

Essential Functions for Program Admission

BSED candidates in the teacher preparation program Cross Categorical Special Education will be expected to demonstrate and maintain the following:

- Overall good health and stamina that will allow them to work a typical eight-hour day,
- Oral and written communication skills and abilities that support clear, understandable communication during instruction, parent conferences, and collaboration with colleagues and other professionals,
- Visual skills necessary to support direct observation of students, to note physical distress in others, to set up and use instructional equipment and materials, to distinguish colors and intensity, to read and understand students' written work and other written documents, to recognize and read warning signals,
- Auditory ability sufficient to understand students' speech, to hear warning bells and sirens, to note sounds of physical distress in others,
- Motor control sufficient to administer CPR to infants, children, and adults, move and set up instructional equipment, manipulate small objects such as instructional manipulatives, write legibly during instruction and on written documents that are required of teachers, use a computer keyboard and mouse,
- Emotional maturity and stability required to work with focus, effectively and flexibly during changing conditions in periods of high stress, and while doing multiple tasks,
- Sensitivity and respect for students with disabilities, family members and other reliable alliances,

Departmental Compliance with the Americans with Disabilities Act of 1990

The Americans with Disabilities Act of 1990 established a clear and comprehensive prohibition of discrimination on the basis of disability. Individuals who meet admission criteria for AASU and candidacy into the Department of Special and Adult Education will not be discriminated against based on a disability documented through the Office of Disability Services at AASU.

For individuals who are eligible for support services that provide access to the curriculum, services must not fundamentally alter the program, result in undue financial or administrative burdens, or modifications of policies and practices that would fundamentally alter the nature of the service, program, or activity.

(Edited 08/08/07)