

Undergraduate Special Education Handbook

Southern Illinois University Edwardsville



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*Although every attempt has been made to ensure the accuracy of this document,
check with the Program Director or Advisor for the latest information.*

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I.

CONCEPTUAL FRAMEWORK

GUIDING

TEACHER PREPARATION

IN

THE DEPARTMENT

OF

SPECIAL EDUCATION

I. The Department of Special Education

Introduction

The Special Education Program is the academic unit within the School of Education responsible for preparing teachers to work in special education grades K-12. Through this program, students qualify for the Bachelor of Science Degree in Education and for state teacher certification in special education.

The program is committed to open and wide-ranging inquiry of the phenomena that surround schooling, teaching, learning, and living. This spirit of inquiry embraces differing interpretations of the meaning of these complex phenomena. Educational practitioners can disagree about issues. We believe it is essential that the conflicts to which open inquiry inevitably lead take place in an environment that stresses professionalism.

Professionalism gives inquiry a sense of direction. Questioning and only questioning is not enough. Reflection is not enough. Educators at some point must act on the best available evidence at the time. Action may in turn lead to further inquiry, which may then result in a modification of action the next time around. Action and inquiry are ongoing processes.

Teacher candidates will be presented with points of views that sometimes conflict. This is to be expected in a society as diverse and complex as ours. Ultimately, the teacher candidate must resolve these conflicts to become an effective practitioner. What should remain constant, and what should help in the resolution of these conflicts, is the commitment to inquiry and professionalism. Our faculty maintains this commitment, and we expect our teacher candidates to do the same.

The model on the following page reinforces this commitment. Using knowledge gained over the years, the effective teacher must plan, manage, implement, and evaluate instruction. As this occurs, the spirit of inquiry and professionalism can flourish.

The program offered by the Special Education Program has been approved by the Illinois State Board of Education (ISBE) and by the National Council for the Accreditation of Teacher Education (NCATE).

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

SCHOOL OF EDUCATION

TEACHER AS AN INQUIRER-PROFESSIONAL CONCEPTUAL FRAMEWORK

The conceptual framework of the Teacher Education Unit of the School of Education focuses on developing inquirer-professionals. The six tenets of the inquirer-professional include:

Knowledge Application and Development

- Enhances teaching by integrating theory, research, and practice.

Instructional Process

- Uses appropriate resources, provides classroom environments, and aligns national, state, and local standards in order to plan, implement, and evaluate effective instruction for all learners.

Context and Foundations of Education

- Uses historical/philosophical perspectives of education to understand current educational issues, school climates, and global, multicultural perspectives.
- Builds learning communities among teachers, students, administrators parents, and members of the wider community in order to identify barriers to and opportunities for improvements, progress, and equity.

Learners and Learning

- Applies knowledge of cognitive, affective, and psychomotor development in student-centered educational settings and provides for the uniqueness and diversity of all learners through instructional practice, assessment, and curricular development.

Interpersonal Relations Skills

- Demonstrates positive and collaborative interpersonal relationships with students, parents, and administrators, regardless of their culture, religion, gender, sexual orientation, or abilities.

Professional Relationships

- Participates in professional growth activities and is engaged in the local and national community of educators.

INTRODUCTION TO NCATE EXPLANATION FOR THE OVERALL QUALITY OF THE "PROFESSIONAL EDUCATIONAL UNIT OF THE TEACHER EDUCATION PROGRAMS."

The professional educational unit refers to the "school, college, department, or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel. The School of Education is responsible for ensuring that individual teacher education programs "are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated" (NCATE, 1995). The unit ensures that "courses in general content, professional and pedagogical, and integrative studies complement one another".

The School of Education is composed of initial teacher education programs in early childhood education, elementary education, secondary education and special education, and advanced level programs in special education, elementary, ed. administration, instructional technology, kinesiology, secondary education, and literacy.

The overall theme for professional education programs at SIUE is the **TEACHER AS AN INQUIRER-PROFESSIONAL**. We are committed to the idea that teachers must perform as professionals, and as professionals, they must base their decisions on continued inquiry into best practice.

The teacher as an inquirer-professional model is the foundation upon which the School of Education programs are based. The application of the model provides a common bond among programs and offers students at the initial and advanced levels a clear picture of the program foci and anticipated learner outcomes. Each department and program within a department clarifies and extends the common professional core (initial and advanced levels) of the knowledge base in the delivery of their programs.

TENETS of the TEACHER AS AN INQUIRER-PROFESSIONAL

The major goal of the teacher education program at SIUE is to enable our students to function as an **INQUIRER-PROFESSIONAL** in performing their roles. We believe that a teacher who functions as an **INQUIRER-PROFESSIONAL** must be:

1. **KNOWLEDGE APPLICATION AND DEVELOPMENT**
One who accesses, uses and/or generates knowledge.
2. **INSTRUCTIONAL PROCESS**
One who plans, implements, and models best practice.

3. **CONTEXT AND FOUNDATIONS OF EDUCATION**
One who values diversity and makes decisions based on school context and historical and contemporary contexts.
4. **LEARNERS AND LEARNING**
One who is knowledgeable about diverse learners and learning.
5. **INTERPERSONAL RELATION SKILLS**
One who is able to interact with students, parents, and colleagues.
6. **PROFESSIONAL RELATIONSHIPS**
One who is a developing professional and a life-long learner.

PROGRAM OUTCOMES

The primary organizing framework for our TEACHER AS AN INQUIRER-PROFESSIONAL program flows logically from the School of Education Philosophy and Goal Statements. Six tenets embedded in the philosophy serve as the framework that undergirds our programs and are therefore designated as knowledge domains. Thirty initial program outcomes are categorized within the six domains and another twenty-six outcomes are categorized for all advanced programs with the exception of the educational administrative program, which has twenty-four outcomes. These outcomes, influenced by research and practice, constitute the purposes and objectives of the unit's programs.

The outcomes, categorized by the following domains, describe the knowledge, skills, and dispositions, which the INQUIRER-PROFESSIONAL is to demonstrate upon completion of the professional education initial level program:

KNOWLEDGE BASE DOMAINS

The TEACHER AS AN INQUIRER-PROFESSIONAL theme encompasses six knowledge base domains. These knowledge base domains are derived directly from the six tenets, which are embedded in our teacher education philosophy. Each of these knowledge domains has been identified and conceptualized from research. The knowledge base domains serve as the framework for our programs.

