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Acknowledgement

The Department of Special Education would like to provide our sincere thanks to Dr. Betty Williams, Dr. Vikki Howard, Dr. Stephanie Peterson, and Jennifer Neyman for their contributions of content used in the development of a previous version of a similar document.

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Mission and Themes
Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.

http://www.gonzaga.edu/About/Mission/MissionStatement.asp

(Updated for Accuracy on July 31, 2015)
School of Education

Mission

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

- We model and promote leadership, scholarship and professional competence in multiple specializations.
- We support an environment that is challenging, inclusive, reflective, and collegial.
- We foster inquiry, intellectual creativity, and evidence-based decision-making to accept the challenges facing a global society.
- We provide academic excellence in teaching, advising, service, and scholarship.
- We promote, support, and respect diversity.

The School of Education upholds the tradition of Humanistic, Catholic, and Jesuit Education.

The mission has been summarized in the theme: "Socially responsible professionals who serve with care, competence, and commitment."

http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Education/default.asp

(Updated for Accuracy July 31, 2015)
The education of individual learners is a science as well as an art. Application of the scientific method and established principles of learning are critical for improving the educational outcomes for all individuals, regardless of disability or differences, such as race, religion or cultural. Education extends beyond the cognitive domain to include speech and communication, physical development, social skills, activities of daily living and vocational training. Likewise, education goes beyond classroom settings as learning continues in social contexts, residential settings and the workplace. The education of every individual must consider that person’s specific strengths, desires and needs and be planned in the context of the individual’s family, community and legal rights.

The special education practitioner, therefore, must be prepared to be more than a competent instructor. The special educator must be equipped to communicate well with other professionals, to provide informed and ethical advice to families, and to act as an advocate for the full inclusion of all individuals within the culture. Leadership in the special education profession is established only when the special educator also continues to be a scholar and researcher, capable of critically evaluating teaching strategies and materials, careful in identifying effective procedures and aids, and skillful in communicating these findings to the professional community.

Leadership in special education is established through rigorous training in the fundamental language and legal issues of the profession, in assessment and evaluation, in data based best practices, in communication with families and professionals and in applied research and critical analysis of research. Training must emphasize experience and application with learners who are typical, as well as atypical, and must be accompanied by continuous monitoring and feedback. Finally, such leadership preparation is successful only when it is carried out by committed, practicing professionals who model these values, attitudes, knowledge, skills and qualities of leadership.
Standards of the Profession
COUNCIL FOR EXCEPTIONAL CHILDREN
Special Education Professional Ethical Principles

Adopted by the CEC Board of Directors, January 2010

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.

2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.

3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.

4. Practicing collegially with others who are providing services to individuals with exceptionalities.

5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

6. Using evidence, instructional data, research, and professional knowledge to inform practice.

7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.

8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.

10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

11. Engaging in the improvement of the profession through active participation in professional organizations.

12. Participating in the growth and dissemination of professional knowledge and skills.

http://www.cec.sped.org/standards/Ethical-Principles-and-Practice-standards
Special Education Professional Practice Standards  
*(approved October 2011)*

### Teaching and Assessment

1. Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities.
2. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.
3. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.
4. Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.
5. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.
6. Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.
7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.
8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.
9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.
10. Do not engage in the corporal punishment of individuals with exceptionalities.
11. Report instances of unprofessional or unethical practice to the appropriate supervisor.
12. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education.

### Professional Credentials and Employment

1. Represent themselves in an accurate, ethical, and legal manner with regard to their own knowledge and expertise when seeking employment.
2. Ensure that persons who practice or represent themselves as special education teachers, administrators, and providers of related services are qualified by professional credential.
3. Practice within their professional knowledge and skills and seek appropriate external support and consultation whenever needed.
4. Provide notice consistent with local education agency policies and contracts when intending to leave employment.

5. Adhere to the contracts and terms of appointment, or provide the appropriate supervisor notice of professionally untenable conditions and intent to terminate such employment, if necessary.

6. Advocate for appropriate and supportive teaching and learning conditions

7. Advocate for sufficient personnel resources so that unavailability of substitute teachers or support personnel, including para-educators, does not result in the denial of special education services.

