidates must initiate the scheduling process with their university supervisor and the Practicum Coordinator to decide upon a time. The meeting should occur as soon as possible following the teacher candidate's Practicum II mid-term meeting. This ensures that the teacher candidate has had adequate time at the site to establish stability/fluency, as

well as allowing for additional input from the cooperating teacher. Eligibility meetings usually last between 45 minutes and one hour. The self-evaluation checklist and evaluation form for these meetings will be provided via Canvas.

Outcomes. The majority of teacher candidates proceed to Student Teaching, receiving clearance to register and the opportunity to discuss preferences for potential sites that correspond to career goals and address any perceived needs. However, outcomes vary by teacher candidate, and some teacher candidates are determined “ineligible” for Final Supervised Field Experience. When this occurs, the team will discuss ways in which the teacher candidate can address issues before proceeding to Student Teaching. This can occur in three ways:

1. The teacher candidate agrees to improve standing or meet stated requirements by the end of the term. These expectations are formalized in a plan of assistance to provide structure and clarity. (This may include, but is not limited to, work sample score, evaluation marks for instructional delivery, inability to complete program tasks, professionalism, or organization.) The teacher candidate is supported with a contractual timeline, listing and defining requirements, applicable deadlines for completion, and supervisory responsibilities.
2. The teacher candidate and/or eligibility team determine another practicum assignment is necessary to provide further practice and initial mastery of skills/instructional techniques that are required during FSFE. Teacher candidate and advisor will update program plan to reflect the change.
3. Teacher candidate and/or eligibility team determine teacher candidate must wait a term to proceed to FSFE to address issues such as academic standing, class “incompletes”, neglected program tasks, etc. Teacher candidate is supported with a contracted timeline, listing requirements and applicable deadlines for completion.

V. PRACTICUM REQUIREMENTS

Students have numerous tasks to complete during each practicum. Students must fulfill licensure requirements and demonstrate proficiency in such areas as instructional planning, assessment of student progress, reflective teaching, goal writing, and professionalism. Students are also actively taking part in the cooperating professional's non-instructional duties, practicing meeting facilitation, working with para-professionals, taking part in IEP meetings and other administrative responsibilities. The following section lists these requirements and identifies to which terms they apply.

Professional Practices Seminar

Licensure students must enroll in a three-credit Professional Practices Seminar each quarter concurrent with their practica. Within these seminars, the Practicum Coordinator provides students with:

- a. a bridge between their coursework and their experiences in their applied field experience,
- b. ongoing information about expectations for practica,
- c. a forum to discuss and share information about their varied teaching assignments,
- d. the prescribed formats and requirements for instructional planning and data collection,
- e. information about current licensure requirements,
- f. a forum to address critical issues related to the broader community context.

Professional Practices Seminar is graded on a Pass/No Pass basis. This seminar is linked with the practicum sequence and provides the necessary guidelines and supports for meeting practicum requirements. Therefore, students who receive a "No Pass" in Professional Practices Seminar will receive a "No Pass" in the practicum and will not be allowed to continue in the practicum sequence. Similarly, students who withdraw from a Professional Practices Seminar will be required to withdraw from their practicum experience.

Program Tasks

Program tasks are a collection of required program competencies to be demonstrated by all licensure students within their practicum settings. The *Program Task Log* and *Practicum Agreement Forms* are designed as management, planning, and documentation tools to monitor acquisition of these skills and experiences. Both forms are contained in the Attachments section and are also available electronically from the Practicum Coordinator. The *Practicum Agreement Form* is a **quarterly plan** of the tasks and experiences students plan to accomplish during **one term** at a practicum site. The *Program Task Log* is organized to help students track various tasks and experiences across all of their practicum experiences, serving as a **master checklist** of required program tasks.