Knowledge Application and Development

A greater knowledge base provides an increased opportunity for student inquiry and investigation. Our program knowledge base has to be applicable to concrete situations and yet provide students opportunities for reflective thinking about school practices.

Instructional Process

The knowledge base in this domain addresses the organizational planning, implementation, assessment and evaluation of curriculum and instruction. Teachers we prepare must be able to plan instructional strategies and policies which address knowledge of human conditions, the world, and the subject matter they profess to teach, and to contribute toward the attainment of program goals and objectives. Such plans must reflect an understanding of diverse educational and societal issues and address ways to facilitate growth and change using a dynamic perspective as a backdrop.

Our new teachers must be able to implement the plans which they formulate. This implementation must acknowledge the importance of the structure of the teaching models they use as they strive for both their own excellence as well as that of their students.

An important aspect of the instructional process is being able to manage it. This includes knowing how to organize activities for large groups or several small groups at one time. It includes everything from cooperative learning to independent group assignments. It takes into account setting rules and establishing norms for classroom behavior. Knowing how to manage a classroom also means knowing something about the social system of a classroom; that is, understanding the characteristics of a human group. Finally, one must be able to both assess and evaluate the degree of success of the tasks students perform. Assessing is the process of determining appropriate measures by which information may be obtained to determine whether or not learning has taken place.

Learner and Learning

Teachers also need to recognize that their learners' earlier experiences will play an important role in the acquisition of new knowledge. In a multicultural society, learners from diverse social, economic, ethnic and exceptionalities will enter school classrooms. Our students must be able to acknowledge these diverse student populations and recognize diversity in people as differences rather than deficits.

Interpersonal Relationships

Teachers find that a collaborative approach is enhanced when they use effective communication skills. Collaboration skills are needed by teachers to effectively and sensitively relate to the social backgrounds of learners and families. These same collaboration skills are also valuable to teachers when interacting with colleagues.

Professional Relationships

This domain focuses on the professionalization of educators. Professionalism is talking about teaching to one's peers to either learn alternative ways of teaching or to reinforce particular methods of teaching. Professionalism is having a positive attitude about teaching and students. Professionalism is having a clear perspective on the direction, goals, and objectives of the profession. Professionalism is having a vision about what teaching is and what it can be in preparing students for now and in the future. It is being concerned about the direction of teaching and/or about the education of its prospective members. We want our students to realize learning is life-long and that we never know all we can or should know.

SPECIAL EDUCATION PROGRAM
FOUNDERS HALL, ROOM 1101, 650-5423

*For more information, see the School of Education website:
<http://www.siu.edu/EDUCATION/>*

NAME	OFFICE
Dr. Anthony Denkyirah	FH 1104
Ms. Sara Eckert (Field Supervisor)	FH 1102
Dr. Allison Fahsl	FH 1109
Dr. Linda Forbringer (Program Director).....	FH 1103
Dr. Wendy Fuchs.....	FH 1105
Ms. Diane Hudzik (Field Supervisor and Instructor).....	FH 1102
Dr. Susanne James	FH 1107
Ms. Erlean Johnson (Field Supervisor and Instructor).....	FH 1102
Dr. Stacie Kirk.....	FH 1106
Dr. Craig Miner.....	FH 1327
Dr. Phillip Weishaar.....	FH 1108
Ms. Michelle Kreger (Secretary)	FH 1101
Ms. Elaine Farrar (Advisor)	FH 1110

In addition, the department receives support from many local school districts. This relationship has been formalized into a partnership agreement with approximately 30 districts.

II.

DEPARTMENT OF SPECIAL EDUCATION AND COMMUNICATION DISORDERS MISSION STATEMENT

***Mission Statement for the Department of
Special Education and Communication Disorders***

The mission of the Department of Special Education and Communication Disorders is to prepare undergraduate and graduate students to assume professional roles in special education and speech-language pathology and audiology, contribute to research in each discipline, and provide opportunities for continuing education and ongoing services to the surrounding community. The department fosters inquiry and critical thinking that exceeds guidelines of accreditation bodies, licensure requirements, and certification standards. The intent of the mission is multi-faceted:

- To have a positive impact on services for persons with disabilities within educational systems, healthcare facilities, and the community;
- To foster respect and support for diversity;
- To advocate for the rights of individuals; and
- To ensure students enter the field as confident and successful professionals.

III.
ADVISEMENT

II. ADVISEMENT

Students should contact the Office of Clinical Experiences and Advisement (OCECA) to establish a file and submit unofficial copies from each post high school institution to the OCECA office, Founders Hall, Room 1110. Once a file has been established in OCECA, a departmental advisor is available, by appointment, to assist students in planning programs. Early planning is especially important because teacher education programs require specific courses in general education beyond the University minimums. The advisor will help each student complete a program sheet, which every admitted student must have on file in the OCECA office. Students must continue to meet with their special education advisor early each semester to complete a Course Request Form (CRF) in order to register for the next semester.

Office of Clinical Experiences, Certification and Advisement

Founders Hall, Suite 1110

Phone: 618-650-3940

Ms. Gretchen Fricke, Director.....gfricke@siue.edu

Ms. Elaine Farrar, Advisor.....efarrar@siue.edu
Special Education Advisor

University administrators, faculty, and advisors are committed to planning and executing a smooth transition into the teaching profession. Up-to-date information will be available through the advisors.

IV.
ADMISSION
AND
GENERAL
REQUIREMENTS

III. GENERAL REQUIREMENTS

Grade Point Average

- I. At the minimum, students who wish to be considered for admission to the special education program must demonstrate strong intellectual capabilities and academic accomplishments. These qualities must be evidenced by solid performance in the general education curriculum. Students must complete forty-two semester hours in general education with a cumulative GPA of 2.5/4.0 (including all work from past institutions) to declare a major in special education.

Specific Prerequisite Course Standards

In order to apply for admission into the Special Education program, prospective students must receive grades of C or better in the five required general education skills courses.

- | | | |
|----|----------|--|
| 1. | ENG 101 | English Composition I |
| 2. | ENG 102 | English Composition II |
| 3. | MATH 106 | Deductive Reasoning (or PHIL 106) |
| 4. | SPC 103 | Interpersonal Communication Skills (or SPC 104 or 105) |
| 5. | CMIS 108 | Applied Computer Concepts (or STAT 107 or CS 108) |

Departmental advisors may accept grades of C or better in equivalent courses (for example, in the case of transfer students). Students should consult a special education advisor to determine which skills courses fit best for the program. In addition to the five skills courses, applicants to the Special Education Cohort Program should have no more than 9 hours of general education requirements remaining. Consult your OCECA advisor.