8. Seek professional assistance in instances where personal problems interfere with job performance.

9. Ensure that public statements made by professionals as individuals are not construed to represent official policy statements of an agency.

10. Objectively document and report inadequacies in resources to their supervisors and/or administrators and suggest appropriate corrective action(s).

11. Respond objectively and non-discriminatively when evaluating applicants for employment including grievance procedures.

12. Resolve professional problems within the workplace using established procedures.

13. Seek clear written communication of their duties and responsibilities, including those that are prescribed as conditions of employment.

14. Expect that responsibilities will be communicated to and respected by colleagues, and work to ensure this understanding and respect.

15. Promote educational quality and actively participate in the planning, policy development, management, and evaluation of special education programs and the general education program.

16. Expect adequate supervision of and support for special education professionals and programs provided by qualified special education professionals.

17. Expect clear lines of responsibility and accountability in the administration and supervision of special education professionals

**Professional Development**

1. Maintain a personalized professional development plan designed to advance their knowledge and skills, including cultural competence, systematically in order to maintain a high level of competence.

2. Maintain current knowledge of procedures, policies, and laws relevant to practice.

3. Engage in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.

4. Advocate that the employing agency provide adequate resources for effective school-wide professional development as well as individual professional development plans.

5. Participate in systematic supervised field experiences for candidates in preparation programs.

6. Participate as mentors to other special educators, as appropriate.

**Professional Colleagues**

1. Recognize and respect the skill and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines.
2. Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs.

3. Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.

4. Collaborate with both general and special education professional colleagues as well as other personnel serving persons with exceptional learning needs to improve outcomes for individuals with exceptionalities.

5. Intervene professionally when a colleague’s behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

6. Do not engage in conflicts of interest.

**Para-educators**

1. Assure that special education para-educators have appropriate training for the tasks they are assigned.

2. Assign only tasks for which para-educators have been appropriately prepared.

3. Provide ongoing information to para-educators regarding their performance of assigned tasks.

4. Provide timely, supportive, and collegial communications to para-educators regarding tasks and expectations.

5. Intervene professionally when a para-educator's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

**Parent & Families**

1. Use culturally appropriate communication with parents and families that is respectful and accurately understood.

2. Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services and empower them as partners in the educational process.

3. Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.

4. Promote opportunities for parent education using accurate, culturally appropriate information and professional methods.

5. Inform parents of relevant educational rights and safeguards.

6. Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community.

7. Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships.

**Research**

1. Do not knowingly use research in ways that mislead others.

2. Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs.

3. Protect the rights and welfare of participants in research.
4. Interpret and publish research results with accuracy.

5. Monitor unintended consequences of research projects involving individuals with exceptionalities, and discontinue activities which may cause harm in excess of approved levels.

6. Advocate for sufficient resources to support long term research agendas to improve the practice of special education and the learning outcomes of individuals with exceptionalities

**Case Management**

1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.

2. Follow appropriate procedural safeguards and assist the school in providing due process.

3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.

4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.

5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities

**Non-Educational Support**

1. Perform assigned specific non-educational support tasks, such as administering medication, only in accordance with local policies and when written instructions are on file, legal/policy information is provided, and the professional liability for assuming the task is disclosed.

2. Advocate that special education professionals not be expected to accept non-educational support tasks routinely.

Note: Throughout these standards, wherever “culture” and its derivatives are used, it means the sum of a group’s socially transmitted behavior patterns, thoughts and experiences, and its perceptions, values and assumptions about living that influence behavior and how those emerge with interactions and communications with other cultures.

http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation

(Updated for Accuracy on July 31, 2015)
Ethical Principles of Psychologists and Code of Conduct

Introduction and Applicability

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A - E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and candidate affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or candidates whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.
The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

Preamble

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, candidates, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by candidates, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

General Principles

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

**Principle A: Beneficence and Nonmaleficence**

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns,
they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

**Principle B: Fidelity and Responsibility**

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

**Principle C: Integrity**

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

**Principle D: Justice**

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

**Principle E: Respect for People's Rights and Dignity**

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.
Detailed content regarding each standard can be found at [http://www.apa.org/ethics/code/index.aspx#](http://www.apa.org/ethics/code/index.aspx#). The standards are listed below:

Standard 1: Resolving Ethical Issues  
Standard 2: Competence  
Standard 3: Human Relations  
Standard 4: Privacy and Confidentiality  
Standard 5: Advertising and Other Public Statements  
Standard 6: Record Keeping and Fees  
Standard 7: Education and Training  
Standard 8: Research and Publication  
Standard 9: Assessment  
Standard 10: Therapy

**History and Effective Date**

This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 21, 2002, and is effective beginning June 1, 2003. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. The Ethics Code and information regarding the Code can be found on the APA web site. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

*The APA has previously published its Ethics Code as follows:*


Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

Gonzaga University
Policies & General Information

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be inspired.
Gonzaga University
Policies & General Information

The Special Education Department, within the School of Education, follows all policies designated by the University. This information can be found in the Gonzaga University Student Handbook.

The Department of Special Education would like to emphasize some of the University policies and general information. Although not all policies are emphasized, please note that you are responsible for being aware of and expected to follow all policies.

Below are some policy titles presented for your review:

Vision and Mission
Candidate Conduct and Community Standards

Academics

• Academic Honesty Policy
• Academic Freedom of Candidates
• Class Attendance
• Good Academic Standing, Unsatisfactory Academic Progress, Probation, and Academic Dismissal

Candidate Conduct and Community Standards

• Ethos Statement: Five Principles of Candidate Conduct
• Behavioral Expectations
• Disciplinary Procedures

Candidate Conduct and Disciplinary System

University Policies and Procedures

• Alcohol Policy
• Drug Policy
• Harassment Policy
• Sexual and Relationship Misconduct Policy
• Weapons, Fireworks, and Explosives

Disability Grievance Policy


(Updated for Accuracy on July 31, 2015)
Gonzaga University
Undergraduate Catalogue Information

The Undergraduate Catalogue provides information pertaining to Admission Policies and Procedures, Financial Information, Candidate Life, and Degree Requirements and Procedures. The Department of Special Education would like to emphasize the Degree Requirements and Procedures section (see below). For sections not listed below, please consult the Undergraduate Catalogue or visit the webpage at the bottom of this page.

Degrees and Programs Offered
Degree Requirements
- University Wide
- Major Area
- Minor Area: Minor Courses of Study
- Second Majors. Minors, and Degrees
- Activity Courses
- Multiple Usage of Courses for Meeting Degree Requirements
- Pass/Fail Grade Course Limit

Academic Policies
Grading Policies
- Grading Procedures
- Grade Reports
- Grade Point Averages
- Removal of Incompletes
- Extension of Incomplete Grades
- Change of Grade

Academic Citizenship
- Academic Freedom of Candidates
- Academic Honesty
- Grade Appeal
- Minimum/Maximum Course Loads
- Good Academic Standing, Unsatisfactory Academic Progress, Probation, and Academic Dismissal
- Class Attendance Policy
- Faculty Initiated Course Drops

University Confidentiality of Records Policy
Notification of Rights Under FERPA

http://www.gonzaga.edu/catalogues/15-16-catalogue/undergraduate/default.asp

(Updated for Accuracy on July 31, 2015)
Gonzaga University

Graduate Catalogue Information

The Graduate Catalogue provides additional information regarding: Vision Statement, Services, Programs of Study, General Academic Information, Tuition and Fees, Financial Information, Financial Aid, Confidentiality of Records Policy, Admissions, Prerequisites, Program Outline, and Certification. For those sections not listed below, please consult the Graduate Catalogue or visit the website at the bottom of this page.

