

**College of Education
Seattle University**

Student Handbook

**M.Ed., Ed.S., and
Endorsement-Only Programs in
Special Education**

2015-2016

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Introduction

Welcome

Welcome to the Special Education Program at Seattle University! We are excited that you have chosen to study with us. It is our mission to create a program in special education which will help you become a leader of the field and well prepared to meet the needs of students in the 21st century. Working with students with disabilities is a much-needed endeavor and is a very meaningful and rewarding career. Graduates of our special education program will find that their skills are in high demand and that job opportunities are numerous. We wish you much luck in your program.

Student Handbook for Special Education

I have prepared this handbook to answer many of the questions asked by new students and to provide guidance throughout your degree or endorsement-only program. I encourage you to become familiar with the contents of this Handbook as well as with Seattle University's [Graduate Catalog](#).

Part 1 of this Handbook is designed to help you plan your personal program of study. Part 2 includes important policies and procedures of Seattle University, the College of Education, and the Special Education program. These are very important policies, which you should review and understand since they have implications for your program planning and completion. Part 3 includes information on useful services and facilities at Seattle University. Part 4 provides you with additional miscellaneous information and resources.

I look forward to working with you.

Cinda Johnson, Ed.D.

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Mission of the Special Education Program

The mission of the Special Education program is to prepare teachers who will effectively work with students from diverse backgrounds who have exceptional learning needs and to prepare teachers who will become leaders in the field.

Program Overview^{1,2}

The Special Education program prepares teachers to provide specially designed instruction to a linguistically and culturally diverse population of children and adolescents (K to 12th grade) with disabilities. The program endeavors to select graduate students who will become leaders in the field of special education. The emphasis of the program is on teaching students with learning disabilities, behavioral disorders and intellectual disabilities.

Students who wish to earn a master's degree in Special Education enroll in the M.Ed. in Special Education program. Students with a master's degree, enroll in the Ed.S. in Special Education program. Students who are not interested in obtaining a degree may enroll in the Endorsement-Only program. Students without an initial teaching certificate enroll in the Master in Teaching (MIT) with Special Education Endorsement program.

The M.Ed., Ed.S., and Endorsement-Only programs are designed for full-time students as well as working professionals who take one or two courses per quarter during the academic year and one or two courses during the summer. Students are admitted each quarter. Full time students can complete the M.Ed. or Ed.S. programs in 5 quarters (two summers and full-time enrollment during one school year). Part-time students can complete the program in 9 to 12 quarters. The endorsement completion time for students in the Endorsement-Only program is dependent upon prior coursework.

Students in the MIT with Special Education Endorsement program are admitted officially only during the MIT Spring Cohort. The MIT with Special Education program is a full-time program that is completed over a course of 6 quarters of daytime courses.

Students in all the special education programs complete a series of courses designed to give a solid background in special education law, procedures, and methods; types of childhood exceptionalities; behavioral intervention and consultation; multicultural and multilingual issues; child/adolescent development; research methods; and educational philosophy. Students take a planned program of coursework in special education, culminating in the practicum working with K-12 students with special needs. Distinct to the program is the series of courses the student completes in literacy development and effective reading instruction. In consultation with the assigned advisor, students can develop a flexible course of study to meet their individual program goals. Students in the Master in Teaching program with Special Education Endorsement also receive broad training in general education as described in the MIT Student Handbook.

Special education courses during the academic year meet in the late afternoon and evening hours; some summer courses meet during the day.

As an accredited special education program, the curriculum in special education adheres to the standards and guidelines of the competency-based program outlined in the Washington Administrative Code (WAC), the Council for Exceptional Children (CEC), and the National Council for the Accreditation of Teacher Education

¹ The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities.

² The program policy is an extension of and in conformity with the College of Education Admission, Retention, Graduation, and Certification Policies and Procedures.

(NCATE). Within these guidelines, the faculty has the freedom and ultimate responsibility for the selection and evaluation of the students; the design, implementation, and evaluations of the curriculum; and the determination of who should be recommended for a degree and state endorsement. Admission and retention decisions are based not only on prior satisfactory academic achievement but also on a range of factors which serve to insure that the candidate can provide special education services in a professional and ethical manner.

Professional Conduct Requirements

From the very first day of starting the Special Education program, students are required to demonstrate professional and ethical conduct. To fulfill this requirement, students are expected to demonstrate the interpersonal and professional behaviors as listed on the Special Education Professional Conduct Requirements Form displayed on the next page

Special Education Professional Conduct Form³

Student Name: _____ ID# _____

Interpersonal and Professional Conduct	Candidacy	Pre-practicum	Post-practicum	Pre-graduation
Scoring: (0 = Below Expectation 1 = Meets Expectation 2 = Exceeds Expectation)				
Enthusiasm for teaching and special education.				
Full participation in class and field settings.				
On-time completion of assignments and responsibilities.				
Seeking help from others as needed.				
Being open to new ideas and techniques.				
Willingness to accept constructive feedback to improve performance.				
Ability to prioritize responsibilities.				
Positive interactions with others in individual and group settings.				
Respects others from diverse backgrounds and learning styles.				
Effective communication with others both in written and verbal form.				
Demonstrates knowledge of the field of Special Education.				
Understands and follows the Council of Exceptional Children ethical code, including using tact and maintaining confidentiality.				
Total Score (0-24)				

Faculty Evaluator: _____ Date: _____

Candidacy: Meets Expectation for Professional Conduct? Yes No

Faculty Evaluator: _____ Date: _____

Pre-practicum: Meets Expectation for Professional Conduct? Yes No

Faculty Evaluator: _____ Date: _____

Post-practicum: Meets Expectation for Professional Conduct? Yes No

Faculty Evaluator: _____ Date: _____

Pre-graduation: Meets Expectation for Professional Conduct? Yes No

Please notate comments on reverse side of form.

³ All requirements must be met for student to meet professional conduct requirements.

Evaluation

Evaluation occurs throughout the program in the students' courses and field experiences. Evaluation includes the assessment of academic performance in the classroom, teacher effectiveness in practicum settings, and professional and ethical codes of conduct throughout the entire program. The faculty will review performance in these areas at critical junctures in the program. If you are having difficulty, we may meet with you to design a plan of action to assist you in addressing the problem if we believe an assistance plan would be helpful. You must earn a grade of B (3.0) or better in each course. On rare occasions, we may withdraw a student from the program if the student has demonstrated that his or her performance in any of the three areas above is unsatisfactory. In that instance, the faculty will work with you to help you identify other professional alternatives to teaching in special education.

Admission Requirements

Admission Requirements for M.Ed.

- A bachelor's degree with a 3.00 cumulative GPA from a regionally accredited college/university or a 3.00 GPA in the last 90-quarter credits (60 semester credits) toward the bachelor's degree. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or the MAT by the application deadline. Test scores must be from tests taken within the last five years.
- Relevant work experience; usually at least one year of teaching experience at the K-12 level.
- Two recommendations, including one from an immediate supervisor and one from a previous academic advisor or professor.
- Copy of valid Washington State teaching certificate.

Admission Requirements for Ed.S.

- A Master's degree in a field of education with a 3.00 cumulative GPA from a regionally accredited college/university.
- Relevant work experience; usually at least one year of teaching experience at the K-12 level.
- Two recommendations, including one from an immediate supervisor and one from a previous academic advisor or professor.
- Copy of valid Washington State teaching certificate.

Admission Requirements for Endorsement-Only.

- A bachelor's degree in a related field of education with a 3.00 cumulative GPA from a regionally accredited college/university.
- Relevant work experience; usually at least one year of teaching experience at the K-12 level.
- Copy of valid Washington State teaching certificate.
- Two recommendations, including one from an immediate supervisor and one from a previous academic advisor or professor.