Passing ICTS Basic Skills Test

Students are required to pass the ICTS Basic Skills Test to declare a major in special education and apply to the program. Students may obtain registration information for the current tests from the Office of Clinical Experiences, Certification and Advisement, Founders Hall, Room 1110 or the testing website: <http://www.icts.nesinc.com> .

SPE 200 Introduction to People with Disabilities in Society and School (SPE 200)

All students planning to apply to the special education program must take and pass the course SPE 200 - Introduction to People with Disabilities in Society and School, with a grade of B or higher. Completion of this course with a grade of B or higher is an admission requirement for the special education program and must be completed by the end of the semester in which a student applies to the program.

V.

THE

SPECIAL EDUCATION

COHORT PROGRAM

IV. THE SPECIAL EDUCATION LEARNING BEHAVIOR SPECIALIST I COHORT PROGRAM

Admissions Procedure

General advisors at SIUE or other institutions may not be familiar with the particular requirements and procedures for the SPE Cohort Program admission. All students are strongly urged to seek advice in the Office of Clinical Experience, Certification and Advisement (618-650-3940) as soon as they know they have an interest in teacher certification. Students who transfer from other institutions should contact a special education advisor as soon as possible to plan a program of courses. Early planning is essential.

Declaring a major, and being admitted to the special education program are separate but necessary steps in pursuing a teaching certificate at SIUE.

1. Students should declare a major in Special Education when they have met all of the following minimum declaration criteria:
 - Minimum cumulative GPA of 2.5 or higher (from all secondary institutions attended)
 - Good standing at SIUE (if applicable)
 - Pass SPE 200 (B or higher)
 - Pass ICTS Basic Skills test
 - Pass five skills courses (C or higher)
 - Complete at least 42 semester hours
2. Students who want to declare special education as their major should obtain information about the admission process from the special education advisor in OCECA. Applications for the Special Education program are available in OCECA, and due to OCECA the first Monday of March for the fall semester or the first Monday in October for the spring semester. It is important to remember the Special Education Program is two years in length, with the last semester being an all day/every day commitment.

All admission decisions are made by the Special Education Admissions Committee. Admission to the Special Education Program is competitive. It is important to remember that meeting the minimum requirements does not guarantee admission to the program. When there are more applicants meeting minimum standards than available spaces, the Special Education Admissions Committee will rank order the applications. Highest-ranking applications will be accepted first. Rankings are based on over-all GPA (including all post-high school transcripts), ICTS Basic Skills Test Score, and a writing sample evaluation. The Special Education Admissions Committee may also

interview candidates as part of the admission decision. Those candidates who are not selected may choose to re-apply for the program the following semester.

Minimum Application Requirements for Special Education Major:

- Application to the Special Education Program
 - Completion of a Dispositions Self-survey
 - Completion of SPE 200 with B or higher
 - SPE 400 may be substituted for SPE 200 with program approval
 - Completion of all skills courses with C or higher (at the end of semester applying)
 - Completion of 42 earned semester hours (at the end of semester applying)
 - Cumulative GPA of 2.5 or higher (for all undergraduate courses including transfer hours)
 - Passing Score on the ICTS Basic Skills Test
 - Controlled writing sample
 - Possible interview with faculty
3. Applicants are notified of admission decisions by late March and late October prior to the program beginning in the Fall or Spring. Those students who are not selected may choose to re-apply for the program another semester. Their applications will be evaluated equally with the next pool of applicants.
 4. Accepted teacher candidates should continue to meet with their OCECA advisor each semester throughout their program to ensure they are on track for graduation.
 5. All students must complete a FBI fingerprint background check at the student's expense. This service is offered several times each semester on campus. Students who have been convicted of a felony should recognize that obtaining certification under such circumstances can be difficult. There are certain enumerated offenses related to sex, narcotics, and/or controlled substances, which can bar a person from Illinois State Teacher Certification. All convictions are reviewed on an individual basis by the State of Illinois. **STUDENTS WILL NOT BE PERMITTED TO PARTICIPATE IN CLINICAL EXPERIENCES UNTIL A CLEAN CRIMINAL BACKGROUND CHECK IS ON FILE WITH THE OCECA OFFICE (FH 1110).** If students cannot provide a clean background check, they will be dropped from the program.

Program of Study

The Special Education Program has designed a “cohort” type model of undergraduate special education. In this model candidates take a set of special education classes together in a “block like” design. Candidates accepted into a cohort will take ten pre-selected course hours in semester one, eleven pre-selected course hours in semester two (leaving room for FLEX classes of choice), fifteen set hours in semesters three, and fifteen set hours in semester four.

PROFESSIONAL SEQUENCE FOR SPECIAL EDUCATION PROGRAM

Students have the option of taking FLEX courses during semesters 1, 2, or the summer BEFORE semester 3. SPE 415 can also be taken before semester one classes after acceptance into the program. EPFR classes and SPPA 290 can be taken after the student has declared a major and before formal acceptance into the program. All professional coursework must be completed before student teaching.

FLEX Courses:

Professional Education FLEX Courses:

SPPA 290 Language Development

Prerequisite declared major

EPFR 315 Educational Psychology

– Prerequisite declared major

EPFR 320 Multicultural Foundations

– Prerequisite declared major

Major FLEX Courses: (may be taken in semester one, two, or during the summer.

Courses are offered fall, spring, and summer)

SPE 415 Instructional and Assistive Technology

– Prerequisite admission to the program

SPE 470 Transition Planning

– Prerequisite SPE 405 or concurrent enrollment

Order for Professional Education Classes:

Semester One (Must be taken concurrently)

SPE 401 Field Practicum One in Special Education

SPE 405 Foundations of Special Education

SPE 430 Classroom Management and Behavior Support in Special Education

SPE 450 Instructional Planning and Professional Collaboration in Special Education

Semester Two (Must be taken concurrently)

SPE 402 Field Practicum Two in Special Education

SPE 416 Functional Curriculum Methods

SPE 417a Reading and Language Arts Methods 1

SPE 471 School and Family Partnerships in Special Education

Semester Three Must be taken concurrently the semester prior to student teaching. All general education and professional education classes (except SPE 481 and SPE 499) are prerequisites

SPE 412 Assessment for Instructional Decision Making in Special Education

SPE 417b Reading and Language Arts Methods 2

SPE 418 Practicum Three in Special Education

SPE 421 Math Methods in Special Education

SPE 422 Science and Social Science Methods in Special Education

<p>Semester Four (Must be taken concurrently. All the classes above are prerequisites) SPE 481 Senior Seminar SPE 499 Special Education Student Teaching</p>

Retention Policy

Students must maintain at least a 3.0 GPA and obtain at least a C in all professional education courses to remain in the program. If a student fails to get a C or above in a professional education course or his/her professional GPA drops below 3.0, the student must reapply to the program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

Candidate Disposition Issues

Dispositions are goals that describe students' desired behaviors and attitudes as an outcome of their education. These goals address student development as a whole and relate to real-world functioning. According to the National Council for the Accreditation of Teacher Education (NCATE), teacher candidates should be able to work with students, families, and communities to reflect the dispositions of educators as delineated in professional standards. Several key dispositions include a respect for diversity, caring attitude, sensitivity to student differences, democratic values, commitment to teaching, ability to work well with others, and professional responsibility.