Services
- University Ministry
- Counseling and Career Assessment Center
- Alcohol and Substance Abuse Services and Counseling
- The Career Center
- Gonzaga University Alumni Mentor Program (GAMP)
- Center for Community Action and Service-Learning (CCASL)
- Health Center

General Academic Information
- Admission to Candidacy
- Degree Requirements
- Time Requirements for Degrees
- Challenge of Courses
- Individualized Study
- Extension and Correspondence Courses
- Thesis Information
- Petition to Graduate
- Grading
- Grade Point Average
- Transfer of Credits

Financial Aid
University Confidentiality of Records Policy
Notification of Rights Under FERPA

http://www.gonzaga.edu/catalogues/15-16-catalogue/graduate/default.asp

(Updated for Accuracy on July 31, 2015)
School of Education
General Information

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School of Education

General Information

The Special Education Department follows the policies designated within the School of Education under direction of the University. Specific information regarding the School of Education can be found in the Undergraduate and Graduate Catalogues, as well as on-line at https://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Education/Majors-Programs/default.asp

Accreditation

The School of Education is now accredited by the Council for the Accreditation of Educator Preparation (CAEP) which is a consolidation of the National Council for Accreditation of Teacher Education (NCATE). The School of Education is recognized by the Washington State Office of Superintendent of Public Instruction (OSPI). Gonzaga University is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Bachelor of Education Degrees

The School of Education offers three undergraduate degrees. In the Undergraduate Catalogue, specific information concerning University Core and School of Education Core for these programs is provided. For requirements pertaining to majors and/or minors, please see the specific departmental sections in the Undergraduate Catalogue, or visit the website below, as well as the Special Education Advising Sheets in the Forms Section.

https://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Education/Majors-Programs/default.asp

Master Degrees

The School of Education offers many graduate degrees across Counselor Education, Leadership and Administration, Special Education, Sport and Physical Education, Teacher Education, and Professional Certification. The Special Education Department provides three areas of specialization when completing the Master of Education (M.Ed.) in Special Education degree. These specializations are Functional Analysis, Early Childhood Special Education, and General Special Education.

In the Graduate Catalogue, detailed information pertaining to graduate admissions, time requirement for degrees, advanced credit, and transfer credit. For specifics regarding these topics, please see the departmental section in the Graduate Catalogue, or visit the website below.

https://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Education/Majors-Programs/default.asp
Teacher Certification
The School of Education offers candidates an opportunity to become certified teachers at the Elementary or Secondary level for general education, as well as in specialty areas like Physical Education and Special Education. Candidates choosing to complete the requirements for teacher certification must take additional courses containing competencies required for certification by the State of Washington in the specified area or areas along with other requirements. Specific information regarding program and certification requirements can be found in the Advisement Handbook for Teacher Certification. This Handbook is provided to undergraduate candidates in EDTE 101 or may be obtained by the Certification director.

Please note that the State of Washington reserves the right to change requirements to obtain certification endorsements at any time. Gonzaga University strives to stay current with these requirements and will make every attempt to inform candidates of changes that may impact them throughout their program.

The Teacher Education Assistance for College and Higher Education Grant – (TEACH Grant)
The Teacher Education Assistance for College and Higher Education (TEACH) grant (federally funded) is available to future teachers who commit to teaching in a shortage area and in low-income schools across the country. Gonzaga University offers the TEACH grant for Special Education, Science, Math, Spanish, and English Language Learners (ELL) endorsement areas. For more information, please see the website below.

https://studentaid.ed.gov/types/grants-scholarships/teach

Fair Process Procedures – General Information
The School of Education (SOE) has developed procedures to provide means for a candidate to seek review of any decision alleged to be arbitrary and capricious. In any case of arbitrary and capricious decision making, the burden of proof rests with the candidate. A decision made in good faith, after due consideration and process, with reasonable basis in fact, is not made arbitrarily or capriciously even if a reviewing body would have made a different decision.

Procedures outlined do not replace or preempt University-wide policy as detailed in the Student Handbook, University Catalogue, and Harassment and Disability policies.

Specific information regarding Retention and Completion, Actions Subject to Appeal, and the Appeal Process can be found in the School of Education Fair Process Manual.

(Updated for Accuracy on July 31, 2015)
Special Education
General Information
The Special Education Program

History of the Program
Gonzaga University initiated its Special Education Program on September 1, 1978, coinciding with the implementation of P.L. 94-142, The Education for All Handicapped Children Act. The Program offers a Bachelor of Education in Special Education, a Master of Education in Special Education, and a Master of Initial Teaching in Special Education. Most of our candidates complete Washington State teacher certification to teach Special Education (preschool through 12th grade {to age 21}). Some candidates also complete an endorsement in Early Childhood Special Education (birth through grade 3). Please note that certification is recommended but not required to obtain a degree (B.Ed. and M.Ed.) in Special Education. Certification is required when completing the Master in Initial Teaching (MIT) degree. The Special Education Program teaches candidates to work effectively with young children, youth, and adults who have mild to severe disabilities, in a variety of educational settings.