Degree Requirements

Master of Education/Special Education (48 credits)

I. Basic College of Education Requirements

9 credits, including:

EDUC 5000	Introduction to Research and Graduate Study	3
EDUC 5200	Social Justice in Professional Practice	3
	Choose one of the following courses:	3
EDUC 5110	Child Development	
EDUC 512 0	Adolescent Psychology	

II. Special Education Requirements

24 credits, including:

SPED 5400	Introduction to Special Education and Learning Disorders	3
SPED 5410	Multicultural/Multilingual Issues in Learning	3
SPED 5420	Teaching Students with Learning Disorders	3
SPED 5430	Intro to Behavior Disorders and Intervention	3
SPED 5450	School Consultation and Intervention	3
SPED 5470	Teaching Students with Low Incidence Disabilities	2
SPSY 5640	Individual Educational Assessment	4
SPED 5490	Practicum: Special Education	3

III. Literacy Requirements

6 credits, including:

LITC 5250	Seminar in Literacy Instruction	3
	Choose one of the following:	3
LITC 5240	Literacy Assessment and Evaluation	
LITC 5270	Specialized Literacy Techniques	

IV. Electives

9 credits, choose from the following: 9

LITC 5240	Literacy Assessment and Evaluation	
LITC 5270	Specialized Literacy Techniques	
SPED 5460	Advanced Behavioral Intervention	
SPSY 5620	Family/School Collaboration	
	Or, other elective in consultation with advisor	

Total = 48

Degree Requirements

*Education Specialist (Ed.S.)/ Special Education (45 credits)***I. Basic College of Education Requirements**

6 credits, including:

EDUC 5000	Introduction to Research and Graduate Study	3
	Choose one of the following courses:	3
EDUC 5110	Child Development	
EDUC 5120	Adolescent Psychology	

II. Special Education Requirements

24 credits, including:

SPED 5400	Introduction to Special Education and Learning Disorders	3
SPED 5410	Multicultural/Multilingual Issues in Learning	3
SPED 5420	Teaching Students with Learning Disorders	3
SPED 5430	Intro to Behavior Disorders and Intervention	3
SPED 5450	School Consultation and Intervention	3
SPED 5470	Teaching Students with Low Incidence Disabilities	2
SPSY 5640	Individual Educational Assessment	4
SPED 5490	Practicum: Special Education	3

III. Literacy Requirements

Six credits, including:

LITC 5250	Seminar in Literacy Instruction	3
	Choose one of the following:	3
LITC 5240	Literacy Assessment and Evaluation	
LITC 5270	Specialized Literacy Techniques	

IV. Electives

9 credits, choosing among the following: 9

LITC 5240	Literacy Assessment and Evaluation	
LITC 5270	Specialized Literacy Techniques	
SPED 5460	Advanced Behavioral Intervention	
SPSY 5620	Family/School Collaboration	
	Or, other elective in consultation with advisor	

Total = 45

Requirements
Endorsement-Only Program in Special Education

The Endorsement-only program in Special Education is designed for certified teachers who wish to obtain the special education endorsement and not a degree. Students must complete at least 15 credits of coursework at Seattle University of the total 24 credits of required special education coursework. The amount of coursework required is dependent upon previous coursework and experience. Specific coursework required will be determined by the student's advisor. In the vast majority of cases, students are required to complete the entire 24 credits at Seattle University.

Master in Teaching with Special Education Endorsement

The Master in Teaching with Special Education Endorsement program is designed for those students who wish to earn an initial teaching certificate and special education endorsement simultaneously. Students are admitted to this program every Spring cohort of the MIT program. Students in the MIT with Special Education Endorsement complete both the requirements of the MIT program and specific special education courses required for the special education endorsement. For more specifics regarding this program, please read the Master in Teaching Student Handbook.

Course Descriptions

The following special education courses comprise those required in the special education program. Components in each course have been linked with specific competencies required by the State of Washington, Council for Exceptional Children (CEC), and the National Council for the Accreditation of Teacher Education (NCATE). For more specific information, the reader is referred to the special education program's mission (Part 1). Course descriptions for other required courses not listed here may be found in the graduate catalog.

SPED 5400 Introduction to Special Education and Learning Disorders 3

This course is an introduction to special education including an overview of historical/legal foundations, individualized education programs (IEPs), and exceptionalities in childhood. An emphasis will be placed on understanding the nature of learning disorders (i.e., learning disabilities, speech/language disorders, mental retardation and behavior disorders).

SPED 5410 Multicultural/Multilingual Issues in Learning 3

This course is an introduction to learning disorders for students from culturally and linguistically diverse backgrounds. Topics covered include the types of disabilities among children from various cultural and linguistic backgrounds, perception of disabilities across cultures, reasons for the overrepresentation of various racial and ethnic groups in special programs, the effects of second language acquisition on current classroom learning, and the assessment and intervention for culturally and linguistically diverse students with learning difficulties.

SPED 5420 Teaching Students with Learning Disorders 3

This course is an examination of the methods and curriculum demonstrated to be effective for students with learning disorders. Prerequisite: SPED 540 or permission of instructor.

SPED 5430 Intro to Behavior Disorders and Intervention 3

This course is an overview of the behavior and emotional disorders commonly found in general and special education settings. An introduction to effective inclusive teaching, behavior management, applied behavioral analysis, functional assessment, and intervention is a major component of this class.

SPED 5450 School Consultation and Intervention 3

This course offers methods for special education teachers, reading specialists, and school psychologists to work cooperatively with general educators to effectively teach students with disabilities. Observational techniques, consulting skills, effective communication skills, dealing with resistance, and working in teams and committees are included in this class.

SPED 5460 Advanced Behavioral Intervention 3

This course offers advanced techniques in the teaching, management, and intervention of students with severe behavior disorders. Applied behavior analyses, cognitive behavior modification, and social skills training will be among the techniques discussed. Prerequisite: SPED 543 or permission of instructor.

SPED 5470 Teaching Students with Low Incidence Disabilities 2

This course provides an examination of characteristics of students with low incidence disabilities with an emphasis on effective trends and practices in their education. Prerequisite: SPED 540 or permission of instructor.

SPED 5490 Practicum: Special Education 1 - 6

This course offers diagnostic and prescriptive teaching with children who have learning or behavior problems. It includes developing IEPs. This course takes place in educational settings. Prerequisite: permission of instructor. Closed to non-matriculated and audit students.

SPED 5910 Special Topics 3**SPED 5960 Special Education: Independent Study 1 - 4**

Program Planning and Advising

Advisors are assigned when you are admitted to the program. You should make an advising appointment early in your first quarter of study in order to set up your official program of study.

Prior to developing your program of study, look carefully at the appropriate program-planning sheet in the following pages and read Part 2 on policies and procedures. Please note the policy on transfer credits and the procedures for the comprehensive examination. These are taken near the end of your program. It is the student's responsibility to schedule this exam with the program's administrative assistant.

Steps in the Advising Process

Early in Your Program

Meet with your advisor as soon as possible, either prior or during your first quarter, to set up your preliminary program of study. Use the Suggested Sequence of Courses table to help plan your initial program of study. You must also complete an endorsement form. You will find the table and forms on the following pages.

It is important to set up your SU email account since this is the primary mode of communication and important information is distributed to students this way. If you need help doing this, please call the Help Desk at (206) 296-5571 to check for an appropriate time to set up your account. There is no fee for this service.

As You Progress

Consult with your advisor prior to registration regularly to be sure that you are taking courses in an appropriate sequence. This can easily be done by phone or email. If you take no courses in any quarter, be sure to keep in touch with your advisor so that you do not miss any important information.

When you have completed 15 credits (which must include EDUC 5000 if required in your program of study) complete your program of study plan and meet with your advisor. Initial your plan, have your advisor initial it, and keep a copy for your reference. Your advisor will send a copy of this plan to the Registrar. This becomes your official program of study.

As You Approach the End of Your Studies

Check the timelines for applying for graduation. You must apply for graduation to the Registrar. You can pick up the application instructions and card in the lobby of the University Services Building or on-line at: <http://www.suonline.edu>. At this address, click on "Access Student Menu", and then on the Registrar's Office form tab.

At this time you will also sign up to take your comprehensive examination. Please contact the program's administrative assistant for comprehensive examination dates. General information on the comprehensive examination may be found in Part 2 under Comprehensive Examination. It is the student's responsibility to schedule this exam.

Suggested Sequence of Courses⁴

Quarter Offered

Fall Winter Spring Summer

Courses to take early in your program:

EDUC 5000	x	x	x	x
SPED 5400	x		x	x
SPED 5420		x		x

Courses to take next in your program⁵:

LITC 5250			x	x
SPED 5430	x			x
SPED 5410		x		x
SPSY 5620 ⁶	x		x	
SPSY 5640	x			x
EDUC 5110/5120 ⁷		x		x
SPED 5490 ⁸		x		
SPED 5470				x

Courses to take toward the end of your program⁹:

SPED 5450			x	
SPED 5460 ¹⁰		x		
LITC 5240 ¹¹			x	
LITC 5270 ¹²				x
EDUC 5200 ¹²	x	x	x	x

⁴ Use this to guide your planning in the M.Ed., Ed.S., and Endorsement-only programs. You may use the blank calendar sheet to map out your course plan. Special education course descriptions are noted earlier in this section. Other course descriptions may be found in the College of Education Graduate Catalog.