Disposition Support– The teacher candidate, supervisor, cooperating teacher, and or a faculty member may use the Disposition Support Form to aid and support a candidate by identifying an area that is of concern in their vocation of teaching. This form is to be used as an aid to correct, adapt and/or develop the candidate's teaching, academic, or professional performance. Faculty, university supervisor, and/or cooperating teacher should speak directly to the teacher candidate concerning the issue. (See Disposition Support Form in Appendix) The approach should be to support and/or advise the candidate so that the disposition/situation improves. Problem-solving suitable to the situation should take place between the appropriate individuals (usually the program director, faculty member, university supervisor and/or the cooperating teacher) and the candidate in a formal meeting. Appropriate responses may include, but are not limited to: visiting campus support services (writing center, counseling services, etc.), changing behavior, writing and/or reflecting on the incident, etc. The procedures for completing the Support Form are as follows:

1. Share the completed form with the teacher candidate and obtain the candidate's signature indicating he or she has seen the form.

2. Retain the original and give a copy to the candidate, program director, and the candidate's university supervisor (if applicable).

If a teacher candidate receives **TWO** Disposition Support Forms or the response to the first form is unsuitable, a meeting may be scheduled with the appropriate individuals and the candidate to further discuss the situation. This meeting may generate a **Dispositions Alert Form** (see Disposition Alert Form in Appendix).

Dispositions Alert Form – If a teacher candidate's disposition causes immediate and serious concern so that the faculty member believes that repeated behavior of this type may result in the teacher candidate's failure to successfully complete the program and/or the teacher candidate may be unsuited for the teaching profession, a Dispositions Alert Form will be completed immediately by a faculty member. The Disposition Alert Form is to alert and advise candidates of areas of extreme weakness or persistent concerns which may jeopardize their ability to complete the program. This form usually accompanies a meeting with the supervisor, cooperating teacher, faculty member, program director, and/or chair. Severity of the issue documented on the Alert Form may result in immediate removal from the program. The person who completes the form and the program director (or designee) must discuss the area(s) of concern with the candidate, suggesting methods for improvement and/or other courses of action. Notes on this discussion will be added to the form and signed by the candidate. The completed Alert Form will be given to the appropriate program director and a copy provided to the Associate Dean and OCECA Director. Further discussions with the candidate will take place if deemed warranted by the program director and faculty. The Alert Form will be placed in the candidate's file. Upon completion of a Dispositions Alert Form, the teacher candidate may request a hearing with the Chair of the Department. If the candidate feels the assessment is inaccurate or was unfairly administered the candidate may appeal to the Associate Dean. After a meeting with the Associate Dean the candidate has the right to file a grievance. Grievance Procedures are located at <http://www.siue.edu/POLICIES/3c3.html>.

Removal from the Program

Continuation in the program each semester requires a minimum cumulative GPA of 2.5 and a GPA of 3.0 in professional courses, with all professional courses receiving a minimum grade of C. If a student fails to get a C or above in a professional education course or his/her professional GPA drops below 3.0, the student must reapply to the cohort program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

Testing Required by Illinois State Board of Education for Learning Behavior Specialist I (LBS I)

- **Basic Skills Test** (*test code 096*) → *must be passed before admission to program*

- **Learning Behavior Specialist I Content Area Test** (*test code 155*) → *must be passed before student teaching*
- **Special Education General Curriculum Test** (*test code 163*) → *must be passed to be eligible for an Illinois teaching certificate*
- **Assessment of Professional Teaching Test** (*test code 104*) → *must be passed to be eligible for an Illinois teaching certificate*

Because SIUE teacher candidates complete much of their professional experiences in schools, it is essential for students to understand and comply with the expectations that will be held for them by University faculty, teachers, and school administrators. While participating in partner schools, SIUE students are considered as professionals-in-training, with responsibilities very similar to their mentors, the public school teachers. As co-instructors, mentor teachers have the responsibility in conjunction with University faculty to supervise and evaluate the performance of teacher candidates assigned to them.

Regular attendance and punctuality are absolutely imperative. It is the student's professional responsibility to attend every day and to be there on time, which means, at the same time, or before, teachers report to the building. Absences are to be avoided; if there is a sufficiently serious reason to be absent, the student must inform both the cooperating teacher and University faculty involved. Unexcused absences are not acceptable during the two-year program. The Admission and Review Committee will review the record of a teacher candidate who has a pattern of tardiness and/or unexcused absences for possible dismissal from the program.

Teacher candidates are expected to observe standard professional ethics throughout all program experiences, such as confidentiality of information about students and appropriate conduct with students, colleagues, and mentors. It is the student's responsibility to follow the mentor's policies and practices for maintaining order and discipline. Candidates must also comply with the school norms pertaining to dress and behavior.

In addition to completing assignments in connection with courses, the student is responsible for carrying out both instructional and non-instructional tasks assigned by the mentor whenever possible. Instructional assignments can include individual tutoring, small group teaching, team teaching with the mentor teacher, or leading a special project. Non-instructional tasks include, but are not limited to, assisting in playground and cafeteria supervision, grading and filing papers, and supervision of a planned recess activity. It is important to keep in mind that teacher candidates are part of the classroom team and should participate fully in the activities of the partner classroom and school.

Faculty members and school personnel expect every teacher candidate to be committed to the instruction of children in their classrooms and to their own on-going professional development. It is the teacher candidate's responsibility to reduce other commitments to a minimum, including employment. Successful performance in this program demands long hours of preparation for both coursework and teaching experiences. Teacher candidates who are unwilling or

unable to invest the amount of time and effort that is demanded are encouraged to consider pursuing programs other than teacher education.

