

# 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 approved by the National Council for Accreditation of Teacher Education (NCATE) and 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 or the Teacher Leadership for Equity and Social Justice Certificate.

## 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](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

## Required Endorsement Courses

### Summer I

SPED 510	Educating Students with Exceptionalities: Learning and Legal Issues	2
SPED 511	Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders	2
SPED 516	Interventions for Students with Severe Needs	2

### Fall

SPED 513	Assessment and Diagnosis for Students With Exceptionalities	3
SPED 545	Practicum I	1

### Spring

SPED 514	Curriculum and Instruction for Students With Exceptionalities	3
SPED 546	Practicum II	1

### Summer II

SPED 517	Literacy for Students with Exceptionalities	2
SPED 535	Special Education: Generalist Endorsement Capstone	2

## Master of Education with Special Education: Generalist Endorsement

**No applications for the MEd: Special Education program will be accepted during the 2018-19 academic year. Please see the MEd: Curriculum and Instruction: Special Education program.**

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 program of study.

## Degree Requirements

A minimum of 37 semester hours, distributed as follows, and all required tests:

## Required Courses

The 18 semester hours required for the Special Education: Generalist Endorsement 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 or Reading 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 Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders**

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: SPED 510/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

### **SPED 516 Interventions for Students with Severe Needs**

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, working toward and incorporating the Common Core State Standards, and working with paraprofessionals.

Prerequisites: SPED 510/626.

Credits: 2 semester hours.

### **SPED 513 Assessment and Diagnosis for Students With Exceptionalities**

Content: Diagnosis for special education eligibility under state and federal laws and assessment for special education instruction.

Special attention is paid to learning disabilities and mental retardation (Intellectual Disabilities). Candidates practice selecting, administering and scoring selected standardized tests; interpreting the scores; and writing reports. 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: SPED 510/SPED 626 or advisor consent required.

Corequisites: SPED 545/SPED 645.

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: SPED 510/SPED 626.

Corequisites: SPED 513/SPED 632.

Restrictions: Consent of program director.

Credits: 1-2 semester hours.

### **SPED 514 Curriculum and Instruction for Students With Exceptionalities**

Content: Research-validated curriculum and specially designed instruction for students with disabilities. Based on Common Core State Standards, participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantive, and procedurally correct individualized education plans (IEPs) and specially designed instruction aligned with the Common Core State Standards. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting, including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632.

Corequisites: SPED 546/SPED 646.

Restrictions: SPED 513/SPED 632 or consent of advisor.

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: SPED 510/SPED 626, SPED 545.

Corequisites: SPED 514/SPED 633.

Restrictions: Consent of program director.

Credits: 1-2 semester hours.

### **SPED 517 Literacy for Students with Exceptionalities**

Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities and the Council for Exceptional Children and International Dyslexia Association standards for practice. Topics include the causes and correlates of reading difficulties including dyslexia, research-validated reading curricula, results of the National Reading Panel, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with Specifically Designed Instruction in reading based on the Common Core State Standards.

Prerequisites: None.

Credits: 2 semester hours.

**SPED 535 Special Education: Generalist Endorsement Capstone**

Content: This capstone course is an integrated theoretical summary of current special education issues that have direct impact on practitioners.

Topics are selected jointly by the faculty and participants, based on participants' experiences in the Special Education: Generalist Endorsement Program, but will include national and state special education standards, consultation and collaboration skills, and Individual Education Plan (IEP) team facilitation. Focus is on enhancing the preparation of participants for their initial years as special educators who advocate for an equitable education for all students.

Prerequisites: SPED 510, SPED 511, SPED 513, SPED 514, SPED 516, SPED 517, SPED 545, and SPED 546.

Credits: 2 semester hours.

**Endorsement Courses (Off Campus)****SPED 626 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 629 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders**

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: SPED 510/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

**SPED 628 Interventions for Students with Severe Needs**

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, working toward and incorporating the Common Core State Standards, and working with paraprofessionals.

Prerequisites: SPED 510/SPED 626.

Credits: 2 semester hours.

**SPED 632 Assessment and Diagnosis for Students With Exceptionalities**

Content: Diagnosis for special education eligibility under state and federal laws and assessment for special education instruction.

Special attention is paid to learning disabilities and mental retardation (Intellectual Disabilities). Candidates practice selecting, administering and scoring selected standardized tests; interpreting the scores; and writing reports. 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: SPED 510/SPED 626 or consent of advisor.

Corequisites: SPED 545/SPED 645.

Credits: 3 semester hours.

**SPED 645 Practicum I**

Content: Public-school-based field experience provides each participant with observation and feedback concerning the application of essential skills, which are required to meet the Oregon special education standards associated with the Special Education: Generalist Endorsement.

Observations are collaboratively scheduled by the endorsement candidate and practicum supervisor with pre- and post-observation analysis. Participants are required to document time spent providing all aspects of the special education process with the emphasis on assessment and progress monitoring.

Prerequisites: SPED 510 or SPED 626.

Corequisites: SPED 513 or SPED 632.

Credits: 1 semester hour.

**SPED 633 Curriculum and Instruction for Students With Exceptionalities**

Content: Research-validated curriculum and specially designed instruction for students with disabilities. Based on Common Core State Standards, participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantive, and procedurally correct individualized education plans (IEPs) and specially designed instruction aligned with the Common Core State Standards. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting, including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632.

Corequisites: SPED546/SPED 646.

Restrictions: SPED 513/SPED 632 or consent of advisor.

Credits: 3 semester hours.

**SPED 646 Practicum II**

Content: Clinical field experience to provide each candidate with observation and feedback concerning essential skills required by the special education standards associated with the Special Education: Generalist Endorsement. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis. Observations in Practicum I (SPED-545) have provided formative assessment of a candidate's demonstrated knowledge, skills, and dispositions related to special education practice. This course provides summative assessment of the candidate. Candidates document time spent providing all aspects of the special education process with emphasis on progress monitoring, individual education plans (IEPs) and specially designed instruction (SDI).

Prerequisites: SPED 510 or SPED 626 and SPED 545 or SPED 645.

Corequisites: SPED 514 or SPED 633.

Credits: 1 semester hour.

**SPED 627 Literacy for Students with Exceptionalities**

Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities and the Council for Exceptional Children and International Dyslexia Association standards for practice. Topics include the causes and correlates of reading difficulties including dyslexia, research-validated reading curricula, results of the National Reading Panel, programs, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with Specifically Designed Instruction in reading based on the Common Core State Standards.

Prerequisites: SPED 514/SPED 633 or consent of advisor.

Credits: 2 semester hours.

**SPED 635 Current Issues in Special Education**

Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in k-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants' backgrounds and cumulative experiences in the Special Education: Generalist Endorsement program. Focus is on application of all components of special education standards in Oregon.

Prerequisites: Completion of all coursework for the Special Education: Generalist Endorsement or consent of program director.

Credits: 2 semester hours.

**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)

### SPED 620 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, SPED 633 or consent of advisor. Credits: 3 semester hours.

### SPED 621 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 622 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 623 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.

### 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>)<sup>†</sup>

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>)

Please note that NES: Special Education is required after 09/01/10. Passing scores on the PRAXIS II: Special Education: Knowledge-Based Core Principles (#20351) or the PRAXIS II: Education of Exceptional Students: Core Content Knowledge (#20353) test will be accepted if taken prior to 09/01/10.

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

<sup>†</sup> Students who hold a current Oregon Basic, Standard, Initial, Continuing, Preliminary, Professional, or Teacher Leader teacher or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.