⁵ SPED 5400 is required before most of the courses below.

⁶ Elective Course

⁷ May take before SPED 5400

⁸ SPED 549 can only be taken after SPED 5400, SPED 5420, and SPED 5450. SPED 5490 can be taken concurrently with SPED 5420.

⁹ Other electives of choice may be used per advisor permission.

¹⁰ Elective course

¹¹ Only one of LITC 5240 or LITC 5270 is required. Either course not taken for the required course may be taken as an elective.

¹² May take before SPED 5400, but suggested to take in latter part of program.

Seattle University – College of Education
Master of Education (M.Ed.) - Special Education
Program of Study / Candidacy Form

Name: _____ ID: _____

Address: _____ Phone: (_____) _____

_____ E-mail: _____

College of Education Courses	9 credits	Quarter Planned	Quarter Taken	Grade
EDUC 5000 <i>Introduction to Educational Research</i>	3	_____	_____	_____
EDUC 5200 <i>Social Justice in Professional Practice</i>	3	_____	_____	_____
Choose one of the following two courses:				
EDUC 5110 <i>Child Development</i>	3	_____	_____	_____
EDUC 5120 <i>Adolescent Psychology</i>	3	_____	_____	_____
Special Education Courses	24 credits			
SPED 5400 <i>Intro. to Special Ed. and Learning Disorders</i>	3	_____	_____	_____
SPED 5410 <i>Multicultural/Bilingual Issues in Learning</i>	3	_____	_____	_____
SPED 5420 <i>Teaching Students with Learning Disorders</i>	3	_____	_____	_____
SPED 5430 <i>Intro. to Behavior Disorders and Intervention</i>	3	_____	_____	_____
SPED 5450 <i>School Consultation and Intervention</i>	3	_____	_____	_____
SPED 5470 <i>Teaching Students with Low Incidence Disabilities</i>	2	_____	_____	_____
SPSY 5640 <i>Individual Educational Assessment</i>	4	_____	_____	_____
SPED 5490 <i>Practicum: Special Education</i>	3	_____	_____	_____
Literacy Courses	6 credits			
LITC 5250 <i>Seminar in Literacy Instruction</i>	3	_____	_____	_____
Choose one of the following two courses:				
LITC 5240 <i>Literacy Assessment and Evaluation</i>	3	_____	_____	_____
LITC 5270 <i>Specialized Literacy Techniques</i>	3	_____	_____	_____
Electives	9 credits			
LITC 5240 Literacy Assessment and Evaluation	3	_____	_____	_____
LITC 5270 Specialized Literacy Techniques	3	_____	_____	_____
SPED 5460 Advanced Behavioral Intervention	3	_____	_____	_____
SPSY 5620 Family/School Collaboration	3	_____	_____	_____
Or other elective in consultation with advisor				
_____	_____	_____	_____	_____
Total credits: 48				

Candidacy: _____ GPA: _____
Faculty Signature for Candidacy Approval Approval Date

Advisor Student Date **Comprehensive Exam:** _____

_____ **Program Completion:** _____

_____ Notes: _____

Seattle University – College of Education
Education Specialist (Ed.S.) - Special Education
Program of Study / Candidacy Form

Name: _____ ID: _____
 Address: _____ Phone: (_____) _____
 _____ E-mail: _____

College of Education Courses	6 credits	Quarter Planned	Quarter Taken	Grade
EDUC 5000 <i>Introduction to Educational Research</i>	3	_____	_____	_____
Choose one of the following two courses:				
EDUC 5110 <i>Child Development</i>	3	_____	_____	_____
EDUC 5120 <i>Adolescent Psychology</i>	3	_____	_____	_____
Special Education Courses	24 credits			
SPED 5400 <i>Intro. to Special Ed. and Learning Disorders</i>	3	_____	_____	_____
SPED 5410 <i>Multicultural/Bilingual Issues in Learning</i>	3	_____	_____	_____
SPED 5420 <i>Teaching Students with Learning Disorders</i>	3	_____	_____	_____
SPED 5430 <i>Intro. to Behavior Disorders and Intervention</i>	3	_____	_____	_____
SPED 5450 <i>School Consultation and Intervention</i>	3	_____	_____	_____
SPED 5470 <i>Teaching Students with Low Incidence Disabilities</i>	2	_____	_____	_____
SPSY 5640 <i>Individual Educational Assessment</i>	4	_____	_____	_____
SPED 5490 <i>Practicum: Special Education</i>	3	_____	_____	_____
Literacy Courses	6 credits			
LITC 5250 <i>Seminar in Literacy Instruction</i>	3	_____	_____	_____
Choose one of the following two courses:				
LITC 5240 <i>Literacy Assessment and Evaluation</i>	3	_____	_____	_____
LITC 5270 <i>Specialized Literacy Techniques</i>	3	_____	_____	_____
Electives	9 credits			
LITC 5240 Literacy Assessment and Evaluation	3	_____	_____	_____
LITC 5270 Specialized Literacy Techniques	3	_____	_____	_____
SPED 5460 Advanced Behavioral Intervention	3	_____	_____	_____
SPSY 5620 Family/School Collaboration	3	_____	_____	_____
Or other elective in consultation with advisor				
_____	_____	_____	_____	_____
Total credits: 45				

Candidacy: _____ GPA: _____
Faculty Signature for Candidacy Approval Approval Date

<u>Advisor</u>	<u>Student</u>	<u>Date</u>	Comprehensive Exam: _____		
_____	_____	_____	Program Completion: _____	_____	_____
Notes: _____					

Seattle University – College of Education
Endorsement-Only Special Education Graduate Program
Program of Study

Name: _____ ID: _____

Address: _____ Phone: (_____) _____

_____ E-mail: _____

Special Education Courses	24 credits	Quarter Planned	Quarter Completed	Grade
SPED 5400 <i>Intro. to Special Ed. and Learning Disorders</i>	3	_____	_____	_____
SPED 5410 <i>Multicultural/Bilingual Issues in Learning</i>	3	_____	_____	_____
SPED 5420 <i>Teaching Students with Learning Disorders</i>	3	_____	_____	_____
SPED 5430 <i>Intro. to Behavior Disorders and Intervention</i>	3	_____	_____	_____
SPED 5450 <i>School Consultation and Intervention</i>	3	_____	_____	_____
SPED 5470 <i>Teaching Students with Low Incidence Disabilities</i>	2	_____	_____	_____
SPSY 5640 <i>Individual Educational Assessment</i>	4	_____	_____	_____
SPED 5490 <i>Practicum: Special Education</i>	3	_____	_____	_____

Total credits: 24

Advisor Student Date

_____ Notes: _____

Special Education Program Course Planning Calendar

Name _____ Date _____ Advisor _____

Fall 2013	Winter 2014	Spring 2014	Summer 2014
_____ Credits	_____ Credits	_____ Credits	_____ Credits

Fall 2014	Winter 2015	Spring 2015	Summer 2015
_____ Credits	_____ Credits	_____ Credits	_____ Credits

Fall 2015	Winter 2016	Spring 2016	Summer 2016
_____ Credits	_____ Credits	_____ Credits	_____ Credits

Fall 2016	Winter 2017	Spring 2017	Summer 2017
_____ Credits	_____ Credits	_____ Credits	_____ Credits

Notes:

Special Education Endorsement Requirements

Students who wish to earn the Washington State endorsement in Special Education must already hold a Washington State initial teaching certificate. Applicants must also complete a total of 24 credits of coursework at Seattle University. A Special Education Endorsement Form (on next page) must be completed and submitted to the College of Education Certification Office (Loyola 500) at Seattle University when all requirements have been satisfied. Specific courses include SPED 5400, SPED 5410, SPED 5420, SPED 5430, SPED 5450, SPED 5470, SPSY 5640, and SPED 5490. These courses may be completed through the M.Ed., Ed.S., or Endorsement-only programs in Special Education. All courses must be completed with a grade of B (3.0) or higher.

Students within the M.Ed. and Ed.S. programs may obtain their special education endorsement prior to the completion of their respective programs. Beginning August 2005, all students must pass the WEST-E in Special Education in order to obtain their special education endorsement. Information about the WEST-E may be obtained at: <http://www.west.nesinc.com>. It is the student's responsibility to schedule this exam.