Teacher candidates are discouraged from taking more than 17 hours in the fall and spring semester or more than 6 hours in the summer semester. However, under unusual circumstances an overload may be attempted, but only with prior written approval of the Program Director.

Students who are removed from a practicum placement by the cooperating teacher, school, university supervisor, or university faculty due to concerns, may not be “re-placed” in another setting that semester. Students who are not “re-placed” must reapply to the cohort program. If accepted, the student must establish a plan with faculty to enter a new cohort group.

General Professionalism Statement

Attendance, tardiness, and dispositions will be monitored throughout the program and failure to maintain professional standards in these areas could result in a reduction to the relevant final course grades and/or removal from the program.

SPE 499 - SPECIAL EDUCATION STUDENT TEACHING (Year Two, Semester 4)

Student teaching is a culminating experience, during which time the student teacher is expected to demonstrate an ability to synthesize and apply what has been emphasized during other SIUE courses.

Student Teaching Assignment And Prerequisites

Teacher candidates who are majoring in Special Education must student teach for a full semester (12 semester hours) in a public school (grades K-12). One placement (8 weeks) is at the elementary level and one placement (8 weeks) at the secondary level. Teacher candidates must have successfully completed all professional education and methods courses, have an overall grade point average of 2.5 or above, have a professional grade point average of 3.0, and have passed LBS 1 Content Test before enrolling in student teaching.

Guidelines for the Special Education Student Teachers

Student teachers should follow these guidelines as fully as possible. Failure to do so may result in removal of the teacher candidate from the assigned site or designated course and/or program.

1. Avoid outside employment during full-time student teaching, if possible. Student teaching is a demanding responsibility and should be considered your main priority.
2. Be prompt and regular in attendance. Follow district regulations regarding school arrival and departure time and allow extra time for conferencing and preparing with the classroom teacher and university supervisor. If an absence is necessary, you **must** notify the university supervisor and school as early as possible. Please call your university supervisor if a visit is scheduled for that day. If a candidate has more than two absences per semester, their ability to complete student teaching may be in jeopardy. All absences must be made up. No absences can be made up after the end of the normal semester.
3. Attend the Senior Seminar Class: SPE 481, and make arrangements to meet requirements associated with the Senior Seminar Class, such as Senior Assignment/Portfolio Poster Presentations, and Professional Development Workshops held at SIUE.
4. Plan, with your cooperating teacher, for an intensive teaching period of one to two weeks for each placement –elementary and secondary. During this time the student teacher should have major classroom responsibility for planning, teaching, and evaluating.
5. Keep a daily journal reflecting on teaching experiences.
6. As a junior colleague in the classroom, the student teacher should cooperate fully with the cooperating teacher and building administration.
7. Meet the school personnel, study the school regulations, learn the types of school records that are kept, and become fully informed on the many complex tasks that make up the professional life of a beginning teacher.
8. Make the most of every kind of professional opportunity. Student teachers should participate in extra-curricular activities, attend faculty meetings, attend IEP meetings, attend P.T.A. and other functions, if required of the cooperating teacher and/or the school.
9. Strive to develop good rapport with the classroom teacher. If any serious conflicts do arise, the student teacher should contact the university supervisor as soon as possible for assistance.
10. Follow the dress code prescribed by the school and be aware of the professional appearance and conduct of the teachers.
11. Prepare lesson plans. Keep a notebook of all your lesson plans. The university supervisor will evaluate these lesson plans.
12. Plan, teach, and evaluate instruction.

13. Evaluations will be conducted periodically throughout the semester by the cooperating teacher and the university supervisor to let you know in which areas improvement should be made. You will be formally observed while teaching a lesson at each placement site.
14. Express individuality as a professional. New methods, management techniques, and teaching devices should be experimented with after consulting with and receiving the approval of the cooperating teacher and university supervisor.
15. Participation in any form of corporal punishment of students or acting as a witness to corporal punishment is unacceptable.
16. Transportation of the students to or from the school district in any vehicle is not permitted.
17. A "substituting" position in the classroom, if the cooperating teacher is absent, should not be accepted. A student teacher cannot be used by the school as a substitute. You can be responsible for teaching but cannot assume the official role as substitute teacher.
18. In the event of a work stoppage, assume the role of a neutral person, maintain an uninvolved status and report immediately to the University Supervisor.

Teacher candidates may begin their student teaching placement ONLY if all parts of the Student Teaching Application are on file in the OCECA office. NO TEACHER CANDIDATE WILL BE PERMITTED TO BEGIN STUDENT TEACHING UNTIL THE TB TEST REPORT IS ON FILE WITH THE OCECA OFFICE (FH 1110).

Other Important Student Teaching Reminders

1. *Applying for Graduation* – Fulfill any requirements listed on your graduation check. (Received upon applying for graduation in the Service Center.) The deadline is the first Friday of the semester you plan to graduate. Please apply when you have 90 hours. Do not wait until your final semester.
2. *Testing* – Take the required Illinois state tests:
 - Learning Behavior Specialist I Content Area Test (*test code 155*)
→ *must be passed before student teaching*
 - Special Education General Curriculum Test (*test code 163*) → *must be passed before graduation*
 - Assessment of Professional Teaching Test (*test code 104*) → *must be passed before graduation*

Registration bulletins and study guides are available in OCECA (Founders Hall, room 1110) and online at <http://www.icts.nesinc.com> (APT information is only available online). **Passing scores on all tests must be on file with the State prior to certification.** Passing scores on the subject matter test (LBS I) will be required prior to student teaching. It is recommended that the APT be passed at that time. APT and Special Education General Curriculum Test will be required for certification and graduation.

3. *Mandatory Meeting* – You will be required to attend a mandatory meeting during the student teaching semester regarding the certification process. If you have not received information by the end of week 6 of the semester, you should contact your advisor or Beth Weeks in the Dean's Office at 650-3350.
4. *Helpful Websites* –

<http://www.isbe.net/teachers/documents/tocminreq.htm>

<http://www.isbe.net>

Field Placement and Student Teaching Placement Policy

October 15, 2008

The following explanation of student teaching will appear in the SIUE 2009-2010 Undergraduate Catalog.

Student teaching is the culminating experience in professional teacher education programs. It is required in order to meet the degree requirements of the School of Education, the certification requirements of Illinois, and the standards of the National Council for the Accreditation of Teacher Education.

