

# **Catalog**

# **Norda Education Programs**

**Updated September 8, 2009**

## **Governing Body – Norda, Inc. Board of Directors**

Mark Stensvold, Ph.D. – President, Certification Officer

Margaret Foss, Ph.D. Secretary, Treasurer

James Stensvold – Director

John Stensvold – Director

## **Names and Titles of Administrative Officials and Faculty**

Certification Officer: Mark Stensvold

### **10SPED**

Program Directors: Tom Hall and Steven Japuntich

Placement Director: Jolie Steinke

Faculty: Jesse Jackson, Alan Lindau, Kurt Lindau, Linda Maitrejean and Sue Scheer

### **EdNova & Project Teaching**

Program Director Mark Stensvold

Faculty: Margaret Foss, Patricia Mattek and Elizabeth Sheridan

### **WiscAd**

Program Director: John Eitenmiller

Faculty: John Eitenmiller

## **Norda Education Programs Calendar**

Fall Semester: September 1 to December 31

Spring Semester: January 1 to April 30

Summer Semester: May 1 to August 31

Specific dates and times for class meetings each semester are available at <http://norda.us/classsched.aspx>

Norda offices are closed the following holidays: January 1, Good Friday, Easter Monday, Memorial Day, July 4, Labor Day, Thanksgiving Day, the Friday after Thanksgiving, Christmas Eve, and Christmas.

## **Enrollment Dates**

Fall Semester: August 15

Spring Semester: December 15

Summer Semester: April 15

## Entrance Requirements

Note: A Criminal Background Check is required for placement in PK-12 schools and for licensure.

### 10SPED Entrance Requirements

- **Bachelor's Degree** with GPA of 2.75 or above in education or a field closely related to education such as: Mental Health, Health, Social Work/Sociology, Psychology, Counseling, Nursing, Vocational Rehabilitation or others dependant upon related experience.
- **Current DPI license or permit** as a teacher or a substitute teacher, or have been issued a DPI permit allowing them to teach in an area of "high need".
- Applicants who do not possess any preK-12 DPI teaching license will be expected to provide evidence of 2 or more years of related **child based experiences** (Head Start, Certified Day Care, At-Risk tutoring, youth counseling, Juvenile Treatment facilities or other youth oriented vocation). A minimum of 2 years of educationally relevant experiences. Experiences in a preK-12 setting are preferred.
- **Praxis I** General Knowledge (must be successfully completed before end of first semester) & **Praxis II** Content Area Knowledge Test(s)(must be successfully completed prior to student teaching).
- **Criminal Background Check** with no conviction or plea-bargain for crimes which may impact school children and/or the maintenance of a safe and healthy school.
- Applicants are encouraged to provide as much evidence as possible to support their qualifications as potential program participants. Please provide the names of employers/supervisors who can be contacted by 10SPED to assist in the determination of eligibility for the program.
- Transcripts that show some evidence of special education coursework are preferred. In the absence of such coursework, classes that are educationally oriented and approach the number of credits required for a "major" degree requirement will be considered.

**Waiver of Entrance Requirements** Only the following waivers of these requirements will be considered in response to your written request for a waiver.

- Undergraduate GPA of 2.75 may be appealed if you have graduate work showing a higher GPA or other more recent evidence of likely success in the program.
- Two year experience requirement may be appealed if your degree was awarded after you spent at least two years on-the-job in your field of study.
- The emergency or substitute permit requirement may be appealed if you have worked or are working as an aide and hold the appropriate DPI license.

## WiscAd Entrance Requirements

<b>Certification</b>	<i>Principal, Curriculum Director/Director of Instruction, Director of Special Education &amp; Pupil Services, Superintendent</i>	<i>Business Manager</i>
<b>License Required</b>	Wisconsin Teaching License	None required
<b>Degree Required</b>	Bachelor's degree	Bachelor's degree
<b>Teaching Experience Required</b>	3 year minimum	None required

## Requirements for Certification after Successful Program Completion

<b>Certification</b>	<i>Business Manager</i>	<i>Principal, Curriculum Director/Director of Instruction, Director of Special Education &amp; Pupil Services</i>	<i>Superintendent</i>
<b>Minimum Degree Required</b>	Master's degree	Master's degree	Ed Specialist or equivalent

## Project Teaching Entrance Requirements

<b>Requirements</b>	<b>Two-Year Permit Option</b>	<b>Certification with Student Teaching Option</b>
<b>Degree Required</b>	Bachelor's degree in art, computer science, engineering, foreign language, mathematics, music, or science -- GPA of at least 2.75	Bachelor's degree with the equivalent of a major in a K-12 teaching field -- GPA of at least 2.75
<b>Work Experience</b>	5 year minimum	2 year minimum
<b>Tests Required</b>	Passing Scores on Praxis I & Praxis II in content field	
<b>License/Permit Required</b>	Substitute Teacher or Emergency Permit (\$100 fee to Wisconsin DPI)	
<b>Program of Study</b>	Monthly classes, papers based on web-based study, 20 hours of substitute teaching	
<b>Portfolio</b>	Evaluated based on 10 Wisconsin Teaching Standards <i>before</i> required teaching	
<b>Required Teaching</b>	Two years of supervised teaching	One full semester of student teaching
<b>Portfolio</b>	Evaluated based on 10 Wisconsin Teaching Standards <i>after</i> required teaching	