Requirements in each course specified above have been linked with competencies required by Washington State. Under very limited circumstances, specific courses may be waived depending upon prior background and experience. In order to waive specific courses, applicants must document that requirements in each course were met. This documentation at a minimum must include official transcripts, course syllabi, and any other documentation regarding previous background or experience.

Students with extensive prior coursework in special education, who would like to know how many credits they are lacking towards a special education endorsement, may have their transcripts reviewed by a special education program faculty for a nominal fee. This may be done prior to or after admission to the program. To have transcripts reviewed, students should contact Dr. Cinda Johnson, at 206-296-5888. Students without extensive prior coursework in special education do not need to fulfill this requirement.

Note: Endorsements will only be granted for those students who have consistently demonstrated the professional conduct requirements listed earlier in this section.

Special Education Endorsement Form
(For M.Ed., Ed.S., and Endorsement-only Programs)

Name: _____ ID: _____

Mailing Address: _____

Phone(s): _____ E-mail: _____

The Washington State endorsement in Special Education is available at Seattle University through one of the following graduate programs: Endorsement-only in Special Education, M.Ed. in Special Education, and Ed.S. in Special Education. A candidate for the endorsement must hold a valid Washington State initial teaching certificate, and successfully pass the West E (Praxis) test (Special Education – Education of Exceptional Students: Core Content Knowledge) and list the test date here: _____.

Directions:

- 1) Complete this form – for each course include the year, the location (if other than Seattle University), and the grade earned.
- 2) Submit this form to your Advisor for review. Approved forms will be sent to the SU Certification Office.
- 3) You will be contacted by the SU Certification Office regarding further instructions when your form has been received.

Required Special Education Courses – 24 credits	Hrs	Taken/Completed	Grade
SPED 5400 Intro. to Special Education and Learning Disorders	3	_____	_____
SPED 5410 Multicultural/Multilingual Issues in Learning	3	_____	_____
SPED 5420 Teaching Students with Learning Disorders	3	_____	_____
SPED 5430 Intro. to Behavior Disorders and Intervention	3	_____	_____
SPED 5450 School Consultation and Intervention	3	_____	_____
SPED 5470 Teaching Students with Low Incidence Disabilities	2	_____	_____
SPSY 5640 Individual Educational Assessment	4	_____	_____
SPED 5490 Practicum: Special Education	3	_____	_____

Other Course(s) - Equivalent and/or Transferred from other Institution(s)

Title: _____

Total credits: 24

Upon completing this form please read the affidavit and print/sign your name below. Requirements in each course above have been linked with competencies required by the State. If a course has been waived, documentation must be attached showing that requirements were met (must include official transcripts, course syllabi, and any other documentation regarding previous background or experience).

AFFIDAVIT

I, (*Print Name*) _____, certify (or declare) under penalty of perjury under the laws of the state of Washington that I have given my advisor accurate information regarding previous coursework and experience for the purposes of endorsement planning.

Student Signature

Date / Place (City/State)

Approved by:

Advisor Signature

Date

Advisor comments:

Part 2. Policies and Procedures

The following section highlights important policies and procedures for students in the Special Education program. Students are encouraged to consult the Seattle University *Graduate Catalog* (<http://catalog.seattleu.edu/index.php?catoid=18>) and the Seattle University *Student Handbook* (available on the web under *Policies* at <http://www.seattleu.edu/deanofstudents/policies/>).

Academic Grading Grievance

The purpose of this procedure is to provide a confidential, fair, and timely means by which students may seek redress for an academic grievance concerning a course grade. The full policy and procedure are delineated in the *Student Handbook* online under *Resources* at <http://www.seattleu.edu/deanofstudents/policies/> and in the *Graduate Catalog* (<http://catalog.seattleu.edu/index.php?catoid=18>). The scope of this academic grievance is limited to allegations of arbitrary and capricious behavior by the teaching faculty regarding academic grading. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course. In the event a student challenges a final course grade, the burden of proof lies with the student who claims a grievance.

The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods and appropriateness of performance standards.

The process involves a sequence of steps, at any one of which the issue may be resolved and the procedure terminated. The steps include: an informal conference with the instructor; filing of a formal challenge; appeal to an academic hearing board; and a limited appeal to the Provost. It is important to note this challenge procedure has very specific timelines, which must be strictly followed.

Academic Integrity

Seattle University is committed to the principle that academic integrity are important values in the educational process and that violations in this area should be dealt with in an appropriate and effective manner. The full text of the policy is described in the Seattle University *Student Handbook*, available online under *Policies* at: <http://www.seattleu.edu/deanofstudents/policies/>.

Academic Probation and Dismissal

A matriculated student who falls below the standard required for graduation may be placed on probation and given the opportunity to improve the quality of work before dismissal. Students may be placed on academic probation for failure to achieve a 3.0 GPA, failure to comply with the Academic Honesty policy of the University, failure to be recommended for Candidacy (see Candidacy in this section) or failure to demonstrate professional and ethical conduct (see Professional Conduct Requirements in Part 1).

Graduate students with a cumulative GPA below 3.00 are placed on academic probation. The first time that a student's cumulative GPA is below 3.00, the student receives a letter from the department informing the student of probation status. The student should meet with his/her advisor. After the following quarter of classes, if the student's cumulative GPA is not above a 3.00, then the student is sent a second letter and the student meets with his/her advisor. At the end of two quarters on probation, if the student's GPA is still not above 3.00, the student again meets with advisor. Then the student's name is sent to the Dean of the College of Education with a recommendation for dismissal or continuance. The Dean will determine if a student may be allowed to continue for one additional quarter on probationary status or be dismissed from the program.

- Students must maintain a cumulative grade point average (GPA) of 3.0 or higher in required courses. They will not be permitted to graduate if their cumulative GPA is below a 3.0, regardless of the number of credits completed.
- Students must repeat a required graduate course when a C- grade or lower is received.
- Students may choose to repeat a graduate course graded C or C+ once. In general, we advise students to repeat a course with any C grade.
- When courses are repeated, the second grade will be used in computing the grade point average if a Repeated Course Form is filed with the Registrar. The original grade, however, remains on the student's record.
- While on probation a student cannot file for candidacy or register for Practicum.
- A student who is not meeting the professional conduct requirements at crucial junctures in the program will be counseled and an assistance plan may be developed. Failure to fulfill the requirements listed in the assistance plan may result in dismissal from the program.
- A student who is in serious violation of the professional conduct requirements may be removed from the program. The faculty reserve the right to dismiss a student immediately from the program (without the steps of an assistance plan or probation) should a serious violation of the conduct requirements occur.

Probation actions are subject to the SU Academic Probation Policy (for academic probation) and/or to the SU Fair Process Policy (for professional standards violation). Both of these policies may be found online at www.seattleu.edu/registrar/policies_index.aspx.

Attendance and Participation

Attendance and participation are required in all courses and are important for continued success in the program. Students are expected to demonstrate attendance and participation at a professional level while enrolled in all Seattle University courses. At a minimum, behaviors of concern (i.e., excessive absences) will become a focus when faculty reviews your progress at candidacy. In cases deemed to be extreme by the instructor, advisor or director of the Special Education Program, a review and meeting will be held to advise the student of the concern and create a plan of action. Should the plan of action prove to be ineffective, continued enrollment in the program will be evaluated by the advisor, and department chair.

If you become ill or have a serious family/personal emergency, which prevents you from attending class, please notify the instructor before class (email, voice mail), and arrange with another student to get copies of class notes and handouts. You are responsible for the content of any class you miss, which may mean making arrangements to view class videos in the library, doing extra assignments, etc.

Advising

We encourage you to make an advising appointment before you begin your program and before you register for any classes. Initial advising appointments may be conducted over the telephone or in person at the student's preference. Students should also make advising appointments to develop a program of study, to confirm Candidacy, and to make changes in their program of study.

If you are newly admitted and cannot reach your advisor (this happens most often between summer and fall terms), please contact the Associate Dean in the College of Education (206.296.2687) for help with scheduling problems and initial registration. Recommended courses for new students are: EDUC 5000 - Introduction to Educational Research, SPED 5400 – Introduction to Special Education and Learning Disorders, and SPED 5420 – Teaching Students with Learning Disorders as first courses. Other initial courses can include: EDUC 5110 – Child Development or EDUC 5120 – Adolescent Psychology. Please see Suggested Sequence of Courses in Part 1 for further guidance on course sequence.