Student teaching requires full-day involvement in a school under the active supervision of a cooperating teacher who is certified and qualified to teach in the area and who is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching. Accordingly, students should avoid taking other courses or employment during student teaching and should schedule it at a time when they will be free of other demands on their time and energy. Requests for course overload during student teaching must be approved by the department chair and the associate dean for instruction of the School of Education. Student teaching is not available during the summer term.

The student teaching application procedure begins during the year prior to the assignment. Students must pass the appropriate Illinois Certification Testing System Content Test before they can begin their student teaching placement. In addition, each department that has a program leading to teacher certification has established policies regarding the application for student teaching. Students should secure student teaching information from an adviser in the appropriate department. Junior and senior transfer students should contact an adviser for application information during or before orientation. Student teaching application packets may be obtained from the Office of Clinical Experiences, Certification and Advisement, Founders Hall, room 1110. Students should check with that office for application deadline dates.

The School of Education maintains the responsibility for student teaching assignments. Most pre-student teaching clinical assignments and student teaching placements are identified partner schools and school districts within 35 miles of the university. Pre-student teaching clinical experiences and student teaching will provide teacher candidates with a breadth of experiences in diverse settings. Following are additional prerequisites for registering for and receiving an assignment for student teaching:

- ◆ *All teacher candidates, regardless of teaching field or academic major, must be admitted to and follow an approved teacher education program. Students must, therefore, consult with an OCECA adviser to make certain they are meeting requirements of an approved program well in advance of student teaching.*
- ◆ *Student teaching assignments are made after admission to the School of Education and the completion of at least 96 hours. Students must have a minimum cumulative grade point average of 2.5 in advance of the student teaching assignment. Transfer students must be in residence for one semester prior to beginning student teaching.*
- ◆ *Students must have a 2.5 grade point average or higher in professional education course work. No grade lower than a C is acceptable in professional education courses.*
- ◆ *Students must have completed all required major and professional education courses, as well as all pre-student teaching clinical experiences.*
- ◆ *A report of a tuberculosis skin test or X-ray taken within 90 days prior to the student teaching assignment must be on file in University Health Service.*
- ◆ *The student teaching packet includes a student profile sheet, verification of eligibility form, student checklist, TB test form, and criminal background check. Students who have not had a criminal background check must complete one prior to student teaching.*

In addition to the above stated student requirements, the following policies guide all pre-student teaching and student teaching placement processes.

- Students may not be placed in a school from which they attended, regardless of the date of last attendance.
- Students may not be placed in a school in which a close relative is currently employed or attending. Additionally, students may not be placed in a school where a potential conflict of interest might exist.
- OCECA will work with the program faculty in locating suitable cooperating teachers. Good faith efforts are made to assure that candidates in field experiences or student teaching are provided with experiences that include:
 - o Male and female P-12 students from different socioeconomic groups and at least two ethnic/racial groups*
 - o English language learners
 - o Students who have disabilities

*as reported in the US Census

Appeal Process

Students wishing to appeal a pre-student teaching and/or student teaching placement decision are expected to follow the steps outlined below, in accordance with University policy:

1. Students should first contact the Director of OCECA to obtain clarification on the placement decision. Many misunderstandings may be resolved during this informal process.
2. If not resolved, the student has the option to file a written note of complaint to the Director of OCECA. This informal appeal must be provided within 10 school days of the informal face-to-face meeting with the Director, described in step 1 above. The Director of OCECA will consult with the appropriate departmental faculty, supervisors, and/or P-12 school personnel to make a final recommendation about the placement. This decision will be made within 10 school days of receipt of the student's written complaint.
3. SIUE STUDENT GRIEVANCE CODE: Students have the right to formally appeal the decision rendered after pursuing the above steps by following the Student Grievance Code as outlined in the Student Rights and Conduct (<http://www.siu.edu/policies/3c3.shtml>).

Approved by School of Education Dean: November 20, 2008

Presented to JCTP: December 1, 2008

Presented to SOE – Executive Committee: December 15, 2008

VI.

CERTIFICATION

REGULATIONS

AND

PROCEDURES

VII. CERTIFICATION REGULATIONS AND PROCEDURES

Procedure for Obtaining a Teaching Certificate

Teacher education students who complete the following programs and pass the required state tests may apply for an Illinois teaching certificate by entitlement. Information on the testing program follows this section. The entitlement process avoids the necessity of individual transcript evaluation by the State, and is therefore usually an advantage to the student. Students should check with their advisers on the differences between the Special K-12 certificates and other certificate programs.

Special Education K-12

To obtain the appropriate certificate, it is necessary to follow this procedure:

1. Two semesters prior to student teaching, obtain from the Office of Clinical Experiences, Certification and Advisement (Founders Hall, Room 1110) a student teaching application packet.
2. Complete the forms in the packet, and return them to the Office of Clinical Experiences, Certification and Advisement. Forms must be turned in by the announced deadline, prior to the student teaching semester.
3. After the student has completed all appropriate program and degree requirements, he or she will receive their appropriate teaching certificate by mail from the State Board of Education. The student must register the certificate at the Regional Office of Education (ROE) in the county where they will be teaching.
4. Students who do not successfully complete an education program at the end of the student teaching semester will be placed in a holding status. After that time, it will be necessary for the student to recontact the Office of Clinical Experiences, Certification and Advisement to provide proof of completion of deficiencies.
5. It is always the student's responsibility to notify the Office of Clinical Experiences, Certification and Advisement, as well as the Office of Admissions and Records, of any name change or change of address.

Illinois Certification Testing Program

The Education Reform Act requires that all persons seeking early childhood, elementary, special, high school, school service personnel, or administrative

certificates in Illinois must pass both a test of basic skills and a test of subject-matter knowledge. Those persons covered include new graduates from teacher preparation programs, educators moving to Illinois from other states, and Illinois educators applying for additional certificates.

Persons holding elementary and high school certificates who wish to add a different certificate may need to take additional courses, state tests, and complete further clinical experiences.

VII.
STUDENT
APPEALS
PROCEDURES

VIII. STUDENT APPEAL PROCEDURES

The Special Education Admissions and Review Committee was formed to assist students who request exceptions to policies and who may need special help and consideration. The Committee meets for the purpose of evaluating and making recommendations concerning students enrolled in the current Special Education Program. Students who wish to appeal decisions should contact the Department Chair about the appeals process.

VIII.
RESOURCES
AND
SERVICES

IX. RESOURCES AND SERVICES

The University offers a wide range of academic resources and services to students. Students should refer to the University Undergraduate Catalog to be sure they are aware of those resources and of the procedures for using them. A few resources of special interest to future teachers are mentioned in the following paragraphs.