Special Education Mission and Conceptual Framework
The mission of the Special Education Department at Gonzaga University is to instill in candidates a respect for all people and their potential for inclusion in society to the maximum extent possible, regardless of disability, racial heritage, socio-economic condition, age, or gender. The Department further seeks to produce highly competent professionals who will benefit the individuals they serve by teaching relevant and lasting skills, staying current with advancements in the field, assisting in content and personal development of the individual, and by being an advocate to assist people with Special Educational needs to meet their full potential. The Department seeks to prepare professionals who gain knowledge and skills in evidence-based decision-making, research and evaluation, application of teaching skills to candidates during field-based experiences, and knowledge of current best practices in Special Education. The goal of this approach is to set a foundation so that graduates will continue to learn through their own experiences as well as through the professional literature long after they have completed their program.

Another component central to the Special Education Department is the dedication and compassion of the faculty and candidates. Faculty believe that utilizing an apprenticeship model (e.g., mentoring and modeling) contributes to the motivation and competence needed for participation in a field that needs professionals to be effective, competent, caring, socially responsible, and committed to the service of others. Another way that dedication and compassion are expressed is through service learning. Many courses within the Special Education Department include service learning where candidates volunteer their time in the service to others in the Spokane community. Candidates may complete their service through a variety of agencies or programs. (Note: Some courses do specify the place where service is to be completed.) The importance of service learning is that candidates identify goals for themselves in relationship to the course and its outcomes.

Curriculum
Evidence-based procedures and strategies along with behavioral principles provide the content basis in preparing Special Education graduates. When foundational content and mentoring approaches are used with effective personalized instructional techniques, consistent instructional focus, and opportunities for supervised application, competent caring professionals emerge. Candidates are expected to master behavioral concepts, evaluate and carry out candidate-based action research, prepare and present professional-quality manuscripts, and implement effective teaching strategies and behavioral
procedures in applied settings. Candidates who recognize these merits value the knowledge of knowing what they are doing is effective because they closely monitor child/student outcomes.

**Practicum experiences.** In several courses, candidates are required to complete practicum work and/or applied research projects with children or adults who have disabilities and/or have other diverse characteristics. This enhances generalization of course concepts and procedures to the application level in the field, under the supervision of teachers and specialists. In this way, discussions in courses often focus on adapting and applying procedures in effective and practical ways. Candidates are required to take at least three and strongly encouraged to take additional practicum courses to give them greater experiences, more opportunities to apply skills, and a broader base to decide in which area of education or therapy to specialize.

**Candidate-based action research.** As a part of course requirements candidates in the Special Education Program complete at least four candidate-based action research studies under the direction and mentorship of faculty, typically in the classroom or other educational settings. One of the main purposes of the research component is to give the candidate the necessary tools to design, implement, and write-up the outcomes of the research and provide the skills considered necessary for making evidence-based educational decisions in the classroom based on objective candidate outcomes. (Note: The faculty member teaching and responsible for each of these courses works closely in the organization and development of the research, confirming that procedures and goals are ethically appropriate, obtaining necessary University approvals for the protection of human subjects, identifying the social significance of the project, assignment of practicum sites, arranging for actual implementation, designing appropriate evaluation measures, and consulting and editing on the final write-up.)

**Content papers.** Candidates write reviews of research literature in required and elective upper division courses taught within the department. These papers are completed to expand the candidate’s thinking regarding individuals with special needs. Again, the teaching faculty take an active mentoring role in guiding the candidate through the review process. Reviewing the literature assists candidates in making critical evaluations and prepares them for advancing further as professionals who respect and utilize evidence-based decision-making.