Candidacy

For the first 15 credits in the program, students are pre-candidates. During this time you meet with your advisor for initial program planning. Note: Candidacy pertains only to degree programs and not the Endorsement-Only program.

Upon completion of 15 credit hours in the program, students should meet with their advisor to develop a Candidacy Form (fully completed Program of Study). This form becomes the written agreement stipulating requirements. It identifies which courses will be taken (including electives and transfer credits), when the Comprehensive Examination will be taken, and which degree (Ed.S., or M.Ed.) will be earned (Endorsement-only students do not need to apply for candidacy).

To be eligible for Candidacy, students must have completed 15 hours of course work and have demonstrated the professional conduct requirements on Page 9. **For students in the M.Ed. program the first 15 hours must include EDUC 5000 Introduction to Research and Graduate Studies.** Students in all programs must maintain a 3.0 cumulative grade point average. The student's program advisor must recommend the student for Candidacy.

The Program Planning forms in Part 1 outline program requirements and serve as the foundation for the Candidacy Form. When approved by the student and his/her advisor, the Candidacy Form is filed with the Registrar. A degree cannot be issued until all requirements listed on the Candidacy Form have been satisfied.

In the event that a Candidacy Form must be changed, a Petition for Exception to Policy must be filed. The Petition states the requested change and the rationale for doing so. The Petition requires the signature of the student, the student's adviser, the Program Chairperson, and the Dean/Designee of the College of Education. Petitions may be used to request acceptance of transfer credits/course substitutions.

Commencement with Deficiencies

Effective June 1999, graduate students who have six or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards of their program are eligible to participate in Commencement.

Comprehensive Examination

All Ed.S. and M.Ed. program candidates are required to complete a four-hour written examination to fulfill program requirements for graduation (Endorsement-only students are not required to complete a comprehensive exam). The comprehensive examination is closed book and the use of word processing is required unless the student has a specific need or permission is granted by the program. Dictionaries will be available in the exam room.

What is the Comprehensive Examination?

The Comprehensive Examination is a four-hour written examination required of all Masters degree/EdS candidates. It is closed book. The Examination may cover any course work completed by the student, including transfer courses.

When are the Examinations given?

The Examinations are scheduled each quarter. They are held on a Saturday, at approximately mid-point of the quarter, from 9:00 a.m. to 1:00 p.m.

How do I sign up for the Examination?

Students register for the Examination by calling the Administrative Assistant at 206.296.5759. **You should register at least ten weeks before the Examination.** Those registered to take the Examination will be notified of the Examination site, time, and date as well as the orientation meeting held prior to the Examination. All students will be expected to complete the Examination using a University computer. If you need special accommodation of any kind, please check with your adviser or the Learning Center. All accommodations must be approved prior to the start of the Examinations. No accommodation can be made by the proctor at the start of the Examination.

What does the Examination include?

The Examination consists of four essay questions based specific state competencies and program requirements. The questions are designed to provide an opportunity for synthesis and integration of learning across course boundaries. Thus, an appropriate answer to any given question should draw upon multiple courses and various learning experiences including graduate projects, independent studies, and internship experiences.

How do I prepare for the Examination?

Because the questions are general in nature, a general review of courses is appropriate. You will want to look for major themes, trends, and key writers. In addition, you will want to be familiar with processes and procedures like course planning, development, and evaluation. For more specific guidance see the Comprehensive Examination Study Guide included in this section.

What happens during the Examination?

Upon arrival at the Examination, each student will receive a test packet that includes directions, questions, a pencil, and scratch paper. Those completing the Examination on computer use an assigned computer to develop a response and print a copy for review (no back-up copies are produced). Those completing the Examination in writing will receive a set of blue books. Packets and bluebooks are numbered so that Examination readers will not know the name of the student completing the Examination.

The Examination is closed book; dictionaries are available. The Examination is timed; all work must be completed within the four-hour limit.

How is the Examination evaluated?

Each Examination is read by at least two readers who are familiar with course content and the field of study. The readers do not know the identity of the student because the packets are identified by student ID numbers, not names.

The responses are evaluated on the following elements:

- the responses are accurate, concise, and clear;
- the responses completely answer all parts of the question;
- the responses are appropriate for graduate level writing - grammar, punctuation, organization of content;
- the responses indicate a broad and comprehensive knowledge of the major field;
- the responses are well documented with relevant references to significant literature in the field.

Each reader uses a scale of one to four, with one equaling “Does not meet” and four equaling “Fully meets.” If both readers agree that the Examination is satisfactory, the student will be notified in writing by the Dean of the College of Education that the Comprehensive Examination requirement has been met.

What if the Examination is not satisfactory?

If both readers agree that one or more responses in the Examination are unsatisfactory, the student will be asked to rewrite all or part of the Examination. A rewrite will also be required if the student fails to answer the appropriate number of questions in each section of the Examination. The student will be notified by the Program Director.

The re-write examination will be made up of new questions that focus on similar content to the initial questions that were inadequately answered. If a student does not attempt to answer a question, the new question will be one that is appropriate for that segment of the Examination. No choice of questions will be provided.

Students should schedule the re-write within one month of the first Examination through the Program Director. Students who complete their rewrite less than one week before the end of the quarter will have the Examination read within the first two weeks of the subsequent quarter. If a student fails to satisfactorily complete the re-write process within three months of the original Examination date, he/she shall be required to sit for a completely new Examination at the next regularly scheduled examination date. The second Examination will be considered a re-write.

Re-writes will be reviewed using the same standards as the initial Examination.

A third and final writing may be requested if the second writing is deemed unsatisfactory. If a third writing is required, students must submit a formal plan of study and spend at least one quarter in preparation for the Examination. Those who do not successfully complete the examination shall be dropped from the program.

The student is notified of successful completion of the Comprehensive Examination by the Dean of the College of Education. The Examination questions, responses and results become part of the student file. No questions or responses may be released to the student.

Appeals

Decisions regarding completion of the Comprehensive Examination are not subject to academic grievance or fair process review.

Special accommodations

Students who request special accommodation and who are appropriately determined to require such accommodation shall be accommodated. The nature of the accommodation will vary with the needs of the student. Students who seek accommodation should contact Seattle University's Learning Center at 206-296-5740.

Study Guide for the Comprehensive Exam

The comprehensive exam consists of four essay questions and lasts four hours. For each question, the student has one-hour to complete a detailed written response. Students will be assigned one mandatory question and will then be required to answer three of the four remaining questions provided. Students are expected to cite sources and be able to explain both sides of an issue or argument.

To study, students are encouraged to use class notes, texts, current articles and any other materials that are current in the field. Students are especially encouraged to study an introductory textbook in special education, a special education methods text, and the Washington Administrative Code. The Washington Administrative Code may be found on the OSPI Website at: <http://www.k12.wa.us/SpecialEd/regulations.aspx>.

The following topics are those which may be addressed in the exam:

- I. Foundations of Special Education
 - a. Models theories, philosophies and regulatory history that form the basis for special education practice.
 - b. Continuum of placement and services available for individuals with disabilities.
 - c. Principles of normalization and concept of least restrictive environment.
 - d. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
 - f. Washington Administrative Code.
 - g. Issues, assurances, case law, and due process rights related to assessment, eligibility and placement with a continuum of services.
 - h. Rights and responsibilities related to disabilities.
 - i. Definitions and issues related to the identification of individuals with disabilities.
- II. Assessment, Diagnosis, and Evaluation
 - a. Legal provisions and ethical principles regarding assessment of individuals.
 - b. Childfind screening, pre-referral, referral and eligibility procedures.
- III. Planning, Content, and Practice
 - a. Formulation and implementation of comprehensive longitudinal IEPs in collaboration with team members.
 - b. Formulation of plans which align with general curriculum, including state learning goals, EALRs and benchmarks, modifications, and accommodations.
 - c. Formulation of lesson plans, organization of materials for self and others, para-educators, general educators and early childhood providers.
- IV. Managing Student Behavior and Social Interaction Skills
 - a. Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, and aversive therapy.
- V. Professionalism and Ethical Practice
 - a. Importance of the teacher serving as a role model for individuals with disabilities.

Concurrent Enrollment at Two Colleges

University regulations require students to seek written permission to be enrolled at another institution simultaneously with enrollment at Seattle University. A petition authorizing dual enrollment must be approved prior to enrollment elsewhere or the credits completed at the second institution are not transferable to Seattle University. The petition must be approved by the advisor, department chair and the dean of the College of Education.