Office of Instructional Services

The Office of Instructional Services was established to provide more effective academic support to all students enrolled in the university. It has been used mostly by education students to review fundamental reading, mathematics, and written expression skills that are needed to successfully pass tests in basic skills. The office is located in the Peck Hall, Room 1404 and the telephone number is 650-3717.

College Level Examination Program (CLEP) and Proficiency Examinations

Students who wish to gain college credit without actual class attendance may do so through CLEP or Proficiency in many general educational areas. Up to a maximum of 48 hours may be earned in this manner. CLEP examinations are given periodically and there are costs involved. Proficiencies are usually at no cost. For further information on either of these resources contact the Office of Instructional Services, Peck Hall, Room 1404.

Counseling and Testing Center

A variety of professional services are offered to students, free of charge, by the Counseling and Testing Center. Psychological counseling is available for persons who have personal, interpersonal, or developmental concerns. Educational counseling is provided for students entering or returning to the university, selecting or changing courses of study, or having academic difficulties. Career, marital, and crises counseling are also available. The Counseling Center is located in the Peck Hall, Room 1306. The Testing Center is located in Peck Hall, Room 1404B.

The Elijah P. Lovejoy Library

The library is centrally located on campus and contains over a million volumes, documents, maps, records, and special research collections. The Education Library is located on the second floor and has extensive holdings of interest to potential teachers. Also located in the library is a media center which offers films, tapes, audio visual aids, and other materials.

Student Work and Financial Assistance

The financial aid program is designed to assist students who may need additional finances to meet the expenses of attending college. Aid may be awarded in the form of grants, scholarships, and loans. Student employment is also available. Applications for financial assistance should be filed as early as possible for the academic year in which aid is requested. The office is located in the Rendleman Hall, Room 2308.

University Placement Services

A student who is seeking a teaching position should have credentials on file with the Career Development Center. Practically all school hiring procedures require an examination of the student's academic record, student teaching experience, letters of recommendation, and other data. These are kept on file and mailed out to prospective employers at no cost to the student. Other services include resume development, letters of inquiry advice, interview pointers, etc. Students should register at least three semesters before they expect to leave the university. The Career Development Center is in Founders Hall, Room 3126.

Early Childhood Resource Center

Another of the special resources available to students is the Early Childhood Education Resource Center. This center is designed to provide students with easy access to essential books and materials within the field of Early Childhood Education. The Center is located in the Reading Center, Founders Hall, Room 1317.

IX.

APPENDIX

**BACKGROUND CHECKS OF CANDIDATES
IN UNDERGRADUATE TEACHER EDUCATION PROGRAMS
FOR CLINICAL EXPERIENCES**

Southern Illinois University Edwardsville
School of Education
Office of Clinical Experiences, Certification and Advisement
Effective Fall, 2008

Policy:

It is the policy of the Southern Illinois University Edwardsville School of Education (SIUE-SOE) that all candidates to be enrolled in the Undergraduate Teacher Education programs, including field experience and clinical practice at public schools in the region, shall successfully complete a criminal history background check. Such background checks shall be administered by the Illinois State Police, shall access information maintained by the U.S. Federal Bureau of Investigation (FBI), as authorized by and in compliance with state and federal law, including provisions of the Adam Walsh Child Protection and Safety Act of 2006 (P.L. 109-248), and shall be administered at the candidate's expense. In addition, candidate names shall be checked against the Illinois sex offender website by a full time staff member in the Office of Clinical Experiences, Certification and Advisement (OCECA).

As detailed in this policy and as a matter of Illinois law, candidates with a record of criminal convictions may be ineligible for enrollment in an Undergraduate Teacher Education program. The candidate shall be solely responsible to correct, including expungement, any incorrect information contained in the criminal background report that may prevent enrollment.

Policy Implementation Schedule:

Effective Fall 2005, all candidates entering the undergraduate teacher education programs are required to complete a criminal background history form and submit to a name-based criminal background check through the Illinois State Police. Candidates completing a major in Speech Pathology and Audiology have additional background check requirements.

Effective Fall 2008, all candidates will successfully complete a fingerprint-based background check prior to field experience and clinical practice within the public school system.

Procedure:

*Candidates enrolled in CI200 – Introduction to Education will be informed by Instructors on the first day of class about the criminal background check requirement.
Candidates entering the Special Education program will submit to the check upon*

acceptance to the program. Candidates in Speech Pathology & Audiology will continue with the current policy.

Accurate Biometrics will provide on-campus fingerprinting once a semester. These dates/times will be shared with candidates in CI200 and with the Program Director in Special Education. If candidates are unable to attend the times Accurate Biometrics is on campus, candidates may use one of their local offices in Belleville, Collinsville and Alton. Students will sign a consent form allowing the background check results to be returned directly to SIUE-SOE.

Results of the criminal background checks shall be returned to the SIUE-SOE and maintained in OCECA. Any changes in criminal history at the state level are also be returned to SIUE-SOE. Because changes are forwarded to SIUE-SOE, the candidate does not need to undergo an additional background check when he/she reaches the student teaching semester. Students will be asked to complete a Statement of Freedom from Criminal Convictions prior to student teaching.

- D. Students will sign a consent form allowing SIUE-SOE to release a copy of their background, to include any updated information, to any school district at which a placement is being sought. Upon request, the school district will receive a copy of the background check. The school district will be informed that the student's are free of any convictions which will prevent them from becoming certified. Upon request, the school district may receive a copy of the student's background check.
- E. *Transfer candidates shall submit to the fingerprint-based check upon acceptance to a Teacher Education program and prior to field experience and clinical practice. As transfer candidates are admitted to the SIUE-SOE programs, they will be given the information on the background check. Efforts will be made to notify transfer candidates of the on campus fingerprinting dates.*

Results:

Actions taken by the School of Education based on the results of criminal background checks conform to requirements of Illinois law.

Candidates receiving a report of NO RECORD from the Illinois State Police/Federal Bureau of Investigations are considered to have no criminal record that would prevent them from continuing in a SIUE teacher preparation program and receiving certification from the state upon completion of their program.

Candidates receiving a report showing criminal convictions will require further review, under the standards established for teachers under Illinois law at 105 ILCS 5/10-21.9, as amended, before continuing in the program.

1. Non-enumerated felonies or any other sex, narcotics or drug offense (felony or misdemeanor) – the candidate will be allowed to continue in the program. The criminal information will be shared with school districts during the field

placement process and may impact SIUE-SOE's ability to secure a placement. Additionally, the candidate will be counseled regarding the potential impact of the criminal information on final teacher certification, a process determined solely by the state of Illinois and beyond the control of SIUE-SOE.