**Teacher Certification**

In addition to completing an academic major, most Special Education candidates choose to complete the requirements for Teacher Certification with endorsements in Special Education, Early Childhood Special Education, and/or Elementary Education. To complete Teacher Certification in any endorsement area, candidates must take additional courses containing competencies required for certification by the State of Washington in the specified area or areas. For endorsements in Special Education and Elementary Education, in addition to courses meeting required competencies, candidates are required to complete a teaching practicum in each area. For candidates majoring in Special Education, the practicums and teaching experiences help set normal expectations and goals for candidates and prepare candidates for developing creative educational activities and materials. Please see *Advising Sheets (in the Form Section of this manual)* and/or your advisor for assistance in determining necessary coursework. Contacting the certification director for assistance is also an option. Additional information regarding certification can be found in the *Advisement Handbook for Certification*.

(Updated for Accuracy on July 31, 2015)
Those candidates seeking an Early Childhood Special Education (ECSPED) endorsement must successfully complete all four preschool courses and a minimum of 120 hours of additional practica experience in a classroom with young children. This prepares them to work with infants, toddlers, and preschoolers with disabilities and their families. The goal of this program is to prepare personnel for the implementation of Public Law 99-457, as well as Public Law 94-142. Candidates take a core of required course work on normal development, etiology of disabling conditions, physical disabilities and related therapy, language and communication acquisition, legal issues, and family involvement. Each of ECSPED courses have a hands-on practicum linked to course work. Candidate teams develop and implement lesson plans for the preschoolers. Candidates are directly supervised by faculty and assessed on their effectiveness at facilitating positive child outcomes.

**Programmatic Features (Behavioral Assessment Lab and GU Preschool)**

**Behavioral Assessment Lab.** The Gonzaga Behavioral Assessment Lab provides services to families and children in the Inland Northwest. The population served via this lab includes children with severe behavior problems (self-injury, aggression, tantrums), children with behavioral feeding disorders (food refusal, food selectivity, g-tube dependence), and children displaying language delays (non-verbal, echoic) ten years of age or younger. The Behavioral Assessment Lab is directly tied to the Functional Analysis (FA) graduate program. Candidates completing the MEd in functional analysis have completed necessary coursework requirements (Note: BCBA ethics course requirements are taken in addition to degree requirements) to work toward becoming a Board Certified Behavior Analyst (BCBA) and many candidates also complete some supervised hours necessary prior to being approved to take the BCBA exam. The Behavioral Assessment Lab provides graduate candidates with hands-on experience in behavioral assessment, consultation, and service delivery in both isolated and natural settings under faculty guidance. Undergraduate candidates have the opportunity to volunteer and/or complete service learning hours in the Behavioral Assessment Lab. During sessions, undergraduate candidates may assist faculty and graduate candidates in data collection and implement of some procedures.

**Gonzaga Preschool.** The Gonzaga Preschool is designed to provide candidates in the Special Education major hands-on experience in working with young children ages 3-5 years. It is an integrated preschool that includes typically developing and children with disabilities. The preschool is staffed by a certified teacher in Special Education and is also under the supervision of Gonzaga faculty. Some of the children in the preschool have also received services through the Behavioral Assessment Lab. This setting provides the children with a gradual transition and opportunity for generalization to more naturalized environments. The Gonzaga Preschool serves approximately 12 children per semester. Special Education candidates must successfully complete either EDSE 350 or 351 as part of the undergraduate degree program. These two classes along with two other courses include with children at the Gonzaga Preschool.

**Diversity**

The purpose of the Special Education Program is to teach candidates to educate individuals with disabilities. Historically this population has been improperly treated and underserved. In addition, many of these candidates with disabilities have other identified diversity in the areas of culture, racial heritage, and/or socio-economic condition. Candidates majoring in Special Education have chosen a career path where the focus of their training and future work includes interacting with marginalized populations. During their training candidates complete field experiences working directly one-on-one
or in small groups with students/children with disabilities. At least one experience is with students/children at an elementary aged level and another is at the middle/high school aged level. Candidates also complete either a teaching experience or field placement as a culminating experience. These direct experiences prepare candidates to work effectively with diverse populations. Candidates are required to take a course that includes a social justice component (EDSE 340 Policies and Procedures).