## Waiver of Admission Requirements

**All participants will be required to meet the following admission requirements:**

- *Degree Requirements:*
  - Bachelor's degree from a regionally accredited college with GPA of 2.75 and the equivalent of a major in a teaching area.
  - Two-year permit participants must have a degree in art, computer science, engineering, foreign language, mathematics, music or science.
- *Prior Experience:*
  - Two years of experience after award of bachelor's degree.
  - Two-year permit participants must have five years of professional employment in the field of their degree.
  - *Emergency or substitute teaching permit* for 20 hours of teaching.
  - *Passing scores on the Praxis I and II* as required for teacher licensure in Wisconsin

**Only the following waivers of these requirements will be considered in response to your written request for a waiver.**

- Undergraduate GPA of 2.75 may be appealed if you have a GPA of 2.75 or greater in your major, graduate work showing a higher GPA or other more recent evidence of likely success in the program.
  - Two year experience requirement may be appealed if your degree was awarded after you spent at least two years on-the-job in your field of study.
  - The emergency or substitute permit requirement may be appealed if you have worked or are working as an aide and hold the appropriate DPI license.
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## EdNova Entrance Requirements

Practicing teachers can add new certifications to their existing teaching licenses. If you currently hold a Wisconsin Educator License you could be eligible to add new areas of certification based on majors or minors in school subject areas.

You are eligible if you hold a current Wisconsin teaching license and have or can achieve the equivalent of a major or minor in specific school subject areas (See below). With our help you will prepare a teaching portfolio showing your knowledge, skills, and dispositions for the new certification area, teach in the new area, and provide written reflections on that experience.

**Licensing in areas that are considered shortage areas (agriculture, art, business education, computer science, family & consumer education, foreign languages, mathematics, music, sciences, and technology).** *(See next page)*

Current License (level & subject)	Shortage Subject Area to be added	Completion Requirements (in addition to those listed above)
All Early Childhood – Adolescence (EC-A) or grades PK-12 subject areas	<i>Early Childhood-Adolescence</i> agriculture, art, business education, family & consumer education, music, technology education	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in the shortage subject area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
EC-A or PK-12 business education	<i>Early Childhood-Adolescence</i> marketing education	<ul style="list-style-type: none"> <li>● marketing <i>major</i> including vocational education courses &amp; 4000 hours marketing experience</li> <li>● evaluated teaching experience in new subject area</li> </ul>
EC-A or PK-12 ESL and foreign languages	<i>Early Childhood-Adolescence</i> ESL or another foreign language	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in the either ESL or another foreign language</li> <li>● evaluated teaching experience in new subject area</li> </ul>
All EC-A or PK-12 subject areas (except ESL and foreign languages)	<i>Early Adolescence-Adolescence</i> computer science, ESL, foreign languages, mathematics, sciences	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in the shortage subject area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
All Early Adolescence – Adolescence (EA-A) or middle/high school subject areas	<i>Early Adolescence-Adolescence</i> computer science, ESL, foreign languages, mathematics, sciences	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in the shortage subject area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
	<i>Early Childhood-Adolescence</i> agriculture, art, business education, family & consumer education, music, technology education	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in the shortage subject area</li> <li>● evaluated teaching experience in new subject area and new developmental level</li> </ul>
EA-A or middle/high school science subject area	<i>Early Adolescence-Adolescence</i> biology/life science, chemistry, earth & space science, environmental studies, physical science, physics	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in each specific science field</li> <li>● evaluated teaching experience in new subject area</li> </ul>
	<i>Early Adolescence-Adolescence</i> Broadfield science	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in a field of science</li> <li>● requirements that equate to a broadfield science <i>major</i> at a traditional IHE state-approved program</li> </ul>
EA-A or middle/high school Broadfield science	<i>Early Adolescence-Adolescence</i> biology/life science, chemistry, earth & space science, environmental studies, physics	<ul style="list-style-type: none"> <li>● teaching <i>minor or concentration</i> (as determined by alignment to applicable content standards) in specific science area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
Middle Childhood – Early Adolescence (MC-EA) or grades 1-8 Elementary Education (generalist)	<i>Middle Childhood-Early Adolescence</i> mathematics, sciences, ESL, foreign languages	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in the shortage subject area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
MC-EA or grades 1-8 Elementary Education (generalist) with <i>minor in shortage subject area</i>	<i>Early Adolescence-Adolescence</i> mathematics, sciences, and other identified EA-A shortage fields	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in the shortage subject area</li> <li>● evaluated teaching experience in new subject area and at new developmental levels</li> </ul>
	<i>Early Childhood-Adolescence</i> agriculture, art, business education, ESL, family & consumer education, foreign languages, music, technology education	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in the shortage subject area</li> <li>● evaluated teaching experience in new subject area and at new developmental levels</li> </ul>
Early Childhood – Middle Childhood or grades PK-6 Elementary Education (generalist)	<i>Middle Childhood-Early Adolescence</i> Regular education license with licensable minor in shortage subject area	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in the shortage subject area</li> <li>● evaluated teaching experience at new developmental level</li> </ul>