To successfully complete the license program, students must complete 95% of the program tasks listed on the Program Task Log. Some program tasks require only one demonstration of competence but others require multiple demonstrations. Students often have repeated opportunities to demonstrate the most important tasks. These tasks are organized into the five areas that reflect TSPC's professional standards: curriculum planning, classroom management, instruction, assessment, and professionalism.

Some program tasks require that someone observe the student doing the tasks (e.g., instructional delivery). It is usually the university supervisor who will make these observations and then indicate the student's completion of the task on the Practicum Agreement form. Some of the tasks can be performed without direct observation (e.g., writing lesson plans). Students will need to provide written documentation of such tasks. **Students must be clear in: (a) identifying when each task will be completed, (b) identifying who will be involved in the task (remember to use initials rather than student names), and (c) denoting what type of evidence (e.g., written, observed) will be used to demonstrate completion of each task.**

Students will complete a Practicum Agreement Form for each practicum. This form details the student's responsibilities, expectations, and status at their practicum site. This plan must be **completed and signed by the cooperating professional and supervisor by the end of the third week** of each term that students are enrolled in practicum. Signatures ensure that supervisors and cooperating professionals have seen the document and understand the student's expectations and responsibilities at the practicum site. Minor revisions may be negotiated by the field experience team prior to and during the midterm meeting. After the midterm meeting, the Practicum Agreement Form serves as a working contract as well as an evaluation tool to check student progress at the end of the term.

At the end of each term, each student's university supervisor will indicate the student's completion of tasks by initialing completed tasks. The student, university supervisor, and cooperating professional team will discuss what has been accomplished and will sign the form. The student's university supervisor will then deliver the signed Practicum Agreement Form to the Practicum Coordinator to provide evidence for the student's completion of the term. Students should turn in their Program Task Log (checklist form) at the same time to be updated by the Practicum Coordinator with the student's completed skills and experiences. Students are encouraged to share their Program Task Log with their advisors during their quarterly meetings.

Clinical Feedback on Student Performance

Each term students will be evaluated by their university supervisors in regularly scheduled observations. The forms for these evaluations were developed as assessment tools to guide the student's acquisition of skills related to the professional teaching standards for Oregon teachers (available on Canvas). As such, students are expected to meet a minimum performance standard by obtaining ratings on these forms which are in the "competent" range (evaluation scores of "2" or "3"). Competence is achieved when the practicum student (or teacher candidate) moves from lower evaluation marks to the desired competent range by mid-term evaluation. Although students may be adjusting to the style and format of the classroom in early weeks, the expectation is that students will respond quickly to corrective feedback,

becoming more proficient in their teaching delivery skills. If an area or item becomes a consistent challenge, warranting repeated attention, it could signal an area for improvement and remediation. Skill deficits may be addressed through additional observation/evaluation, performance review, performance contract, and/or additional practica focused on providing intensive support. The Practicum Coordinator and the Program Coordinator may also be involved in rating student performance if a situation warrants their involvement.

Competencies for Instructional Delivery

Each term students will be expected to meet instructional competencies related to teaching by meeting the minimum performance standards specified in the Competencies for Instructional Delivery (see Attachment section). At the midterm and final conferences, practicum students will evaluate themselves in the areas of teaching, feedback and management, monitoring student progress, and professional expectations. The cooperating teacher and supervisor will provide their summary ratings that will also evaluate the candidate using the same scale (These ratings will also be reflected in the Professional Growth Assessment during the middle and final practicum experiences). Students must obtain ratings from supervisors in the “competent” range to successfully complete practicum and student teaching, meet TSPC’s standards, and be eligible for a teaching license or endorsement. Specifically, the candidate must achieve scores of “2” or above in at least 3 areas for mid-term, and achieve scores of “3” in at least 2 areas with all others scores of “2” for finals.

Work Samples

Oregon law requires work samples as part of program completion for students seeking an Oregon Teaching License. Students seeking an initial special educator license must complete one formal work sample and an edTPA assessment (at different levels of authorization), whereas students with a current Oregon teaching license will need to complete only one work sample—without the edTPA requirement.