Course Load

Most students go through the program taking an average of two courses a quarter. Our program is designed for part-time students, and can best accommodate people moving at this rate. You may take one class per quarter if you wish. International students must take three classes per quarter (except for Summer Quarter) as a condition of their student visa. Three classes are considered the maximum load for any graduate student.

Anyone holding full-time employment is ordinarily limited to six credit hours per quarter. This may be exceeded when added courses are an integrated part of the working day, e.g. internship, and certain independent studies and graduate projects.

Disability Services

If the student has a disability that the student believes requires accommodation by Seattle University, it is the student's affirmative responsibility to request such accommodation from Seattle University by calling 206-296-5740 or by going to the Learning Center in Room 100 of Loyola, where the Disabilities Services office is located. The student should make an appointment with the Disability Specialist to evaluate the need for accommodation and, if needed, define the accommodation. An accommodation request form is required from each student for each and every quarter that any accommodation is needed. Please allow sufficient time for processing the evaluation and accommodation request.

Email Accounts

Students are required to use their web-based SU email account because all official communications (admissions, registration, student financial services, school/college, and program) of Seattle University are sent to that account. "Required to use the student SU email account" means that all students are required to activate their SU email account as soon as they are accepted into any program in the College of Education and then students must either check the SU email account regularly or they can configure the SU email account to forward the email that comes to the SU email account to any other student-preferred email account. To activate your account and get a password, contact the SU Help Desk at 206-296-5571. An email login is also necessary to use SU computer labs and access the SU Library online catalog and ERIC system.

Emergency Contact Information

Students are required to provide emergency contact information to the University. Please go to www.suonline.seattleu.edu and select the "Students" menu and under the heading "user account." Then, select "address change" to enter change of address, phone or select "Emergency contact" to enter new emergency contact information.

If your contact information changes, you also need to inform your program administrative assistant of the changes, in addition to reporting the changes on SUOnline.

Exception to Policy (Petition to the Dean)

If any student has serious reason to seek an exception to any of the policies and/or procedures listed in the Student Handbook or Graduate Catalog, she or he must petition the Dean of the College of Education by using a petition form available in the Program Office (206-296-5759). Submit the completed Petition for Exception to Policy (PEP) to your academic advisor for review and action.

Professional Conduct

Seattle University has established a Professional Conduct policy to govern decisions related to admissions, retention, graduation, and state certification; academic decisions that may and may not be reviewed; student termination guidelines; and review process for student probation and termination. Complete copies of the policy are available on the University website (<http://www.seattleu.edu/deanofstudents/policies/>).

Grievance policies for course grades are also delineated in the *Graduate Catalog* (see Academic Grievance-Procedure for Challenging Course Grades).

Financial Aid

Graduate students must be enrolled at least part-time (three credits) to be considered for financial assistance. The greatest support is available through student loans, and there are a few graduate scholarships and assistantships. Seattle University financial aid is not available for international students. We encourage you to check with your employer's human resources office, as many employers provide tuition assistance.

Application Process

To be considered for financial aid, a student must be admitted to the university, and complete the Free Application for Federal Aid (FAFSA). This application is used for federal, state, and institutional funds (available at www.seattleu.edu). For further information, contact the Financial Aid and Student Employment office at 206-296-5840.

Format for Term Papers and Graduate Projects

Faculty in the College of Education may require that the format standards endorsed by the American Psychological Association (APA) be followed for course assignments. The *APA Publication Manual* is available for purchase at most bookstores and is available for use at the Reference Desk in the Seattle University Library. (Handouts outlining minimum APA format requirements for the College of Education will be distributed in EDUC 5000 and are also available from the College of Education receptionist in Loyola 500.)

Grades and Grading

Faculty members are responsible for establishing course standards and grading requirements and for evaluating student work. To guide faculty decision making, the University has established the following grading system:

A	4.0	Superior Performance
A-	3.7	
B+	3.3	
B	3.0	Good Performance
B-	2.7	
C+	2.3	

C	2.0	Minimal performance in courses applicable to graduate degree
C-	1.7	Courses graded C- or lower will not count toward graduate degree or certificate
D+	1.3	
D	1.0	Poor Performance
D-	0.7	
F	0.0	Failing

Graduate students must maintain a 3.0 cumulative grade point average. See the *Graduate Catalog* for procedures on repeating courses to improve the grade received. The *Catalog* should also be consulted for academic probation policies and procedures.

In addition to the letter grades described above, the following grading symbols may be used:

I – Incomplete: A temporary grade assigned because a critical portion of the required work was not completed because of illness or other serious circumstances beyond the student’s control. The “I” grade may not be used for the convenience of the faculty member or student. When the instructor assigns an “I” grade at the end of a term, a provisional grade is also submitted which will be automatically assigned by the registrar should the deadline expire without student action. This provisional grade should be calculated to include all work completed to date of final attendance plus a failing grade for work/exams the student did not complete. An incomplete fee, amount noted in the current *Graduate Catalog*, is posted on the student’s account when the grade is submitted to the registrar.

When the specified work has been completed, the faculty member files with the registrar a change of grade form in order to have the final grade posted to the transcript. Deadlines for submission of the form are four weeks after the beginning of the subsequent quarter, except spring term. Spring quarter incomplete grades must be completed by the fourth week of the following fall term. Incomplete work must be submitted to faculty in advance of these deadlines to provide time for review of the work and grade calculations.

N - No Grade: The grade may be suspended for some courses in which the work is not expected to be completed during the regular quarter. The only course that qualifies for an N grade in Special Education is SPED 549. Practicum frequently requires more than one quarter to complete. It is the responsibility of the student to request removal of the N grade when course requirements are fulfilled. Once the closing date has passed, re-registration and payment of regular tuition is required in order to obtain credit for the work completed. Timelines for removal of the N grade are as follows:

<u>N Grades Received</u>	<u>Must Be Removed Before</u>
Summer Term	August 1 of the following calendar year
Fall Term	December 1 of the following calendar year
Winter Term	March 1 of the following calendar year
Spring Term	May 1 of the following calendar year

Z- Administrative Withdrawal: Z grades are assigned by the Office of the Registrar at the end of the drop/add period when a student stops attending or never attended a course for which he/she registered, and did not complete the drop/add process or officially withdraw from the course. Students receiving a Z grade after the drop/add period (generally the 6th day of the quarter) will be assessed a \$100 fee.

If you register for a course, but then decide not to complete the course, use SUOnline to drop the course within the drop/add period. After the drop/add period, you must complete a withdrawal form. Informing the instructor that you will not attend the course is not sufficient action. You must drop/withdraw from the course or the Z grade policy and fee will apply.

Grade Reports

Student quarterly grade reports are available on-line at the end of each quarter. The university does not hold itself responsible for grade report errors unless the registrar is notified of the error within six months after the date of issue of a grade report. Once a grade is recorded it can be changed through a request of grade change form, which is completed by the instructor.

Graduation and Commencement

Graduation and commencement do not mean the same thing. Graduation comes after the completion of all coursework and other degree requirements and can occur at the end of any quarter. Commencement is the annual formal ceremony in June at which degrees and diplomas are presented.

To qualify for graduation, students must first apply for graduation, complete all coursework and examinations (including the Comprehensive Examination), and remove any 'holds' on records (caused by book fines, unpaid late registration fees, etc.).

When all degree requirements are met, graduates will have their degrees posted (meaning that the Master's Degree Requirements Completed is stamped on the transcript) at the end of the quarter of graduation, and a diploma will be mailed to you. Prior to receiving a diploma, a graduate candidate may request that a letter be sent stating that degree requirements have been completed. This letter is available from the registrar's office by calling 206-296-5850; ask for the Graduation Evaluator.

Seattle University policy allows graduate students who have six credits or fewer left to complete to participate in commencement ceremonies. Deadlines for filing graduation applications are in the graduate catalog.

Harassment Policy

Seattle University seeks to promote and maintain an environment free from harassment of any type. Preventing and remedying sexual harassment at Seattle University are essential to ensure a nondiscriminatory safe environment in which students can learn. If faculty or staff is sexually harassing a student, this should be reported to the Affirmative Action officer in Human Resources. If a student outside of an employment or teaching situation is sexually harassing another student, this should be reported to the Associate Vice President for Student Development or any of the contact persons listed in the office of the Vice President for Student Development. For more information, see the *Graduate Catalog* or contact the Affirmative Action officer or the Vice President for Student Development.

