

SPECIAL EDUCATION

Special educators require skills in adapting general education curricula and making these curricula accessible to students with exceptionalities at all grade levels. Building on the teaching skills required to create reflective, collaborative classrooms, special educators develop instructional strategies to help each individual student learn how to learn and gain the self-advocacy skills necessary for independence.

Program participants examine issues of learning and teaching such as language acquisition, cultural bias and sensitivity, assessment paradigms and practices, behavior management, instructional adaptation, legal requirements, and family support. Lewis & Clark special education programs emphasize the application of theoretically sound and experimentally validated instructional practices for working with pre-K-12 students who present one or multiple learning challenges in the domains of cognition, language, and motor and emotional development. Participants in this program work with their colleagues and school based leaders in the field of special education to examine current research and promising practices for supporting students eligible to receive special-education services to improve their academic achievement, social acceptance, and sense of self-worth.

Through courses and field experiences focused on the needs of students with exceptionalities, licensed pre-K through 12th grade teachers gain the knowledge and skills to become exceptional special educators.

Accreditation

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Oregon Teacher Standards and Practices Commission (TSPC).

Special Education: Generalist Endorsement

The Special Education: Generalist Endorsement Program is designed to provide a highly practical, skill-based curriculum based on current research for educators interested in serving students with exceptionalities. The program is designed for educators who hold a current, regular Oregon teaching license.

The program may be completed in conjunction with the MEd in Curriculum and Instruction (<https://docs.lclark.edu/graduate/teachereducation/curriculuminstruction/#medtext>).

Applying for the Endorsement

Candidates must apply for an endorsement directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for the endorsement within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Endorsement Requirements

A minimum of 18 semester hours, distributed as follows, and all required tests (p. 5)

Required Endorsement Courses

Summer I

SPED 510/ SPED 610	Educating Students with Exceptionalities: Learning and Legal Issues	2
SPED 511/ SPED 611	Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities	2
SPED 516/ SPED 616	Interventions for Students with Low -Incidence Disabilities	2

Fall

SPED 513/ SPED 613	Assessment in Literacy and Math for Students with Exceptionalities	3
SPED 545/ SPED 645	Practicum I	2
SPED 540/ SPED 640	Professional Practices in Special Education I	1

Spring

SPED 514/ SPED 614	Curriculum and Instruction in Literacy and Math for Students with Exceptionalities	3
SPED 546/ SPED 646	Practicum II	2
SPED 541/ SPED 641	Professional Practices in Special Education II	1

Master of Education with Special Education: Generalist Endorsement

No applications for the MEd: Special Education program will be accepted during the 2024-25 academic year. Please see the MEd: Curriculum and Instruction: Special Education program (<https://docs.lclark.edu/graduate/teachereducation/curriculuminstruction/#medtext>).

Students seeking the Master of Education degree with a Special Education: Generalist Endorsement will complete a 37 semester hour program, the first 18 hours of which include the Special Education: Generalist Endorsement (p. 1) program of study.

Degree Requirements

A minimum of 37 semester hours, distributed as follows, and all required tests (p. 5):

Required Courses

The 18 semester hours required for the Special Education: Generalist Endorsement (p. 1) plus the following advanced courses:

ED 500	Educational Research	3
SPED 520	Advanced Instructional Decision Making	3
SPED 521	Effective Program Development for Students with Serious Emotional and Behavioral Disorders	3
SPED 522	Program Development for Students with Severe Needs	2
SPED 523	Special Topics Seminar	2
READ 500/ ESOL 507	Language Acquisition and Development	3

Additional elective courses are based on candidate need and advisor recommendation and may include courses in the ESOL (<https://docs.lclark.edu/graduate/teachereducation/esolbilingual/>) or Reading (<https://docs.lclark.edu/graduate/teachereducation/language/ literacy/>)

#endorsementtext) Interventionist endorsement programs. Courses in other areas of education and counseling may be considered.

Endorsement Courses (On Campus)

SPED 510 Educating Students with Exceptionalities: Learning and Legal Issues

Content: Analysis of child/adolescent development and the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. Topics include characteristics of exceptional learners, special-education history, current policies and procedures based on scientific research, incorporation of technology, and legal issues. Candidates develop or refine a research-based foundation in the education of students with special needs, including the impact of linguistic and cultural variability on special education eligibility and practice.

Prerequisites: None.

Credits: 2 semester hours.

SPED 511 Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities

Content: Study of the developmental backgrounds of students with significant emotional/behavioral problems and practices to help these students develop more productive behaviors. Emphasis on procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, positive behavior supports and interventions (PBIS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.

Prerequisites: None.

Credits: 2 semester hours.

SPED 516 Interventions for Students with Low -Incidence Disabilities

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment and working with paraprofessionals.

Prerequisites: None.

Credits: 2 semester hours.

SPED 513 Assessment in Literacy and Math for Students with Exceptionalities

Content: Evaluation for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to students with specific learning disabilities, dyslexia, and high-incidence disabilities. Candidates practice selecting, administering, scoring selected standardized tests, interpreting the scores and report writing. Candidates learn about Response to Instruction (RTI), including how to administer Curriculum Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: None.

