Clemson University
Special Education Handbook
Graduate Program

Program Faculty

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Revised July 1, 2016
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INTRODUCTION

This handbook has been prepared to communicate to current and prospective graduate students the nature and spirit of the Special Education Masters Program at Clemson University. This handbook does not replace the official Graduate School Announcements, but it does attempt to provide a more detailed presentation of both the Program and the School’s expectations of students enrolled in the program.

Each student is expected to study this handbook and to be familiar with its contents. The materials outlined in the following pages describe the Special Education Masters Program from application to graduation. The importance of proper advising, course sequencing, ethical conduct, and adequate planning are emphasized throughout this handbook.

The Special Education Handbook is designed to serve as a guide; it is not a substitute for either the Graduate School Announcements or an advisor. Each student is responsible for meeting the deadlines outlined in the Graduate School Announcements and for regular meetings with his/her assigned advisor.
MASTER OF EDUCATION IN SPECIAL EDUCATION

General Program Information

The Master of Education degree in special education is designed to ensure that students are knowledgeable in the field of special education. The degree program prepares students in at least one of the following areas: learning disabilities, emotional/behavioral disorders, or mental disabilities. Courses are designed to meet both national and State standards, and all certification areas have been approved by the National Council of Accreditation for Teacher Education and the Council for Exceptional Children. The prescribed program of study enables students to identify important legal and policy issues in special education, demonstrate knowledge of the research processes within the field of special education, demonstrate knowledge of specific characteristics of individuals with mild disabilities, and implement scientifically based interventions for students with disabilities in a variety of settings. The program faculty strive to meet the ever-changing needs of the field through modifications and enhancements in the curriculum and practicum settings. Successful graduates will evaluate critically special education literature, recognize and evaluate current issues and problems in special education, and identify potential solutions for these problems.

Special education faculty provide the majority of field supervision, so students receive critical as well as supportive feedback that is tied directly to program goals. Moreover, part-time instructors hired to assist with supervision are closely monitored by special education faculty. Three faculty members have been certified as Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Team Members. Consequently, coursework and field experiences also are designed carefully to enable students to meet the current State standards for professional teaching.

Students follow the approved program of study for the degree. All exceptions to the program of study must be approved by the student’s advisory committee and the Chair of Teacher Education. All graduate students must satisfy requirements of the Graduate School, complete the approved course of study for the degree, maintain a B average in all graduate work, and pass the comprehensive exam. The degree requires 36 semester hours. Specific objectives include:

1. Demonstrate knowledge of theories, characteristics and educational needs of students with learning disabilities (LD), emotional/behavioral disabilities (E/BD), and/or mental retardation (MR).

2. Design and administer formal and informal instruments to assess the abilities and disabilities of students.

3. Design an Individualized Educational Program (IEP) for students with disabilities according to federal and State regulations.

4. Serve as a team member with parents, school psychologists, social workers, medical personnel, general education teachers, school administrators, vocational counselors, and community agencies in providing appropriate services to students with disabilities.
5. Implement individualized teaching strategies, using appropriate materials, which will facilitate the development of students with LD, MR, and/or EBD.

6. Interpret and/or conduct research in the area of special education and use the findings to develop more effective practices for students with disabilities.

7. Provide educational assistance in terms of recommendations of procedures and materials to general education teachers for including students with disabilities in general education settings.

M Ed Course of Study

Required Courses: (24 hours)
- ED F  778  Exp. and Non-exp. Methods Research I
- ED SP 820  Literacy Instruction for Individuals with Disabilities
- ED SP 821  Educational Assessment of Individuals with Disabilities
- ED SP 823  Teaching Individuals with Disabilities in Integrated Settings
- ED SP 822  Teaching Mathematics to Individuals with Disabilities
- ED SP 841  Instructional Strategies for Individuals with Disabilities in Secondary School Settings
- ED SP 853  Legal and Policy Issues in Special Education
- ED SP 854  Applied Behavior Analysis

Area of Emphasis: (9-12 hours)

Students choose from one of 3 areas of emphasis. Courses in each area partially fulfill requirements for SC certification in that area.