Hardship Withdrawal

A withdrawal grade is assigned by the dean or the dean's designee when a student must withdraw from a course for a medical/family hardship reason as appropriately documented. There is no effect on the grade point average and the university's tuition refund policies apply.

Independent Study

SPED 5960 provides students the opportunity to engage in an independent investigation of a topic of interest which is not addressed in other course work. The student must prepare a proposal for advisor approval before registering for the Independent Study credit. Additional guidelines for the Independent Study are available from your advisor.

Practicum Requirements and Guidelines

The practicum experiences are designed to provide students with the opportunity to apply knowledge gained through course work in Special Education in an educational setting. In these courses, students utilize diagnostic and prescriptive teaching with children who have learning and behavior problems. In the practicum, at a minimum, students shadow an experienced special education teacher, participate in classroom activities, write-up a case study for a particular student with a disability, complete an individualized education program (IEP), design interventions, and implement the intervention in the presence of the supervising teacher.

The practicum classes are laboratory courses and require the completion of EDUC 5000 (if required in program of study), SPED 5400, 5420, 5430, and 5450 prior to enrollment. SPED 5420 may be taken concurrently. In addition, prior to enrollment in the practicum, the student must have advanced to candidacy and have permission of the advisor. In as much as possible the practicum should serve as a culminating experience in each student's program.

For all students in special education, 3 credits of practicum are required. This practicum entails 30 hours of on-site practicum work. An additional 3 credit practicum experience in another setting may be taken as an elective if desired and approved by the student's advisor.

Practicum Settings

Students may participate in a setting chosen by the student and approved by the advisor. The setting is dependent upon student needs and interests.

Steps for Practicum

Students should first contact their advisor and obtain approval to begin the practicum. In most cases, students will complete the practicum as a course with an assigned professor. Students should identify a practicum site, complete the practicum approval form, and complete the proposed work plan. Once the advisor's approval is obtained, the student should register for SPED 5490. In order to register for SPED 5490, the advisor will need to complete a Manual Registration Form. These forms are located in the Special Education Program office. Once the student is registered for practicum, practicum activities are completed as stated in the practicum syllabus and work plan. Practicum activities must, at a minimum, include the following components:

- 30 hours on-site classroom activities
- Sample case study and IEP with identifying information removed
- Philosophy statement
- Teaching Demonstration/Self Analysis
- Other activities as stated in the syllabus

Practicum grading procedures are located on the course syllabi.

In order for student to satisfactorily complete practicum, the student must meet all the requirements stated in the work plan, the requirements stated in the syllabi, meet all the stated competencies as stated in the site supervisor evaluation form, receive a grade of B or higher, and turn in the following items to the student's advisor:

- Copy of approved practicum approval form
- Copy of approved work plan
- Copy of Site Supervisor Evaluation form

- Copy of completed case study and IEP*
- Copy of philosophy statement*
- Copy of self-analysis of teaching demonstration*
- The case study, IEP, philosophy statement, and self-analysis must include the grading rubrics completed by the practicum supervisor.

* The Case Study, IEP, Philosophy Statement and self-analysis of teaching demonstration must also be submitted to TaskStream. If you have any questions about obtaining a TaskStream account, or about uploading and submitting assignments to TaskStream, please contact your program administrative assistant.

Throughout the practicum experience, students are expected to demonstrate the professional behavior noted in the professional conduct requirements listed in Part 1. Students may be removed from their practicum site for any of the following reasons:

- Not meeting the professional conduct requirements
- Not completing the agreed-upon work plan

If a student is removed from a practicum site, this action is not subject to appeal or review. It will be up to the student's advisor and department chair to determine if the student may complete an alternative practicum experience, if the student is to be placed on probation, or (in cases of significant violation) if the student is to be dismissed from the program.

Practicum Work Plan

At some point early in the practicum, students are to complete a proposed work plan. This work plan is to include the following:

- Site description and population of students
- Site supervisor and contact information
- Your proposed role in the classroom and activities in which you wish to participate.
- Specify at least three objectives that you wish to accomplish by participating in these practicum activities.
- Statement that activities will include at least 30 face-to-face contact hours with students with disabilities.

The completed work plan is to be attached to the practicum approval form.

Total practicum activities will include those activities listed in the proposed work plan and those listed in the practicum syllabus. Your advisor will provide you with a copy of the practicum syllabus.

**Special Education Program
Seattle University**

Practicum Approval Form¹³

Student Name: _____ Quarter Planned: _____

Student Phone Number: _____ Student E-mail: _____

University Supervisor: _____ Supervisor Phone: _____

Supervisor E-mail: _____

Site Supervisor (Person who will supervise at the site of the practicum)

Name _____ Phone _____

Title _____

Division/Unit _____

School/Institution _____

Address _____

Site supervisor's email _____

This form is designed to serve as a formal agreement between the student, the site supervisor and university supervisor at Seattle University. Our signatures indicate a willingness to participate in the practicum or a willingness to assist the student in accomplishing the objectives identified in his/her attached proposed work plan. Assistance will take the form of support and supervision. Practicum activities are to include at-least 30 face to face contact hours with students with disabilities. Practicum activities are to include both the activities listed in the proposed work plan and activities listed in the practicum syllabus.

Site Supervisor: _____ Date _____

University Supervisor: _____ Date _____

Student _____ Date _____

¹³ Students, please attach a copy of your proposed work plan to this form. Also, please give one completed copy of this form/work plan to your site supervisor and university supervisor. Also, give one copy of the practicum syllabus to your practicum supervisor.

**Special Education Program
Seattle University**

Site Supervisor Evaluation Form

Student Name: _____ Date: _____

Site Supervisor: _____ Site: _____

Professional Knowledge, Skills, Behaviors¹⁴ Student demonstrates:	Below Expectation 0	Meets Expectation ¹⁵ 1	Exceeds Expectation 2
Understanding of the foundations of Special Education, e.g., laws, theories			
An understanding of the characteristics of learners and individual learning differences			
The skills to conduct appropriate assessments for learners with special needs			
The skills to plan appropriate content centered lessons for students			
Enthusiasm for teaching and special education			
Full participation in classroom activities			
Completion of assignments/responsibilities on time			
Seeking help from others as needed			
Being open to new ideas and techniques			
Willingness to accept constructive feedback to improve performance			
Ability to prioritize responsibilities			
Positive interactions with others in individual and group settings			
Respect for others from diverse backgrounds and learning styles			
Effective communication with others both in written and verbal form			
Understanding and following the Council of Exceptional Children ethical code, including using tact and maintaining confidentiality			
Total Score =			

Student met all professional competencies listed above: Yes No

Site Supervisor Signature _____ Date _____

Please note comments on reverse side of form.

¹⁴ Based on competencies required by the Washington Administrative Code, competencies required by the Council for Exceptional Children, and professional behaviors required by the special education program.

¹⁵ If competency was not observed, please provide best estimate of student's ability in this area.

Probation Policies

The following are conditions that will result in the student's placement on probation.

- Graduate students with a cumulative GPA below 3.0.
- Failure to comply with the Academic Honesty policy of the University.
- Not meeting the professional conduct requirements listed on Page 9.

While on probation, you cannot register for the practicum.

Other grading policies that may impact a student's probation include:

- Students must repeat required graduate course when a C- grade or lower is received.
- Students may choose to repeat a graduate course graded C or C+ once. In general, we advise you to repeat a course with any C grade.
- A student will not be permitted to graduate if his or her cumulative GPA is below a 3.0, regardless of the number of credits completed.

Probation Procedures

- The first time that a student's cumulative GPA is below 3.0, students will be notified of the probationary status. Students on probation are strongly encouraged to meet with their advisor to discuss the best methods to improve their GPA in a reasonably short time.
- After the following quarter of classes, if the student's GPA is not above 3.0, students are notified again that the probation status continues. At this time students must meet with his or her advisor to address possible dismissal or continued probation status.
- Students who are not meeting the professional conduct requirements at crucial junctures in the program will be counseled and an assistance plan may be developed. Students will be placed on probation if an assistance plan is developed. Failure to fulfill the requirements listed in the assistance plan may result in dismissal from the program.
- Students who are in serious violation of the professional conduct requirements may be removed from the program. The director of the program reserves the right to dismiss students immediately from the program (without the steps of an assistance plan or probation) should a serious violation of the conduct requirements occur.