A “work sample” is designed to document a unit of instruction that includes: pre- and post-assessment, unit long-term and short-term objectives, instructional plans, evidence of pupils’ learning and progress toward the goals and objectives, reflections about the candidate’s teaching and pupils’ learning, as well as a summary of the term.

During Practicum I, the Practicum Coordinator will instruct and prepare students to develop an “initial” work sample in which students can practice designing and implementing instruction for one class. Formats and requirements will be reviewed and adapted to fit the needs of each student and their practicum site. The “initial” work sample will not require pre- and post-assessment, nor copies of pupil work.

During Practicum II, students will select one unit that they are teaching and develop a formal work sample. Program guidelines for this work sample are included in the Work Sample Scoring Guide (see Attachments section). This work sample is designed to document the ability of

teacher candidates to design and implement evidence-based instruction and document student progress on specific learning targets that are developed/adapted from both the Oregon teaching standards and student IEPs. The work sample also serves as a preparatory tool as students gain fluency in their skills before taking the edTPA.

The work sample must (a) cover an instructional unit of at least 5 weeks in duration, (b) be labeled appropriately with name, subject area, and grade level, (c) be legible and understandable to an auditor on first review, and (d) be evaluated twice by a university supervisor – once before the midterm meeting and once before the final meeting. The cooperating professional will have ongoing access to the work sample and can provide input throughout the term. At the final meeting, the cooperating teacher will sign the scored work sample attesting to its implementation in the classroom. The Practicum Coordinator will review all work samples to ensure that all students have met the standards set forth in the Work Sample Scoring Guide (see Attachments section).

During Final Supervised Field Experience (student teaching), teacher candidates will select one unit that they are teaching and prepare/submit the requirements for the edTPA. (See below).

edTPA

Beginning in Fall of 2015, TSPC requires that ALL teacher candidates in Oregon use the edTPA as a culminating performance assessment. EdTPA is a performance assessment of readiness to teach that has been adopted by over 30 states and throughout Oregon. Licensure candidates will complete the edTPA during their Final Supervised Field Experience (or student teaching) – typically the second to last term. Passing this assessment is a prerequisite for a teaching license.

As a performance-based assessment, the edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. Candidates will be required to: (a) complete tasks and planning commentaries, (b) choose, edit, and upload video clips relevant to their instruction, (c) provide assessment data and interpretation, and (d) reflect on the instructional process. Teacher candidates will be guided and supported through this process to insure they can effectively demonstrate essential planning, instructing, assessing, and reflecting skills required on the edTPA and in the classroom.

It should be noted that passing the edTPA does not inherently guarantee that a student will earn a teaching license. They must also complete all requirements of their academic programs, which may include other things (i.e., program tasks, site evaluation, standards for professionalism). It should also be noted that a student can pass the requirements for the FSFE course but not pass the edTPA. (The edTPA is a professional and independent assessment scored off-site.)

Additional Requirements for Final Supervised Field Experience (Student Teaching)

The final term of the clinical sequence is the Final Supervised Field Experience (FSFE) or student teaching. Teacher candidates seeking their “initial” license in the Special Education Program are required to complete full-time student teaching (9 credits). Students who already have a valid Oregon license are required to complete a 3-credit student teaching experience to qualify for a special educator endorsement. In order to qualify for FSFE/Student Teaching, students must do the following:

- a) Complete Practicum I and Practicum II successfully, earning a “Pass” and meet all program requirements for each;
- b) Earn a B or better in four of six SPED methods courses (*See Grading for Methods Courses*); and
- c) Schedule and facilitate an “Eligibility Meeting” which documents that the student has been “recommended” by the Practicum Coordinator to proceed into student teaching.