2. Any other non-enumerated offenses (misdemeanors) – candidates will be allowed to continue in the program. The criminal information will be shared with school districts during the field placement process and may impact SIUE-SOE's ability to secure a placement. Additionally, the candidate will be counseled regarding the potential impact of the criminal information on final teacher certification, a process determined solely by the state of Illinois and beyond the control of SIUE.
3. Enumerated offenses – if the candidate has been convicted of any enumerated offense specified by Illinois law at 105 ILCS 5/10-21.9, *as amended*, (see the sample listing of enumerated offenses at Section C below), he/she shall not be eligible to continue enrollment in the program. Candidates in this category will meet with the Associate Dean, in addition to the program and OCECA directors. The candidate will be counseled regarding the potential impact of the criminal information on final teacher certification, a process determined solely by the state of Illinois and beyond the control of SIUE-SOE. Additionally, SIUE-SOE will not provide field placements for the candidate.

Disqualifying Criminal Convictions. The following list, based on provisions of Illinois law at 105 ILCS 5/10-21.9, as amended, provides a sampling of enumerated offenses prohibiting employment in a public school and the holding of an Illinois teaching certificate. This list is not exhaustive in scope and other offenses not listed may also disqualify. Candidates who have been convicted of one or more of these enumerated offenses shall be disqualified from participation in the Undergraduate Teacher Education program.

Committing attempted 1st degree murder

2. Committing or attempting to commit 1st degree murder
3. Committing or attempting to commit Class X felony
4. State of Illinois Criminal Code of 1961 (720 ILCS 5, *et seq.*)
 - 11-6. Indecent Solicitation of a Child
 - 11-9. Public Indecency
 - 11-14. Prostitution
 - 11-15. Soliciting for a Prostitute
 - 11-15.1. Soliciting for a Juvenile Prostitute
 - 11-16. Pandering
 - 11-17. Keeping a place of Prostitution
 - 11-18. Patronizing a Prostitute
 - 11-19. Pimping
 - 11-19.1. Juvenile Pimping

- 11-19.2. Exploitation of a Child
- 11-20. Obscenity
- 11-20.1. Child Pornography
- 11-21. Harmful Material
- 12-13. Criminal Sexual Assault
- 12-14. Aggravated Criminal Sexual Assault
- 12-14.1. Predatory Criminal Sexual Assault of a Child
- 12-15. Criminal Sexual Abuse
- 12-16. Aggravated Criminal Sexual Abuse

5. Those defined in the Cannabis Control act (720 ILCS 570/100 *et seq.*) except those defined in Sections 4(a), 4(b) and 5(a) of that Act (720 ILCS 550/4 and 720 ILCS 550/5)
6. Those defined in the “Illinois Controlled Substances Act” (720 ILCS 570/100 *et seq.*)
7. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses.
8. Additionally, no school board shall knowingly employ a person who has been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.

Documents Related to Policy:

- A. Fingerprint Authorization Form
- C. Statement of Freedom from Criminal Convictions

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Disposition Support Form

Date _____

Teacher Candidate Name _____ Graduation Term _____

University Supervisor _____ Section _____

Name of Person Completing Form _____ Role/Job _____

1. Please state the area that the teacher candidate needs support in:

2. Please describe the evidence or incident(s) that indicated to you that the teacher candidate needs support. Provide dates where appropriate.

3. Please record any suggestion or plan for addressing the area in need of support. (*This may be completed later if further investigation is necessary.*)

My signature indicates that I have read this form. It does not indicate that I agree.

Teacher Candidate signature _____ Date _____

Faculty/Staff member signature _____ Date _____

*A copy of this form will be forwarded to the Program Director and possibly the University Supervisor.
This form may be shared with other faculty.*

DISPOSITIONS ALERT FORM

Initiator of form _____ Date _____

Position (circle one) Faculty member Supervisor Cooperating teacher Advisor

Teacher Candidate _____

Candidate's Certification Program _____

Course or Field Experience _____

Disposition: Candidate values theory and research.

Nature of Concern:
Recommendation:

Disposition: Candidate believes all children can learn through the application of appropriate instructional processes.

Nature of Concern:
Recommendation:

Disposition: Candidate takes critical perspective of the context of schools.

Nature of Concern:
Recommendation:

Disposition: Candidate respects the diversity of all learners, colleagues, parents and members of the wider community.

Nature of Concern:
Recommendation:

DISPOSITIONS ALERT FORM - Page 2

Disposition: Candidate respects the diversity of all learners, colleagues, parents and members of the wider community.

Nature of Concern:
Recommendation:

Disposition: Candidate values appropriate interpersonal relationships.

Nature of Concern:
Recommendation:

Disposition: Candidate has a sense of professional responsibility and values life-long learning.

Nature of Concern:
Recommendation:

<p>The person who initiated this form has discussed his/her concern(s) with me.</p> <p>Candidate's signature: _____</p> <p style="text-align: center;">Date: _____</p>
--

**Southern Illinois University Edwardsville
School of Education
Office of Clinical Experiences, Certification and Advisement**

ORI# ILL13827S

**Fingerprint Applicant Form
Adam Walsh Act**

Please provide the following information (print clearly):

<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
<i>Street Address</i>	<i>City</i>	<i>State</i> <i>Zip</i>
<i>Phone number</i>	<i>Date of Birth (month/day/year)</i>	<i>Place of Birth (State of Country if outside USA)</i>
<i>Height</i>	<i>Weight</i>	<i>Hair Color</i> <i>Eye Color</i> <i>E-mail address</i>
<i>SIUE Id Number</i>	<i>Teacher Certification Program</i>	

Race (circle one): White Black Hispanic Asian Native American/Alaskan Other

Sex (circle one) Male Female

Social Security Number: _____ - _____ - _____

Important notice: I, the undersigned, hereby authorize Accurate Biometrics to capture and transmit my fingerprints and above-noted demographic data to the Illinois State Police (ISP) and the Federal Bureau of Investigations (FBI). I authorize the ISP and FBI to return the results of the fingerprint search to the School of Education. I further agree to allow the School of Education to send a copy of my results to schools/agencies in order to secure field experience placements required for my certification program. I understand that if my background check includes evidence of a criminal history, the nature of that history might prohibit me from being placed in a given school district and that the district has the right to refuse my placement.

Signature

Date