**Technology**
The Special Education Program focuses on the use of technology to meet the particular needs of our candidates through the use of computers for accessing Internet resources and information as well as teaching strategies and devices in the classroom. Technology is encouraged through modeling by the faculty who frequently use computers and media equipment in course preparation, instruction, and record keeping. Candidates in most courses are required to integrate curricular content with appropriate technology, e.g., word processing, databases, graphic programs, spreadsheets, accessing research and resources via the web, etc. The course on assessment utilizes several different forms of technology. A variety of assessments are demonstrated and candidates must decide which assessment(s) will provide the information they need to identify specific needs of the candidate and qualification for services. To do this, candidates must be proficient at what the assessment measures, how it is measured, and how to appropriately use the information obtained. Faculty members all attempt to stay current with the technology available. All faculty use Blackboard to some degree in their courses.

**Appeal Process**
Candidates may appeal a decision made by the Department of Special Education using the Appeal Process described in the *Fair Process Manual*.

**Disability Resources, Education, & Access Management (DREAM)**
If you believe you have a disability and need accommodations, please see the Disability Resources, Education, & Access Management (DREAM) office or refer to the website below. In addition to DREAM services, feel free to contact the Special Education course instructor regarding typical accommodations and modifications for candidates.


**Cheating Policy**
For the Department of Special Education cheating policy, please see course syllabi.

**Specialized Professional Associations (SPA)**
The Department of Special Education provides a carefully planned program that meets the standards of the Council for the Accreditation of Educator Preparation (CAEP [http://www.ncate.org/]) which is a consolidation of the National Council for Accreditation of Teacher Education (NCATE), the Council for Exceptional Children (CEC) guidelines, and the Washington Administrative Codes (WACs) for an endorsement in special education in the State of WA.

(Updated for Accuracy on July 31, 2015)
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Bachelor of Education in Special Education

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Bachelor of Education (B.Ed.) in Special Education

The Department of Special Education offers a major or minor as well as an opportunity for Teacher Certification. Candidates majoring in Special Education complete the requirements for the major, the University common core, and the SOE core leading to a Bachelor of Education (B.Ed.) degree. Candidates seeking Special Education endorsements also complete State of WA requirements for Teacher Certification. Gonzaga offers Special Education endorsements in Special Education (P-12) and Early Childhood Special Education (birth – grade 3). For additional information regarding certification requirements, please review the Advisement Handbook for Certification or contact the certification director.

Appeal Process
A candidate may appeal any decision made by the Department by using the Appeal Process described in the School of Education Fair Process Manual.

Advising
Candidates should work carefully with their Special Education advisor in planning the course schedule to be sure major/minor requirements, core requirements, and certification requirements are being met. Special Education Only Undergraduate Certification Program or the Special Education and Elementary Certification Program Advising Sheets provide specific programmatic information needed to complete the degree and certification requirements. Each candidate’s progress will be monitored by the candidate’s Special Education advisor. Go to the Forms Section of this manual for these documents. Please note that these forms change periodically due to changes in State of Washington mandates.

Admission to Special Education Major or Minor

Minimum Requirements. Specific courses needed for formal acceptance into the Special Education Major or Minor can be found in the Undergraduate Catalogue. Please refer to the catalogue of the year of your entry to Gonzaga at the website below.

http://www.gonzaga.edu/catalogues/15-16-catalogue/undergraduate/default.asp

Admission Process. Once the listed courses are successfully completed, the candidate, in consultation with the Special Education advisor, must complete the Application to Special Education Major/Minor Form (Go to Forms Section). The advisor reviews the criteria for the candidate and assists with completing the application form. The advisor recommendation/sign off on the application form must be positive and there should not be any concerns regarding dispositions or inappropriate dispositions indicated on the Concerns Checklist (see Forms Section).

Applications must be submitted to the department chair for faculty review. The chair sets up a meeting for the Special Education faculty to formally review applications for admission. After the faculty have met and determined an outcome, the candidate’s advisor will inform the candidate of the decision for acceptance or denial.

If the candidate’s application for admission into the major does not meet the minimum criteria, the Special Education faculty may create a Remediation Plan individualized to the candidate.