I. Emotional/Behavioral Disabilities Disorders
- ED SP 669  Characteristics of Individuals with Emotional and Behavioral Disorders
- ED SP 674  Educational Procedures for Individuals with Emotional and Behavioral Disorders
- ED SP 678  Practicum in Emotional and Behavioral Disorders
- ED SP 675  Educational Procedures for Individuals with Learning Disabilities*

II. Learning Disabilities
- ED SP 670  Characteristics of Individuals with Learning Disabilities
- ED SP 675  Educational Procedures for Individuals with Learning Disabilities
- ED SP 676  Practicum in Learning Disabilities

III. Mental Retardation
- ED SP 672  Characteristics of Individuals with Mental Retardation
- ED SP 673  Educational Procedures for Individuals with Mental Retardation
- ED SP 679  Practicum in Mental Retardation

* This course is required for South Carolina certification in Emotional/Behavioral Disabilities and should be included in the program of studies in lieu of 3 hours of electives unless it has been taken previously.
Electives: (3 hours)
ED SP 840 Transition Education and Services for Individuals with Disabilities
READ 865 Evaluation and Remediation of Reading Problems
OTHERS in consultation with advisor

Comprehensive Examination
(Master’s student is enrolled in at least 27 hours prior to taking this examination.)

The comprehensive examination is a 3-hour written examination that addresses CEC/NCATE professional standards related to foundations, development and characteristics of learners, instructional strategies, learning environments and social interactions, instructional planning, and assessment. However, students are offered some flexibility in choosing items, so not all standards are addressed by every student taking the examination. The exam consists of four essay questions. Two essay questions are derived from the student’s selected area of specialization (i.e., learning disabilities, mental disabilities, or emotional/behavioral disabilities) and focus on characteristics and instructional procedures. If the student elects an elementary focus, the student typically selects a question from either ED SP 820: Language Arts Instruction for Individuals with Disabilities, or ED SP 822: Teaching Mathematics to Individuals with Disabilities. Consequently, students with an elementary focus answer courses with respect to instructional planning and instructional strategies in basic content areas. If the student selects a secondary focus, the student typically selects a question from either ED SP 840: Transition Education and Services for Individuals with Disabilities or ED SP 841: Instructional Strategies for Individuals with Disabilities in Secondary School Settings. Consequently, students with a secondary focus answer questions related to instructional planning and instructional strategies for older students as they prepare for transition to adulthood. All students may select the fourth question from either ED SP 821: Educational Assessment of Individuals with Disabilities or ED SP 853: Legal and Policy Issues in Special Education. Consequently, students answer questions related either to assessment practices or foundations of special education. Responses should integrate information learned across the student’s program. Students should communicate clearly and in an organized fashion. Comprehensive essays should include all pertinent information, examples to illustrate main points, and citations of research when possible to support the response.

CEC Content Standards Addressed:

Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 4: Instructional Strategies
Standard 5: Learning Environments and Social Interactions
Standard 7: Instructional Planning
Standard 8: Assessment

The comprehensive examination addresses the following dimensions of the Clemson University College of Education Conceptual Framework: knowledge, practice, communication, and integration. Specifically, the master’s student integrates information from
knowledge and skills acquired across his/her program in order develop a cohesive, logical, and comprehensive response. This written response must communicate the basic tenets of the problem and/or solution and describe recent developments in special education practice. Familiarity with research to support claims of evidence-based practice is also expected.

Upon completion, or during the semester of completing, of 27 hours, the student may be given permission by his/her major advisor to take the comprehensive examination. It is the student’s responsibility to have an approved GS-2 form on file with the graduate school prior to taking the comprehensive examination and making sure that his/her name is on the list to take the comprehensive examination. The book to sign up for the exam is typically kept in the Media Center; the exam is given once each semester, fall and spring.

The comprehensive examination is a 3 hour written examination. The exam consists of four essay questions. Two essay questions come from the student’s of specialization, one comes from procedures, and one comes from characteristics. If the concentration is on an elementary emphasis, then the student may choose one question from either 820 or 822. With a secondary emphasis, the student chooses between 840 and 841. All students have a choice between 821 and 853. The exam is graded on a Pass/Fail basis. At least two committee members must pass the student. If a student should fail the exam, the student may have an oral examination in front of his/her committee, along with a written requirement to be decided by the committee.
CONCEPTUAL FRAMEWORK

Mission Statement
The Mission of the College of Education is to prepare caring and capable professionals through intellectually engaging experiences in theory, method, and research that connect them to the communities in which they live and serve.

Guiding Principles
As a faculty and staff, we
> Respect the rights and responsibilities of all students and recognize diverse points of view;
> Act ethically and professionally to meet the students’ intellectual and developmental needs;
> Accept our professional and ethical responsibility to help our students acquire comprehensive knowledge that equip them to be effective educators, researchers, and leaders;
> Are committed to excellent instruction represented by effective teaching practices, emerging technologies, and assessment;
> Encourage our students to make positive contributions that make their own lives and the lives of others potentially more fulfilling and productive.