**Licensing in areas that are NOT considered shortage areas if teaching in that subject area under an emergency license.**

Current License (level & subject)	NON-Shortage Subject Area to be added	Completion Requirements (in addition to those listed above)
All Early Childhood – Adolescence (EC-A) or PK-12 subject areas	<i>Early Childhood-Adolescence</i> Subject area taught under an emergency license	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in the non-shortage subject area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
	<i>Early Adolescence-Adolescence</i> Subject area taught under an emergency license	<ul style="list-style-type: none"> <li>● teaching <i>major or minor (in certain subject areas)</i> in the non-shortage subject area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
All Early Adolescence – Adolescence (EA-A) or middle/high school subject areas	<i>Early Childhood-Adolescence</i> Subject area taught under an emergency license	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in the non-shortage subject area</li> <li>● evaluated teaching experience in new subject area and at new developmental levels</li> </ul>
	<i>Early Adolescence-Adolescence</i> Subject area taught under an emergency license	<ul style="list-style-type: none"> <li>● teaching <i>major or minor (in certain subject areas)</i> in the non-shortage subject area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
EA-A or middle/high school social studies subject areas	<i>Early Adolescence-Adolescence</i> broadfield social studies	<ul style="list-style-type: none"> <li>● requirements that equate to a broadfield social studies <i>major</i> at a traditional IHE state-approved program</li> <li>● evaluated teaching experience</li> </ul>
	<i>Early Adolescence-Adolescence</i> economics, geography, history, political science, psychology, sociology	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in specific social studies field</li> <li>● evaluated teaching experience in new subject area</li> </ul>
EA-A or middle/high school broad field social studies	<i>Early Adolescence-Adolescence</i> economics, geography, history, political science, psychology, sociology	<ul style="list-style-type: none"> <li>● teaching <i>minor or concentration (as determined by alignment to applicable content standards.)</i> in specific social studies area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
EA-A or middle/high school English/language arts, speech, journalism	<i>Early Adolescence-Adolescence</i> English literature & composition, journalism, speech communication	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in specific language arts field</li> <li>● evaluated teaching experience in new subject area</li> </ul>
Middle Childhood-Early Adolescence or grades 1-8 Elementary Education (generalist)	<i>Early Adolescence-Adolescence</i> Emergency license in EA-A non-shortage subject area	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in the non-shortage subject area</li> <li>● evaluated teaching experience in new subject area and at new developmental levels</li> </ul>
	<i>Middle Childhood-Early Adolescence</i> Emergency license in MC-EA non-shortage subject area	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in the non-shortage subject area</li> <li>● evaluated teaching experience in new subject area</li> </ul>
Early Childhood – Middle Childhood (EC-MC) or grades PK-6 Elementary Education (generalist)	<i>Middle Childhood - Early Adolescence</i> regular education with licensable minor in non-shortage subject area	<ul style="list-style-type: none"> <li>● teaching <i>minor</i> in the non-shortage subject area</li> <li>● evaluated teaching experience at new developmental level</li> </ul>
EC-MC or grades PK 6 Elementary Education (generalist) <i>with minor in subject area of emergency license</i>	<i>Early Childhood-Adolescence</i> Subject area taught under an emergency license	<ul style="list-style-type: none"> <li>● teaching <i>major</i> in the non-shortage subject area</li> <li>● evaluated teaching experience in new subject area and at new developmental levels</li> </ul>

## Policies and Regulations – All Programs

### Attendance, Absences and Tardiness/Make-up Work

Participants in Norda educational programs are expected to attend all class meetings in their entirety. Faculty or administrators have sole discretion to excuse a participant from all or part of a class meeting and arrange for make up work if the participant gives adequate advance notice. Multiple absences will result in failure for the semester.

### Leave of Absence/Suspension or dismissal for unsatisfactory attendance

Program administrators have sole discretion to grant a leave of absence from a program for up to two years. Participants are responsible for paying fees at the rate current to the semester they return. Multiple absences will result in failure for the semester. Participants who fail must re-take the semester classes.

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## Grading System

Note: Each program and class has minimum requirements. See individual handbooks and syllabi for details.