During FSFE/Student Teaching, students participate in a practicum experience which includes instructing, assisting, co-teaching, collaborating, tutoring, and performing as many of the daily duties of the cooperating professional as possible. Students will independently design and implement instruction for a minimum of three classes and gradually assume the responsibility for other duties assigned by their cooperating teacher. Program requirements must be implemented successfully with greater student independence than was required in Practica I and II.

Instructional and Non-instructional Duties

In addition to the edTPA and Program Tasks, teacher candidates must document a variety of roles and duties they assume during student teaching. The candidate, in collaboration with their university supervisor and cooperating professional, will develop a plan and timelines for the non-instructional tasks the student will assume during Student Teaching. These additional responsibilities will be documented and monitored using the Instructional and Non-Instructional Duties Checklist (see Attachments section).

Requirements for Add-on Endorsements

Admitted students who are seeking to add a Special Educator Endorsement to a current license must work with their academic advisor to develop a program plan that meets all program requirements. In addition to academic work, the student must complete a 3-credit (minimum) student teaching experience. Students seeking the endorsement must complete all practicum requirements to demonstrate proficiency.

VI: OTHER STUDENT ISSUES AND CONSIDERATIONS

Students must be aware of several College of Education policies that affect applied field experiences. These include policies regarding: (a) liability in field-based activities, (b) accommodation of students with mobility impairments, and (c) use of COE practicum students as substitute teachers. Please read all of these policies carefully (available online).

Equal Opportunity and Non-Discrimination

The University of Oregon affirms and actively promotes the rights of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance.

Accommodations for Religious Observances

Reasonable accommodation of religious observances will be made in regard to admissions, class attendance, and the scheduling of examinations and other academic work requirements. A student who is unable because of the observance of a religious holiday to attend classes on a particular day(s) or at a particular time of day shall be excused from examination or other academic work assignments on such days or times.

Once a student has registered for a class, the student is expected to identify potential conflicts in the course syllabus and to notify the instructor *by the end of the first week of classes*. The student is also expected to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time. Faculty will give such students an equivalent opportunity to make up examinations, studies, or other academic work requirements that they miss.

Students with Disabilities in Applied Field Settings

Some students may have specific challenges meeting the Special Education Program and TSPC licensing requirements due to a recognized disability. Students with disabilities who believe they will require accommodations in their field experiences must provide documentation to the Accessible Education Center on campus. That office will then notify course faculty of the student's right to and need for accommodations. We are committed to assisting students in developing and using individualized accommodations for themselves in order to meet the standards set forth by the program and by TSPC. Students who have documented their need for accommodations in their practica and Student Teaching should adhere to the following timelines so that program faculty can provide accommodations in a timely manner:

<i>Prior to Practicum I</i>	<p>Provide documentation of disability to the Accessible Education Center.</p> <p>Meet with the Practicum Coordinator to discuss needed accommodations and how those accommodations can best be provided.</p>
<i>During Practicum I</i>	<p>Test all known adaptations/accommodations, using the university supervisor and Practicum Coordinator as resources for alternative solutions. Develop a list of additional challenges or issues that arose in this first practicum, including both general and specific issues that arose.</p>
<i>Prior to Practicum II</i>	<p>Meet with the Practicum Coordinator to discuss the effectiveness of adaptations and accommodations for all issues identified. Discuss unanticipated challenges that arose, as well as possible solutions and additional needs.</p>
<i>During Practicum II</i>	<p>Test all adaptations/accommodations, using the university supervisor and Program Coordinator as resources for alternative solutions. Add any other issues that develop and possible solutions.</p>
<i>At the Eligibility Meeting</i>	<p>Demonstrate successful strategies for dealing with individual issues associated with practicum settings and practicum requirements.</p>
<i>During Student Teaching</i>	<p>Demonstrate independence in asking for and facilitating all accommodations and adaptations. Demonstrate independence in meeting all program and TSPC requirements for licensure, with or without accommodations.</p>

Student Resources

Many student issues are handled through various campus organizations and programs. The following resources may be of help to you in locating additional information:

Accessible Education Center

360 Oregon Hall, 346-1155

<http://aec.uoregon.edu/>

Facilitates access and full inclusion of students with disabilities into the university environment through proactive advising and direct services, instructor notification, effective collaborations/consultations, technology access, and the fostering of systemic campus change.