Learner Outcomes

Caring comprises beliefs and actions.
Beliefs: Our candidates are committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view. Actions: Our candidates act in accord with the rights and responsibilities of all, are sensitive to developmental, social, and cultural differences, and encourage a democratic culture.

Capable consists of knowledge and practice.
Knowledge: Our candidates are knowledgeable about the foundations of education and about their specialty area(s), including appropriate practices. Practice: Our candidates apply their knowledge through best practices that include the effective use of educational and information technology and appropriate assessments

Connected contains communication and integration.
Communication: Our candidates communicate effectively through a variety of representations (spoken, written, and digital). Integration: Our candidates synthesize their knowledge and practices to integrate interdisciplinary perspectives and applications by making connections to real life and by making global issues locally relevant.
## MEd Special Education

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<tr>
<th>CF Element</th>
<th>Level 1</th>
<th>Level 2</th>
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<tr>
<td>Caring Beliefs</td>
<td>EDSP 820 Evaluation Language Arts Instruction for Students with Disabilities</td>
<td>EDSP 676, 678, 679 Final Evaluation Practicum in Learning Disabilities</td>
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<tr>
<td>Caring Actions</td>
<td></td>
<td></td>
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<tr>
<td>Capable Knowledge</td>
<td></td>
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<tr>
<td>Capable Practice</td>
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<tr>
<td>Connected Communication</td>
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<td>Connected Integration</td>
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### Assessment Details

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<tr>
<td>1 Comprehensive</td>
<td>Written essay examination that represents synthesis of knowledge and skills related to foundations of special education, characteristics of learners, and instructional strategies to address students’ unique learning needs acquired across the course of the master’s degree program.</td>
<td>During semester when 27 credit hours are to be, or have been, completed</td>
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<tr>
<td>Examination</td>
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<tr>
<td>2 IEP Project</td>
<td>Candidates review a case study of a middle/secondary-aged student and develop a draft IEP using IEP software used by the state (EXCENT), including transition goals, for the student.</td>
<td>EDSP 841 offered fall of each year</td>
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<tr>
<td>3 Explicit Instruction</td>
<td>Candidates develop a scripted lesson plan to teach a specific skill, implement the lesson with students in their field placement, and reflect upon the success of the lesson based upon their student(s) mastery of the skill as well as their instruction.</td>
<td>EDSP 820: offered spring of each year</td>
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<tr>
<td>Lesson Plan</td>
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<td>4 Practicum Lesson</td>
<td>Evaluation by the University Supervisor of candidate’s teaching experience of a specific lesson to address learners’ unique needs based upon IEP goals and/or state curriculum standards.</td>
<td>EDSP 676, 678, or 679: Spring semester</td>
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<tr>
<td>Evaluation</td>
<td></td>
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<tr>
<td>5 a. Curriculum-Based</td>
<td>a. Field-based project where candidate with emphasis in <strong>learning disabilities</strong> collects academic performance data for an individual student with learning disabilities and makes instructional decisions and recommendations based on student performance data</td>
<td>a. EDSP 676 : Spring semester</td>
</tr>
<tr>
<td>Measurement Project</td>
<td>b. Field-based project where candidate with</td>
<td>b. EDSP 678: Spring semester</td>
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<tr>
<td>b. Functional Skills Project</td>
<td></td>
<td></td>
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<td>c. Behavior Change</td>
<td></td>
<td>c. EDSP 679: Spring semester</td>
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<tr>
<td>Project</td>
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[1] Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