**Minimum grades considered satisfactory:** A grade of “C” is satisfactory.

**Probationary system:** No probationary system exists.

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## Other Policies

**Conditions under which student will be dismissed for unsatisfactory grades:** Participants may be dismissed if they fail to achieve a grade of “C.”

**Conditions under which student dismissed for unsatisfactory grades or progress will be permitted to reenter the program:** None.

**Student progress reports kept and furnished to students:** Each Norda education program maintains participant progress reports. Participants receive notification of course grades after each semester. Participants receive notification of performance scores on required portfolios and student teaching evaluations within two weeks of completion of evaluations.

**Policies and regulations relating to student conduct:** Participants are training to be teachers and school administrators. They are expected to maintain professional conduct during course meeting and during student teaching. Under Wisconsin Statute 118.25, a school district may require you to undergo a physical examination, including a chest X-ray or tuberculin test, as a condition of student teaching. Your primary role during student teaching is to demonstrate knowledge, skills, and dispositions essential to successful practice. Your performance is observed and evaluated by a team of educators which includes one or more cooperating teachers from the school(s) in which you teach and a supervisor designated by Norda. You are supervised by your building principal and must follow the established administrative procedures for reporting incidents, concerns, and complaints.

Feel free to ask your administrators for advice, particularly when you feel you may not have handled a situation appropriately. Contact your administrator immediately if you have had an altercation with a student, parent, or other staff member.

All school rules and procedures applicable to certified teachers in your placement schools must be followed by you as well, including but not limited to: complying with dress codes, enforcing school discipline codes, submitting lesson plans, filing mandated reports, etc. You must be in attendance during school hours as established by the district. You may be absent in the event of illness, injury, or personal emergency, but absence of more than five days may have to be made up during the following semester, if the Placement Officer requires it. You must contact your cooperating teacher to report absences prior to the beginning of the school day; if the district requires, you must also contact your administrator or designee in a timely manner. You should attend all functions required of contracted professional staff such as staff meetings, parent-teacher conferences, in-service sessions, and team meetings.

**Policies and regulations relating to dismissal for unsatisfactory student conduct:** A participant may be dismissed for unprofessional conduct as defined above, for harassment or illegal acts affecting children as defined by Wisconsin state statutes. Such dismissals shall be appealed. Those wishing to appeal dismissal may do so by contacting officials identified below following procedures specified below.

**TIMELY FILING OF APPEAL:** All appeals must be submitted within thirty (30) days of the incident or occurrence; however, all appeals will be investigated by designated officials whenever they are registered, whether verbal or written, regardless of the 30 day deadline if such appeals have longer statutory notification periods or are otherwise governed by applicable statutes of limitations. All appeals should be directed to:

Mark Stensvold  
PO Box 129  
Ladysmith, WI 54848  
715-532-6084

The investigating official shall then have thirty (30) days to reduce the appeal to writing, and record investigation processes and procedures followed, the names and addresses of those contacted during the course of the investigation, conclusions and findings, and action taken to resolve the Appeal. Disciplinary action involving employees of and associates will be kept confidential to protect the rights of those accused of wrongdoing until the record can legally be released. The record of this investigation and its conclusions, findings, and action taken in response will then be forwarded by certified or registered mail to the complainant and to the President of Norda, Inc. within the thirty (30) day timeline.

If the written record of the appeal, the investigation, conclusions and findings, and subsequent action taken by the investigating official do not resolve the appeal, the complainant may, within thirty (30) days of receipt of the written record, appeal the decision of the initial investigating official to the Appeal Officer of Norda, Inc.:

Allen F. Kenyon, Attorney at Law  
PO Box 391  
Ladysmith, WI 54848  
(715) 532-3359

The Appeal Officer shall then have thirty (30) days to reduce the appeal to writing, and record investigation processes and procedures followed, the names, and addresses of those contacted during the course of the investigation, conclusions and findings, and action taken to resolve the Appeal. Disciplinary action involving employees of and associates will be kept confidential to protect the rights of those accused of wrongdoing until the record can legally be released. The record of this investigation and its conclusions, findings, and action taken in response will then be forwarded within the thirty (30) day timeline by certified or registered mail to the complainant and be retained in the corporate records of Norda, Inc.

The findings of the Appeal Officer shall be final.

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## Schedule of Charges

### **10SPED Fees** (*Subject to Change without Notice*)

**Semester I** - \$3,505 (\$3,399.85 - discount of 3% - if paid in full in cash by the 20th of the month prior to semester start). Payment plan - \$700 deposit (\$500 if applying for financial aid) due on acceptance to program and 4 payments of \$701.25 on or before the 5th of each month of the semester.

**Semester II** - \$2,925 (\$2,837.25 - discount of 3% - if paid in full in cash by the 20th of the month prior to semester start). Payment plan - \$731.25 paid on or before 5th of each month of the semester.