Probation actions are subject to the SU Academic Probation Policy (for academic probation) and/or to the SU Fair Process Policy (for professional standards violation). Both of these policies may be found through the College of Education.

Readmission

Graduate students will continue to receive information regarding quarterly registration and will be eligible to register for four quarters after the last quarter of registration. Students attending other institutions in the interim, who wish to consider transfer of these credits, must have official transcripts of that work sent to the Registrar's Office.

Those absent for four or more consecutive quarters must complete a readmission application. International students on a visa may need to apply for readmission if they are absent for one quarter (excluding summer quarter). Official transcripts of any academic work taken in the interim must be sent to Admissions, along with the application, by the program application deadline for the intended quarter of entry. There is no fee for

readmission. Applicants are responsible for clearing all financial and administrative holds. Readmission applications are subject to the review and discretion of the academic departments and deans; therefore readmission is not guaranteed.

Registration

Registration information is now sent via email, so assure that your Seattle University email account is current and check it regularly. Students will receive registration information and a registration time for access to the registration system (www.suonline.seattleu.edu) prior to each registration cycle. If, for any reason, you do not receive registration information, call the registrar's office immediately. **DO NOT WAIT UNTIL REGISTRATION BEGINS!**

Courses have enrollment limits and sometimes fill to capacity early in the registration period. Check SUOnline for availability in courses frequently. If someone drops a course, a space is created and is available to the next person who tries to register for that course. If you are closed out of a course and are uncertain what other courses to enroll in, contact your advisor.

If a course is full and closed, admission to that course is at the discretion of the instructor. Permission is usually not granted unless there are serious consequences, such as the course not being offered for at least one more year, and the student needing the course to graduate in the current year. You will need instructor permission to enter a closed class and must contact the program office to request a manual registration.

Repeating a Course

A graduate student must repeat a required course graded C- or below, but may repeat a graduate course graded C+ or C only once. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree. If courses are used for the special education endorsement, all these courses must be completed with a grade of B (3.0) or better.

Time Limits

Seattle University recognizes that students may progress at different rates and their time to degree completion is often dictated by individual circumstances. However, all requirements for the M.Ed. or Ed.S. degrees must be completed within six years after course work is begun. In those unusual circumstances where students cannot complete the degree requirements within the six-year statute of limitations, a petition must be filed with the dean of the appropriate college or school at least one quarter prior to the expiration of the six-year statute requesting an extension of one year. When petitions are approved, students may be required to take additional credits. In most cases, only one extension will be allowed.

Transfer Credits

A maximum of 10 quarter hours of graduate credit may be transferred to Seattle University. To be eligible, the credits must be from an accredited institution and be considered graduate level work by Seattle University. A grade of "B" or higher is required for the credits to be applied to degree work. Official transcripts must be submitted to the Registrar's office upon completion of the course work. Transfer credits must conform to the six year time limit stipulated above and in the Graduate Bulletin of Information. A petition may be submitted for exception to policy listing the courses you wish to have transferred.

Waiver Policy

It is possible to waive coursework contingent on previous academic work or work experience. Students must submit any possible waiver requests to their advisor. Carefully note the following statement. Courses can be waived, but not credits. A waiver is not the same as a 'transfer of credit'; therefore, equivalent elective courses are selected to substitute for the waived course. Total credits to graduate remain the same.

Withdrawal

A student may drop a course on SUOnline before the Add/Drop deadline. A student must officially notify the Registrar's Office in writing (using the form provided by the Registrar's office) if the student wishes to withdraw from a course after the deadline. The official withdrawal form is available online at www.seattleu.edu/registrar under "Forms." Present the form to the instructor, other applicable offices, and Registrar, in that order, for approval and signatures. Failure to officially withdraw from a course will result in a grade of F on the student's academic record.

Part 3. University Services and Facilities

This section provides a brief overview of commonly used services and facilities at Seattle University. For the most current listing, please visit Seattle University's website.

Bookstore

The Bookstore is located in the University Services Building. Textbooks, supplies, snacks, greeting cards, and Seattle University logo items such as sweatshirts and bumper stickers are available there. It is open late several nights per week to accommodate graduate students. Check the office door or web for current hours of operation. Textbooks can be ordered through the bookstore on-line.

Campus Card

All students should carry the SU Campus Card. This photo ID serves as your library card and provides access to Connolly Sports Center. It may also be "preloaded" to provide an easy way to pay for food and copying services. If you did not attend the Graduate Student Welcome Event, please go to the Campus Card Office on the 3rd floor of Engineering. You will need a photo ID, such as a driver's license or passport.

Career Development Center

The Career Development Center is located in the Student Center Pavilion and may be reached by calling 206-296-6080 or online at <http://www.seattleu.edu/careerservices/>. The Center provides many services to graduate students including career counseling, assessment, and job search guidance. The Career Center is open until 6:00 p.m. two nights each week.

Collegia

The McGoldrick Collegium (Hunthausen 1st floor) offers commuting students a comfortable "home away from home." The center includes a lounge area, a small kitchen, computer space, and snacks. You must request membership in the Collegia, although there is no charge. Members are taken on first-come first-served basis. Visit or call the Collegia office for more information. Phone: 206-296-2037. Online: <http://www.seattleu.edu/ctsl/collegia/mcgoldrick/>.

Computer Laboratories

Several computer laboratories are available for student use. A valid student ID, SU email account, and password enable you to access a wide variety of computers, printers, and information services on campus.

Counseling and Psychological Services

Confidential, personal counseling is available to all students. If you wish to arrange an appointment, please call 206-296-6090. The Counseling Center is located in the Pigott Pavilion for Leadership, room 120. For more information see: <http://www.seattleu.edu/caps/>.

Learning Center

The Learning Center, located in Loyola 100, provides academic support for Seattle University students, including learning style assessment and learning disabilities assessment. Phone: 206-296-5740. Website: <http://www.seattleu.edu/sas/learningassistance/>.

Library

The Lemieux Library offers a wide range of services. Students may use the on-line catalogue system, the automated databases (such as ERIC), and the services of the reference librarians to aid in completing research. A current ID is needed to borrow materials. Call 206-296-6233 for further information such as current library service hours. See <http://www.seattleu.edu/library/> for more information.

Seattle University students can also purchase a University of Washington library card for a very small fee. This enables students to borrow materials from the extensive UW library collection. Contact the University of Washington Library for more information.

Recreation and Sports

The Connolly Center provides a variety of recreational opportunities for SU students. Your ID card provides access to the gymnasium, pools, fields, and courts. Contact University Sports for more information at 206-296-6441. See <http://www.seattleu.edu/recreation/> for more information.

Public Safety

This office, located in the University Services Building, provides a wide array of support services including first aid, escort services, parking permits, bus passes, ferry passes, and lost and found. The Safety and Security phone number is 206-296-5990. For emergencies on the campus using campus phones, call 5911 or for off-campus emergency assistance call 9-911. See <http://www.seattleu.edu/safety/> for more information.

University Services Building

This centrally located building houses the Bookstore, the Registrar's office, the Graduate Admissions Office, Public Safety, Financial Aid Office, and the Controller's Office.

Part 4: Miscellaneous Information

Council for Exceptional Children

All graduate students in special education are encouraged to become student members of the Council for Exception Children (CEC). CEC is the national association for special educators. As a CEC member, students will receive CEC publications and support. Students may join CEC by accessing the CEC website at: www.cec-sped.org.

Key Website Addresses

Seattle University Sites:

Academic Calendar: http://www.seattleu.edu/events/list_ac.asp

Bookstore: <http://www.seattlebookstore.com/>

College of Education: <http://www2.seattleu.edu/coe/>

Email System: <https://owa.seattleu.edu>

Graduate Admissions: <https://www.seattleu.edu/graduate-admissions/>

Graduate Catalog: <http://catalog.seattleu.edu/index.php?catoid=18>

Registrar's Forms: <https://www.seattleu.edu/commonTemplates/PageBuilder/3col.aspx?pageid=114493>

Registrar's Office: <http://www.seattleu.edu/registrar/>

Special Education Program: <http://www.seattleu.edu/coe/specialed/>

Student Financial Services: <http://www.seattleu.edu/sfs/>

SU Home Page: www.seattleu.edu

SUOnline: www.suonline.seattleu.edu

Other Useful Sites

Office of Superintendent of Public Instruction (OSPI): www.k12.wa.us

Praxis Test: www.ets.org

Center for Change in Transition Services: www.seattleu.edu/cts