[2] Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

[3] Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).
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<td>emphasis in <strong>intellectual disabilities</strong> collects baseline information and academic performance data for an individual student with intellectual and developmental disabilities and makes instructional decisions and recommendations based on student performance data</td>
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<td></td>
<td>Field-based project where candidate with emphasis in <strong>emotional/behavioral disorders</strong> identify a target behavior to address based upon functional behavior analysis and apply specific intervention(s) to address the student’s behavior.</td>
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<td>6 Diversity Issues Report</td>
<td>This APA-style paper addresses issues related to minority representation/overrepresentation in special education, particularly as it relates to the verification process: impact of differences in values, languages and customs on learning, and how cultural differences may lead to misunderstandings and potential discrimination. In addition, candidates identify ways in which schools have addressed minority over representation. This assignment requires candidates to locate pertinent literature in special education (and related fields as appropriate) and integrate information found in the literature.</td>
<td>EDSP 821: Spring semester</td>
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<td>7 Assessment Report</td>
<td>Candidates develop a thorough description of a specific assessment instrument including normative data, technical adequacy, scoring guidelines, and the MMY evaluation of the instrument. Candidates then administer the assessment to a student in a local school setting. Candidates must collect relevant background information for the student and describe the results of the student’s assessment. Finally candidates write an IEP objective based on informal assessment in the identified area of weakness as determined by the formal assessment results.</td>
<td>EDSP 821: Spring semester each year</td>
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<tr>
<td>8 Single-Subject Research Report</td>
<td>Candidates develop a behavioral intervention using multiple formal and informal assessments, with special consideration given to legal matters and ethical considerations. The assignment results in a short manuscript which mirrors published data-based research articles. Candidates must use an appropriate research design, implement a research-validated instructional intervention, measure the student’s progress through appropriate means, and include a discussion section that reflects findings and is tied to previous research.</td>
<td>EDSP 854: Spring semester</td>
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SPECIAL EDUCATION FACULTY

The faculty in special education are highly trained and have broad, practical teaching experiences with individuals with learning disabilities, emotional/behavioral disabilities, and mental retardation across the PK-12 grade levels. Special education faculty are diverse with respect to culture, training, and experience; however, the faculty work together to establish common goals and standards for both undergraduate and graduate curricula. Consequently, every faculty member is committed to providing instruction in scientifically based instructional and behavioral techniques. Faculty are active in professional development and remains current with regard to special education knowledge and practice as well as the issues and trends in the field. Faculty frequently present at national/international conferences, serve in national and State leadership positions, and provide consultation across their many areas of specific expertise. These areas of expertise in special education include applied behavior analysis, elementary and secondary instructional methodologies, mathematics instruction, early literacy, transition, self-determination, direct instruction, peer tutoring, curriculum-based measurement, classroom and behavior management, social skills instruction, functional behavioral assessment, legal and policy issues, crisis prevention and intervention, delinquency, instructional technology, multicultural issues, early childhood, and teacher education. Additionally, faculty are engaged in field-based research activities and publish their work in professional journals.

Janie Hodge, PhD, received her doctorate from Vanderbilt University in education and human development with specialization in special education. Since completing her doctorate in 1995, Dr. Hodge has been employed by Clemson University. Currently, as Associate Professor of Special Education with Clemson University, Dr. Hodge teaches courses in learning disabilities and instructional methods. She has been actively involved in state initiatives related to certification in special education. She serves as a special education mediator for the state and has conducted training for paraeducators for the State Department of Education, Office of Exceptional Children. She also is actively involved in the Teacher Education Division (TED) and the Division of Learning Disabilities (DLD) of the Council for Exceptional Children. She has served as President of the SC-TED and the SC-DLD.

Antonis Katsiyannis, EdD, received his doctorate from the College of William & Mary in general school administration/special education administration, along with specialization in behavioral disorders. After completing his doctorate in 1989, Dr. Katsiyannis was employed by the Virginia Department of Education in the Federal Monitoring Unit and taught at the University of Nebraska at Kearney. Currently, as Professor of Special Education with Clemson University, he is teaching courses in assessment, applied behavior analysis, and legal and policy issues. He has published over 100 articles in the areas of legal and policy issues associated with special education, delinquency, and issues involving students with emotional or behavioral disorders in professional journals, such as Behavioral Disorders, Exceptional Children, Remedial and Special Education, and the Journal of Special Education. He serves in several editorial boards and he was recently appointed as the co editor of the Journal of Disability Policy Studies. He also is actively involved in the field of behavioral disorders by serving in national boards, including being elected as the president of the Council for Children with Behavioral Disorders. At Clemson, he is actively involved in a variety of department, college, and university committees. For example, at the university level, currently he is serving in the faculty senate (second term)
and as the chair of Faculty Senate scholastic policies committee; also serving in the Institutional Review Board (second term) Grievance Board: University Research Grant Committee, Graduate Admissions & Cont. Enroll. Appeals, Council on Undergraduate Studies-Academic Grievance Committee; Undergrad Continuing Enrollment, Undergrad Admissions, and Scholarship and Awards.