Credits: 3 semester hours.

SPED 545 Practicum I

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: None.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 540 Professional Practices in Special Education I

Content: Seminar class taken in conjunction with SPED 545 Practicum I during fall semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment.

Prerequisites: None.

Credits: 1 semester hour.

SPED 514 Curriculum and Instruction in Literacy and Math for Students with Exceptionalities

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: None.

Credits: 3 semester hours.

SPED 546 Practicum II

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special-educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: None.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 541 Professional Practices in Special Education II

Content: Seminar class taken in conjunction with SPED 546 Practicum II during spring semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: None.

Credits: 1 semester hour.

Endorsement Courses (Off Campus)

SPED 610 Educating Students with Exceptionalities: Learning and Legal Issues

Content: Analysis of child/adolescent development and the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. Topics include characteristics of exceptional learners, special-education history, current policies and procedures based on scientific research, incorporation of technology, and legal issues. Candidates develop or refine a research-based foundation in the education of students with special needs, including the impact of linguistic and cultural variability on special education eligibility and practice.

Prerequisites: None.

Credits: 2 semester hours.

SPED 611 Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities

Content: Study of the developmental backgrounds of students with significant emotional/behavioral problems and practices to help these students develop more productive behaviors. Emphasis on procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, positive behavior supports and interventions (PBIS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.

Prerequisites: None.

Credits: 2 semester hours.

SPED 616 Interventions for Students with Low-Incidence Disabilities

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment and working with paraprofessionals.

Prerequisites: None.

Credits: 2 semester hours.

SPED 613 Assessment in Literacy and Math for Students with Exceptionalities

Content: Evaluation for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to students with specific learning disabilities, dyslexia, and high-incidence disabilities. Candidates practice selecting, administering, scoring selected standardized tests, interpreting the scores and report writing. Candidates learn about Response to Instruction (RTI), including how to administer Curriculum Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: None.

Credits: 3 semester hours.

SPED 645 Practicum I

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: None.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 640 Professional Practices in Special Education I

Content: Seminar class taken in conjunction with SPED 545 Practicum I during fall semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment.

Prerequisites: None.

Credits: 1 semester hour.

SPED 614 Curriculum and Instruction in Literacy and Math for Students with Exceptionalities

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: None.

Credits: 3 semester hours.

SPED 646 Practicum II

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special-educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: None.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 641 Professional Practices in Special Education II

Content: Seminar class taken in conjunction with SPED 546 Practicum II during spring semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: None.

Credits: 1 semester hour.

Master of Education Degree Courses (On Campus)

SPED 520 Advanced Instructional Decision Making

Content: Building on skills developed in the assessment, curriculum, and instruction courses, participants integrate and apply concepts of curriculum and instructional decision making for students with diverse backgrounds and special needs. Focus is on the integration of district-mandated general education curricula, Common Core State Standards and assessments, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities. Prerequisites: SPED 514/633 or consent of advisor. Credits: 3 semester hours.

SPED 521 Effective Program Development for Students with Serious Emotional and Behavioral Disorders

Content: Examination of key components of effective programs. Candidates visit and review programs that use different intervention models, including Positive Behavior Interventions and Supports (PBIS). Candidates study and review delivery systems ranging from consultation models to therapeutic day-treatment programs. Emphasis on creating democratic communities that respond sensitively to students' social, emotional, and developmental needs and are culturally sensitive. The course focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders. Prerequisites: SPED 511/SPED 629 or consent of advisor. Credits: 3 semester hours.

SPED 522 Program Development for Students with Severe Needs

Content: Current practices with demonstrated effectiveness for developing and performing interventions for the benefit of children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to students with severe learning needs. Emphasis on transition services, including from early intervention programs to school-age programs and post-secondary transition. Prerequisites: SPED 516/SPED 628. Credits: 2 semester hours.

SPED 523 Special Topics Seminar

Content: Culminating course of the Special Educator M.Ed. Candidates apply research principles in special education. Students integrate and apply what they have learned throughout the program. In consultation with the instructor and class-participants, each student designs a research project that answers important questions related to his or her work with students who have special needs. In association with these projects, class-members determine the content of seminar meetings and speakers invited to discuss-issues selected by the students. ED-509 may be substituted for this course. Prerequisites: None. Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program. Credits: 2 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

READ 500 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

Master of Education Degree Courses (Off Campus)

READ 634 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

ESOL 607 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

Testing Requirements

The following test must be passed prior to the first field placement in the Lewis & Clark Special Education: Generalist Endorsement Program:

- ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{1,2}

Students must pass the following test to be eligible for a recommendation by Lewis & Clark for the Special Education: Generalist Endorsement in any state. Information regarding the point in the program by which this test must be passed is provided in consultation with your faculty advisor. The required test is:

- NES: Special Education Test (<http://www.orela.nesinc.com/>)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

¹ Students who hold a current Oregon TSPC-issued regular, non-restricted teaching or personnel services license may waive the *ORELA: Protecting Student and Civil Rights in the Educational Environment* test.

² As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.