**Semester III** - \$2,345 (\$2,274.65 - discount of 3% - if paid in full in cash by the 20th of the month prior to semester start). Payment plan - \$586.25 paid on or before 5th of each month of the semester.

**Student Teaching** - \$1,750 (fee subject to change) plus cost (if any) of cooperating teacher. Must be paid prior to student teaching. No cash discount. Please contact us for details.

*\*There is an additional fee of \$250 for initial enrollees in the EC program to cover the cost of an EC assessment workshop. Fees include fifteen graduate credits from Saint Mary's University of Minnesota awarded upon successful completion of the program & payment in full. St. Mary's will accept 12 graduate credits toward their Masters program.*

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### **EdNova Fees** *(Subject to change without notice)*

- **Portfolio**
  - \$250 deposit (refundable if you do not start portfolio)
  - \$700 payment due with first portfolio submission (before require teaching).
  - \$700 payment due with second portfolio submission (after required teaching).
- **Required Teaching** - \$850 due before your required teaching begins.

Payments by check or credit card are accepted. Graduate credit is available for an additional \$180 for three credits.

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### **Project Teaching Fees** *(Subject to Change without Notice)*

- Deposit = \$500
- Semester 1 = \$1,800
- Semester 2 = \$1,800
- Required Teaching Semester = \$1,800
- *Total program cost = \$5,900*

*Payments by check or Discover, Visa or MasterCard are accepted. A \$50 discount for each semester is applied if you pay the entire semester fee by check before attending the first class of the semester.*

*Payment plan:* \$500 deposit (refundable if you do not attend any class sessions) and twelve monthly payments of \$450.

**Graduate credit is available for an additional \$360 for six credits in our program** (see financial aid information below).

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### **WisAd Fees** *(Subject to Change without Notice)*

- **One certification area:** \$8,000 for credit - \$7,000 for no credit
- **Additional certifications:**
  - superintendent, director of special education & pupil services, or business manager - \$900
  - principal or director of instruction - \$500
- **License Renewal only** - \$3,000

## Refund Policies

All tuition and fees are refundable if a student drops out of the program before the date of the first class session. Students dropping out later are eligible for a refund of a portion of tuition, fees and other charges based on the following: after first month (or class meeting) 75%, after two months (or class meetings) 50%, after three months (or class meetings) 25%, thereafter no refund.

*Pro rata refund policy for veterans and their dependents using GI Bill benefits:* The amount charged to the student for tuition, fees and other charges when only a portion of a course is completed shall not exceed the approximate pro rata portion of the total charges for tuition, fees and other charges that the length of the completed portion of the course bears to its total length. The non-refundable portion of the registration fee will not exceed \$10.00. Refunds will be made within 40 days after the last class attended, or the effective date.

## Description of available classroom space, facilities and equipment, instructional material and instructor personnel

Classrooms for Norda education programs are either hotel or motel meeting rooms or K-12 school classrooms as determined by each program director based on participants needs. All are handicapped accessible. Student teaching occurs in K-12 school classrooms. Accommodations to provide accessibility to classrooms and other facilities for handicapped or disabled students are made when requested by the participant. Such request must be made to the program director.

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## Program Timelines and Program Outlines

**10SPED Timeline:** 10SPED requires a one-year program of study. A full K-12 school semester of fulltime student teaching is also required. Participants meet for ten, face-to-face, weekend (Friday night from 6 - 9 p.m. and Saturday 9 a.m.- 4 p.m.) meetings. Participants should expect to spend an additional 10 to 20 hours per week each semester preparing class assignments during this time. A full K-12 school semester of fulltime student teaching is also required.

### 10SPED Program Outline

#### Semester One

#### **EDWN 605: Educating the Child with Disabilities: 4 credits**

This course provides an overview of special education, beginning with a historical perspective and culminating in practical activities designed to demonstrate the students' functional application of the basic course content. Course objectives include:

- Identification of the major components of the IEP.
- Demonstrate knowledge of the IEP process, including the provisions of FAPE, least restrictive environment, and due process safeguards.
- Identification of various behavior strategies, including functional behavior assessment, in fostering learning and management in the classroom.
- Identification of methods of instruction in the areas of mathematics, reading, and written/spoken language.
- Demonstrate types of modifications and accommodations, including support and related services.

- Demonstrate an understanding of the transition process from pre to post secondary options and life long learning.
- Identify assistive and augmentative technological supports and demonstrate knowledge of program options and eligibility requirements.