Sara Moore Mackiewicz, PhD, received her doctorate from the University of North Carolina at Charlotte in the area of special education. She has worked as both a special education classroom teacher and a school psychologist. She has worked with students at both the pre-kindergarten and elementary school levels across a variety of settings and disabilities. Currently, as Assistant Professor of Special Education at Clemson University, she is teaching courses in the areas of emotional/behavioral disorders and instructional methods. Her professional interests include early academic and behavioral intervention, response to intervention, assessment, and closing the research to practice gap.

Joe Ryan, PhD, pursued his undergraduate studies at the University of Arizona, and received his M.S.Ed. from Old Dominion University, and a Ph.D. in Special Education from the University of Nebraska. He has taught students with behavioral disorders from grades K through 12 across a variety of educational settings, including resource and self-contained classrooms, special day schools, and a residential treatment center. Prior to coming to Clemson, Dr. Ryan was an assistant professor at James Madison University’s school of education in Virginia. He currently teaches both undergraduate and graduate level courses in behavior management, applied behavior analysis, behavioral disorders, and an introductory course in special education. Professional interests include: classroom management, special education law and psychotropic treatments for students with behavioral disorders. He remains active in the field by publishing, consulting and speaking at national and international professional conferences. He currently serves as the Associate Editor for the *Journal of At-Risk Issues*. More recently, Dr Ryan organized and started a Challenger Baseball and TOPSoccer League for youth with special needs in the Clemson area. Outside of work, he serves as a Commander in the United States Navy Reserves.

Pamela M. Stecker, PhD, majored in both special education and elementary teaching at Peabody College of Vanderbilt University and taught students with learning disabilities and emotional/behavioral disabilities in Atlanta. In 1993, she received her doctoral degree from Vanderbilt University where she worked as a research assistant and project coordinator for Lynn and Doug Fuchs on several federally funded, classroom-based research projects. Dr. Stecker’s work focused on extending curriculum-based measurement and corresponding computer applications as an academic progress monitoring system for low-achieving students and for students with disabilities. She worked on a mainstream assistance teams project to support general educators’ skills in working with difficult-to-teach students and as an effort to preclude special education referral. Additionally, she helped to enhance classwide peer tutoring procedures for improving students’ mathematics achievement.

Dr. Stecker first taught in higher education in a master’s degree program in learning disabilities at St. Xavier University in Chicago. Dr. Stecker moved to Clemson University in 1996, where she currently serves as Associate Professor of Special Education. She spent 3 years as a project coordinator on a federally funded personnel preparation grant that supported master’s students in special education in developing expertise in early literacy for at-risk students in Grades K-3. Dr. Stecker developed and taught two specialty courses in early reading and supervised the project
master’s students in a year-long practicum conducted in low-achieving elementary schools. She continues to conduct research related to curriculum-based measurement. Dr. Stecker teaches undergraduate, master’s, and doctoral-level students and works with practicing teachers in the public schools, focusing on reading and mathematics interventions and the use of progress monitoring data for enhancing instructional programs. She also serves on State and national boards and is an expert panel reviewer for the *Reading First* program of *No Child Left Behind Act*.

**Special Education Fax #:** (864) 656-1322  
Please address any faxes with the faculty member’s name and the special education program.

**Special Education Main Office:** (864) 656-5096
PROFESSIONAL ORGANIZATIONS

Student Organizations
Council for Exceptional Children-Clemson University Student Chapter
Best Buddies

Professional Organizations
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 20191-1589
1-888-232-7733 or 703-620-3660
Fax: 703-264-9494
www.cec.sped.org

CEC Divisions:
- Division for Physical and Health Disabilities (DPHD)
- Council of Administrators of Special Education (CASE)
- Council for Children with Behavioral Disorders (CCBD) www.ccbd.net
- Division for Developmental Disabilities (DDD)
- Division for Children’s Communication Development (DCCD)
- Division for Learning Disabilities (DLD)
- Division on Visual Impairments (DVI)
- The Association for the Gifted (TAG)
- Teacher Education Division (TED)
- Division for Early Childhood (DEC)
- Council for Educational Diagnostic Services (CEDS)
- Technology and Media Division (TAM)
- Division on Career Development and Transition (DCDT)
- Division for Research (CEC-DR)
- Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
- Division of International Special Education and Services (DISES)