Affirmative Action & Equal Opportunity

677 E. 12th Ave., Ste 452, 346-3123

<http://aaeo.uoregon.edu/>

Addresses issues, concerns and complaints regarding discrimination and harassment as well as reasonable workplace accommodations for applicants and employees. They serve students, faculty, staff and university guests.

Career Center

220 Hendricks Hall, 346-3235

<http://career.uoregon.edu/>

Provides career and job search services and resources to UO students and alumni, including assistance with resume writing and interviewing. Their mission is to help students develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge students to fulfill their potential. We look forward to serving as your advocate as you pursue an inspired and fulfilling future.

Center for Multicultural Academic Excellence

164 & 465 Oregon Hall, 346-3479

<http://inclusion.uoregon.edu/cmae>

A place where students are empowered, engaged and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. Their mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond, including tutoring in math, science, and writing, as well as a textbook lending library, and space for studying and drop-in computer use.

Counseling Center

University Health, Counseling, & Testing Center, 2nd Floor, 346-3227

<http://counseling.uoregon.edu/>

Offers confidential individual and group mental health counseling, developmental programs, and workshops. Student fees cover most services offered through this office. Crisis line available after hours at above phone number.

Graduate School**170 Susan Campbell Hall, 346-5129**<http://gradschool.uoregon.edu/>

Provides services specific to graduate students, including processing of requests for registration, on-leave status, SPEAK policies, and student petitions. Also provides information on a variety of funding opportunities (scholarships, awards, and fellowships) and offers workshops on a variety of topics pertinent to the graduate student experience. This office administers clearance of all masters or doctoral degree applications and theses and dissertations. The Graduate School also facilitates graduate student grievances.

Health Center**University Health, Counseling, & Testing Center, 1st Floor, 346-2770**<http://health.uoregon.edu/>

Provides basic medical, dental, nursing care, women's health care, sports injuries treatment, physical therapy, laboratory, X-ray, pharmacy, health education, and other services, including urgent care coverage. University Health Center Nurse Advice Line is available at above phone number after hours.

International Student and Scholar Service**330 Oregon Hall, 346-3206**<https://isss.uoregon.edu/>

Assists international students with issues related to cultural adjustment, government regulations, immigration matters, finances, taxes, housing, employment, and other issues.

Lesbian, Gay, Bisexual, Transgender Education Support Servicesdos.uoregon.edu/lgbt_**Office of the Dean of Students, 346-6105**

Develops and provides educational services related to homophobia, heterosexism, and gender bias; assists student organizations and academic units in bringing speakers to campus for education programs; serves as a referral source for and provides support to members of the lesbian, gay, bisexual, and transgender community.

Office of Veterans Affairs (Unit within Registrar's Office)<http://registrar.uoregon.edu/current-students/veterans>**201 Oregon Hall, 346-3119**

Helps eligible student veterans, reservists and dependents obtain educational benefits in compliance with the procedures and regulations of the United States Department of Veterans Affairs (VA). Students may contact the Veterans Coordinator for assistance. The website above also provides contact information for other on-campus resources for veterans, including the Student Veterans Center and the Veterans and Family Student Association.

Tutoring and Learning Center (TLC)**4th Floor, Knight Library, 346-3226**<http://tlc.uoregon.edu/>

Offers classes, workshops, and advising on issues related to effective study. Free drop-in tutoring in math and writing labs, as well as many other university subjects.

Testing Center University Health, Counseling, & Testing Center, Room 270, 346-3230
<http://testing.uoregon.edu/>

Work-Life Resources

<https://hr.uoregon.edu/worklife>

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