### **EDWN 606: The IEP and Special Education Law: 2 credits**

This online course provides an introduction to the IEP program with its process and procedures and the legal basis and implications under federal and state law. Course objectives include:

- Demonstrate an understanding of Federal IDEA legislation, and Chapter 115 of Wisconsin State statutes, including P.I. 11.
- Demonstrate an understanding of a free and appropriate public education (FAPE) and least restrictive environment (LRE).
- Demonstrate an understanding of the IEP and incorporate the concepts of LRE and FAPE.
- Demonstrate an understanding of the development of goals and objectives, and behavioral interventions necessary to meet the child with disabilities' needs.
- Demonstrate an understanding of the adaptations, modifications, and related services to maximize process within the educational setting.

### **Semester Two**

#### **EDWN 609: Assistive Technology, Transition and Related Services: 2 credits (online)**

This online course provides an introduction to the continuum of services which are provided as part of the IEP to allow for supports and modifications necessary to maximize progress and move the student within the pre-school, school, and post-secondary settings.

- Demonstrate an understanding of assistive technology and the assessment/modifications needed to best serve the child with disabilities.
- Demonstrate an understanding of augmentative communication in the development of language.
- Demonstrate an understanding of transitioning the child from pre-school to post secondary vocational, educational and occupational settings.
- Demonstrate the need for related services in the development of the IEP.
- Demonstrate the knowledge of community-based resources and how they support the child from ages 3-21.

#### **EDWN 610: Portfolio Development: 3 credits**

This course will require the student to assemble a document that demonstrates personal and professional growth experiences. The portfolio will be based upon the ten teaching standards adapted for special education. The portfolio will incorporate presentation and reflective components, allowing students opportunities for self-assessment, self-improvement, and showcasing their educational competency.

### **Semester Three**

#### **EDWN 608: Academic and Behavior Management Strategies: 4 credits**

This course provides identification, assessment, analysis, and the planning of academic and behavior interventions for effective classroom instruction and management.

- Identification of major management theories and development of a remedial plan.
- Identification of personal learning styles in themselves, their peers and their students.
- Identification and use of behavioral assessments and designing of behavioral plans.
- Articulation of the "best practices" of behavior management strategies.
- Demonstrate knowledge in managing classroom behaviors as determined within the IEP.
- Demonstrate knowledge of assessment types and appropriately match the assessment to the needs of the child.
- Demonstrate the ability to administer and interpret academic/achievement instruments.

### Standard Special Education Licensure

Candidates who are licensed in regular education, hold emergency licenses in Special Education, or are currently employed in a school district with a DPI permit to teach are eligible for admission into this program. Successful completion results in certification as a Special Education teacher in Cross Categorical or Early Childhood Special Education.

### Licensure by Equivalency

Candidates who are not licensed to teach but have a bachelor’s degree or higher in a related field and have two years of professional work experience may qualify for the “Licensure by Equivalency” program. Upon successful completion of the program, candidates will be fully licensed as Initial Educators certified in Cross Categorical or Early Childhood Special Education.

Program	Standard Special Education Licensure	Certification by Equivalency
<b>Degree Required</b>	Appropriate bachelor's degree (official transcript required) and GPA of 2.75	
<b>Work Experience</b>	Not applicable	Two years
<b>Tests Required</b>	Passing Scores on Praxis I & Praxis II in Middle Childhood to Adolescence Specialist (#20146) <b>or</b> Early Childhood Specialist (#10014)	
<b>License/Permit Required</b>	License to teach in any educational field	Substitute Teacher Permit or Emergency License (\$100 DPI fee)
<b>Program of Study</b>	Face-to-face and web-based courses including 20 hours of monitoring.	
<b>Portfolio</b>	Evaluated by Program Rubric based on 10 Wisconsin Teaching Standards adapted for Special Education	
<b>Student Teaching</b>	As required by Administrative Rule	One Semester fulltime
<b>Follow-up Required</b>	Professional Development Plan evaluated by team over 3 to 5 years for five year Professional Educator License	

## EdNova Timeline and Program Outline

**EdNova Timeline:** EdNova typically requires a one-year program of study. A full K-12 school quarter of at least part-time student teaching is also required. Participants should expect to spend 10 to 20 hours per week each semester preparing portfolio assignments during this time.

### EdNova Program Outline

Practicing teachers can add new certifications to their existing teaching licenses. If you currently hold a Wisconsin Educator License you could be eligible to add new areas of certification based on majors or minors in school subject areas.

You are eligible if you hold a current Wisconsin teaching license and have or can achieve the equivalent of a major or minor in specific school subject areas. With our help you will prepare a teaching portfolio showing your knowledge, skills, and dispositions for the new certification area, teach in the new area, and provide written reflections on that experience.

#### Participants are required to:

- pass any additional Praxis II tests in added subject areas,
- take any additional course work for a major or minor in the new license area (a substantial portion of the required coursework for a major or minor must be completed prior to EdNova enrollment) see *completion requirements* below,
- complete a portfolio orientation workshop with one face-to-face meeting,
- complete a portfolio specific to the new subject area and developmental levels (including specific subject area methods) before required teaching,
- complete required teaching in the new area (at least nine weeks, part-time) with two evaluations from our supervisor, and,
- complete a portfolio after required teaching.