Learning Disabilities Association www.ldantl.org
International Dyslexia Association www.interdys.org
Council for Learning Disabilities www.cldinternationl.org
CHADD (Children and Adults with Attention Deficit Disorder) www.chadd.org
NCLD (National Center for Learning Disabilities) www.ncld.org
www.AAMR.org
The ARC of the United States www.thearc.org
South Carolina Division on Career Development and Transition www.SCDCDT.org
Midwest Symposium for Leadership in Behavior Disorders www.mslbd.org
Office of Special Education Programs http://www.ed.gov/offices/OSERS/OSEP/index.html
OSEP Center on Positive Behavioral Interventions and Supports http://www.pbis.org/
The IDEA Partnerships http://www.idealpractices/index.php
Find law for legal professionals http://www.findlaw.com/casecode/
Office of Juvenile Justice and Delinquency Prevention http://ojjdp.ncjrs.org/
CEC CODE OF ETHICS AND STANDARDS FOR PROFESSIONAL PRACTICE FOR SPECIAL EDUCATORS

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

Special Education Professionals:
A. Are committed to developing the highest educational and quality of potential of individuals with exceptionalities.
B. Promote and maintain a high level of competence and integrity in practicing their profession.
C. Engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
D. Exercise objective professional judgment in the practice of their profession.
E. Strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
F. Work within the standards and policies of their profession.
G. Seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
H. Do not condone or participate in unethical or illegal acts, nor violate standards adopted by the Delegate Assembly of CEC.

For the complete text of the CEC Code of Ethics, please visit www.cec.sped.org
SUMMARY OF MASTER’S DEGREE REQUIREMENTS

Students Are Responsible for Meeting Each of the Following:

_____ 1. Acceptance by the Graduate School for admission to the Special Education Program.

_____ 2. A scheduled meeting with major advisor or program coordinator before taking any graduate level courses.

_____ 3. No more than 12 hours of transfer credit may be applied to the master’s degree. Transfer credit must be approved by the major advisor and the Graduate School.

_____ 4. A scheduled meeting with major advisor to develop the program of study (i.e., GS-2 Form) prior to completion of 12 credit hours.

_____ 5. A minimum of 36 semester hours of approved graduate credit. The sequence of courses must be verified by your advisor.

_____ 6. Maintenance of a grade point average of at least 3.00.

_____ 7. A completed GS-2 Form on file with the Graduate School before taking the comprehensive examination.

_____ 8. Completion of or in process of completing 27 hours in the program before taking the comprehensive examination. Permission from the major advisor must be obtained prior to registering for the comprehensive exams.

_____ 9. Registration by deadline for comprehensive examination.

_____ 10. Successful completion of the comprehensive examination (i.e., an overall pass).

_____ 11. Documentation of professional development activity (attendance or presentation at state or national conferences, Clemson University’s Graduate Forum, or others as approved by major advisor).

_____ 12. A completed application for graduation (i.e., GS-4 Form) on file with the Graduate School.
PROFESSIONAL DEVELOPMENT DOCUMENTATION FORM

Professional Development Activity Attended: __________________________________________________________

Location: __________________________________________________________

Date(s): __________________________________________________________

Did you present at anytime during this conference?       Yes _____      No _____

Title of Presentation(s) (attended or presented): ____________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

If you presented at this conference, summarize your presentation (in outline or complete sentence format):

__________________________________________________________________________________________

__________________________________________________________________________________________
PROFESSIONAL DEVELOPMENT DOCUMENTATION FORM
- continued –

Summarize what you learned at each presentation:

Critique (i.e., apply what you learned to the classroom setting):

Include a copy of the handouts you received and/or distributed at the presentation(s).
FACULTY & STUDENT RESPONSIBILITIES FORM

As a graduate student in the Special Education program, I hereby certify that I have:

1. Met my faculty advisor prior to or during the first semester in the program to plan my course of study;

2. Received the current Student Handbook for the Special Education program;

3. Received a program sheet that includes for my area of specialization;

4. Obtained a GS-2 Form, GS-4 Form, and Professional Development Documentation Form and will complete them at the appropriate times;

5. Been given information about appropriate professional organizations; and


As I continue through the program, I will:

1. Obtain information about the type and level of skill acquisition required for successful completion of training, including current State requirements for certification;

2. Be responsible for subject matter to be covered during the course of my program;

3. Obtain information about evaluation procedures;

4. Enhance my professional development;

5. Obtain information about appropriate professional organizations related to special education (or area of expertise);

6. Meet with my advisor at least once each semester; and

7. Be responsible for completing all master degree requirements (see p. 14) according to stated deadlines.

Student Signature: __________________________________ Date: ________________

Faculty Signature: __________________________________ Date: ________________