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## Project Teaching Timeline and Program Outline

**Project Teaching Timeline:** Project Teaching requires a two-semester program of study. A full K-12 school semester of fulltime student teaching is also required. Participants meet for five, face-to-face, weekend (Friday night from 6 - 9 p.m. and Saturday 9 a.m. - 4 p.m.) meetings. Participants should expect to spend an additional 10 to 20 hours per week each semester preparing class assignments during this time.

## Project Teaching Program Outline

A teacher certification program in the fields of agriculture, art, business education, computer science, family & consumer education, foreign languages, mathematics, music, sciences, and technology approved by the Wisconsin Department of Public Instruction for persons with bachelor's degrees in school subject areas.

### The instructional program features:

- Five weekend class meetings over two four month semesters - Friday evening & all day Saturday.
- Web-based assignments - Visit educational web sites, write reflective papers.
- Practical teaching experience as a substitute teacher in a school near you.
- Required student teaching or teaching with a two-year permit.

As a result of your work in these two semesters you will develop a professional portfolio to show your knowledge, skills, and dispositions to teach.

Two types of required teaching are possible:

### Student Teaching

Candidates who do not have degrees in areas required for the two-year permit program or who do not meet the five year professional work requirement are placed in the “Certification by Equivalency” program. *The major differences are that these candidates must have the equivalent of a major in a teaching field and must also student teach for one semester. Please contact us for details.* Upon successful completion of the program, candidates are fully licensed as Initial Educators. This is the same license issued to all other new teachers and qualifies holders to teach in any public school in Wisconsin.

### Two-year Teaching Permit

Candidates who hold degrees in *Visual Arts, Computer Science, Engineering, Foreign Language, Mathematics, Music, or Science* and who have *five years of professional work experience* are eligible to obtain a permit to teach after completing a 100-hour program. Teaching fields related to these degrees are considered shortage areas. Upon successful completion of first portfolio you are eligible for a teaching permit that allows you to teach for two years under supervision. After successful completion of the two-year permit, candidates are fully licensed as Initial Educators. This is the same license issued to all other new teachers and qualifies holders to teach in any public school in Wisconsin.

After required teaching for a semester (or two years under the permit) you develop a second portfolio to show how you have affected your students' learning and how your knowledge, skills, and teaching dispositions have grown. Successful completion of this portfolio in either program option leads to your initial educator's license.

## WiscAd Timeline and Program Outline

**WiscAd Timeline:** WiscAd requires a one-semester program of study. 540 hours of internship as a school administrator is also required. Participants meet for four, face-to-face, weekend (Friday night from 6 - 9 p.m. and Saturday 9 a.m. - 4 p.m.) meetings. Participants should expect to spend an additional 10 to 20 hours per week each semester preparing class assignments during this time.

### WiscAd Program Outline

WiscAd is an administrator certification program (business manager, director of instruction, director of special education & pupil services, principal, and superintendent) for persons with Wisconsin teaching licenses. (Business manager certification does not require a Wisconsin teacher license).

#### Semester I (6 credits optional):

- This six-credit course provides those seeking certification as school administrators in Wisconsin with an introduction to Wisconsin's unique school rules, regulations, and reporting requirements. It is "hands-on" and practical in nature, taught by school superintendents who have managed school systems in Wisconsin.
- *Course Delivery:* Total (90 hours)
  - Face-to-Face Instruction - two Fridays (6 - 9 p.m.) & four Saturdays (9 a.m. - 4 p.m.) (34 hours)
  - Reflective Practice (10 hours)
  - Online Coursework (15 hours)
  - Professional Development Plan (10 hours)
  - Portfolio Guide (5 hours)
  - Job Shadowing (16 hours)

#### Subsequent Semesters (10 credits optional):

- a total of 540 hours must be logged - which may be done in one or more semesters
- Initial site-based training scheduled individually and logged by students based on selected activities
- Administrator Proficiencies

## **Policy and regulations for granting credit for previous education and training & shortening of the program accordingly**

Credit is granted for previous education and experience based on a review of participants transcripts and resumes **only to meet program admission requirements**. No program will be shortened or program requirements replaced with previous education or experience.

All candidates must have an official transcript evaluation completed prior to admission to determine eligible majors and minors. The candidate must submit official transcripts of all undergraduate/graduate course work taken previously. If a candidate believes they have the equivalent in work experience to missing academic coursework, they can formally request consideration by the program director to substitute their experience for the academic equivalent by submitting the following documentation and verification:

- A course description or syllabus from an accredited institution of higher education which meets the requirement s/he is seeking to substitute.
- A written description how their work experience satisfies the requirements of the course including length of tenure in the position.
- A letter from their employer verifying that the information provided by the candidate is accurate.

The final decision will be made by the program director and placed in writing in the candidate's student file along with the documentation and verification provided by the candidate.

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## **Placement Service and Employment Assistance**

Norda Education Programs does not offer a placement or employment assistance program.

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## **Nondiscrimination in Employment and Education Opportunity**

Norda is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination/harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Norda will give due consideration to an

individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The offices, course sites, and student teaching and internship settings shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

This policy shall apply to all individuals affiliated with Norda, including but not limited to, its students, participants, employees, applicants, agents, and board of directors, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

This policy supersedes all previous non-discrimination policies.

## Definitions

- **Consensual Relationship.** A sexual or romantic relationship between two persons who voluntarily enter into such a relationship.
- **Discrimination.** Discrimination is defined as conduct that is directed at an individual because of his or her protected class and that subjects the individual to different treatment by agents or employees so as to interfere with or limit the ability of the individual to participate in, or benefit from, the services, activities, or privileges provided by the system or colleges and universities or otherwise adversely affects the individual's employment or education.
- **Discriminatory harassment.** Discriminatory harassment is defined as verbal or physical conduct that is directed at an individual because of his or her protected class, and that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment. As required by law, Norda has further defined sexual harassment as a form of sexual discrimination which is prohibited by state and federal law. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, and other verbal or physical conduct of a sexual nature when:
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, evaluation of a student's academic performance, or term or condition of participation in student activities or in other events or activities sanctioned by Norda; or
  - Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions or other decisions about participation in student activities or other events or activities sanctioned by Norda; or
  - Such conduct has the purpose and effect of threatening an individual's employment; interfering with an individual's work or academic performance; or creating an intimidating, hostile, or offensive work or educational environment.
- **Employee.** Norda personnel include all faculty, staff, administrators, and supervisors.

- **Protected Class.** Protected class for the purpose of this policy means that discrimination and harassment in employment and education are prohibited on the basis of: race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance or sexual orientation. In addition, membership or activity in a local human rights commission is a protected class in employment.
- **Retaliation.** Retaliation includes, but is not limited to, intentionally engaging in any form of intimidation, reprisal or harassment against an individual because he or she made a complaint under this policy or assisted or participated in any manner in an investigation, or process under this policy, regardless of whether a claim of discrimination or harassment is substantiated; or associated with a person or group of persons who are disabled or are of a different race, color, creed, religion, sexual orientation or national origin. Retaliation may occur whether or not there is a power or authority differential between the individuals involved.
- **Student.** “Student” means an individual who is:
  - admitted, enrolled, registered to take or is taking one or more courses, classes, or seminars, credit or noncredit, in any Norda program; or
  - between terms of a continuing course of study, such as a break between academic terms; or
  - expelled or suspended from enrollment as a student or participant in a Norda program, during the pendency of any adjudication of the disciplinary action.
- **Consensual Relationships.** An employee of Norda shall not enter into a consensual relationship with a student or an employee over whom he or she exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority or influence. In the event a relationship already exists, each Norda shall develop a procedure to reassign evaluative authority as may be possible to avoid violations of this policy. This prohibition does not limit the right of an employee to make a recommendation on personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for.
- **Retaliation.** Retaliation as defined in this policy is prohibited in the Norda programs. Any individual subject to this policy who intentionally engages in retaliation shall be subject to disciplinary or other corrective action as appropriate.

## Sexual Harassment and Violence

Sexual harassment is prohibited by federal and state law. Norda is committed to maintain a work environment that is free of all forms of intimidation or sexual harassment. For your guidance we state the three basic criteria established by the Equal Employment Opportunity Commission for determining whether an action constitutes unlawful behavior.

- If submission to the conduct is either an explicit or implicit term or condition of employment;
- If submission to or rejection of the conduct is used and as a basis for an employment decision affecting the person rejecting or submitting to the conduct, or;
- If the conduct has the purpose or effect of substantially interfering with an affected person’s work performance or creating an intimidating, hostile, or offensive work environment.

As a part of our policy to discourage sexual harassment, it is an obligation of every employee to report such incidents whenever they occur to their immediate supervisor. Such incidents will be promptly and independently investigated. Individuals found to have committed sexual harassment will be subjected to appropriate disciplinary measures.

No person who has made a complaint of sexual harassment or who has assisted in an investigation will be subjected to any form of retaliation. Employees who believe they did not receive adequate consideration after making their concerns known to management may file a complaint with the Wisconsin Department of Workforce Development.

This policy is reviewed periodically by Norda, Inc. and may be subject to change. No part of this policy shall be construed to form any legal obligation or liability on the part of Norda, Inc.

Under certain circumstances, sexual harassment or violence may constitute sexual abuse according to Wisconsin law. In such situations, Norda shall comply with the reporting requirements in Wisconsin Statutes. Nothing in this policy will prohibit the Norda from taking immediate action to protect victims of alleged sexual abuse.