(Updated for Accuracy on July 31, 2015)
Continuing in the Programs - Satisfactory Progress

In order to continue in the Program leading toward the major, minor, and/or teaching endorsements in Special Education or Early Childhood Special Education the candidate must:

- Maintain a cumulative grade point average (GPA) of 3.0 or higher from Gonzaga University;
- Maintain a cumulative GPA of 3.0 or higher in the Special Education major or minor;
- Maintain a cumulative GPA of 3.0 or higher in all professional education course;
- Continue to demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession; and
- Not have any uncorrected concerns regarding disposition(s) or problem behavior(s) indicated on the Concerns Checklist, or must be following the contract to correct any problem behaviors or inappropriate dispositions indicated on the Concerns Checklist. (See Forms Section for the Concerns Checklist.)

The Special Education faculty will review any candidate who fails to meet or maintains the foregoing standards and will make a recommendation regarding program continuance or dismissal. If the candidate’s continuation in the Special Education Program does not meet the minimum criteria, the Special Education faculty may create a Remediation Plan individualized to the candidate using the Concerns Checklist.

Dismissal from the Special Education Program

Any candidate may be dismissed from the program if one or more of the following occur:

- The candidate fails to meet the criteria for “being in good standing” at Gonzaga University;
- There are uncorrected problem behaviors or dispositions indicated on the Concerns Checklist;
- The candidate is not following the contract to correct any problem behaviors or inappropriate dispositions indicated on the Concerns Checklist;
- The cumulative GPA at Gonzaga University falls below a 3.0;
- The cumulative GPA in Special Education courses falls below a 3.0;
- The candidate was found to have committed a serious infraction of the academic Honesty Policy or other university policy, such as the fabrication of data on a research project (see the GU Student Handbook for additional information);
- The candidate fails to meet the requirements and timeline set forth in a Remediation Plan using the Concerns Checklist developed by the academic advisor and/or department chair; and/or
- Other violations or infractions occur.

Notification of a dismissal will be given in writing by the department chair of Special Education within fifteen (15) calendar days from the decision.

Completion of Degree and Graduation - Criteria for Completion

The candidate should confer with the academic advisor, but it is the responsibility of the candidate to know and complete all degree requirements. These requirements include completion of courses for the University core, School of Education core, and academic major. These specific requirements are stated in the Gonzaga University Undergraduate Catalogue. All candidates must apply for graduation with the Registrar’s Office prior to granting of an earned degree.

(Updated for Accuracy on July 31, 2015)
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MASTER PROGRAMS
IN
SPECIAL EDUCATION

Master of Education in Special Education (M.Ed.)

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Master Degree Programs in Special Education

The SOE offers a Master of Education in Special Education as well as programs leading to endorsements in Special Education (P-12) and Early Childhood Special Education (birth – grade 3) in the State of Washington. These endorsements may be added to an existing teaching credential. These endorsements may also be completed within a Teacher Education MIT program earned through a combination of courses from the Departments of Special Education, Teacher Education, and Physical Education and Sports Management. Specialization options within the Master of Education in Special Education include Functional Analysis, Early Childhood Special Education, and General Special Education. See the Graduate Catalogue regarding program specifics. Also refer to the Special Education General Information Section of this manual for information regarding the program.

Appeal Process
A candidate may appeal any decision made by the Department by using the Appeal Process described in the School of Education Fair Process Manual.

Admissions
Minimum Requirements. For applicants pursuing a M.Ed. in Special Education, the guidelines and application process is outlined in the Gonzaga University Graduate Catalogue and can be obtained from the Special Education Department or Graduate Admissions office. For all basic admissions requirements, refer to the Graduate Catalogue.

All applications for admission must be submitted to the SOE Graduate Admissions Office. The Special Education Master Programs have a rolling application process. Applicants should expect to wait 4 to 8 weeks for a response to acceptance after completing the entire application. Applications received after the timeline to be accepted for the next semester, if accepted, may enter at the beginning of the following semester or defer for up to one academic year.

Admission Process. The Department faculty review applications for admission using the criteria outlined in the Graduate Catalogue. Applicants are notified by letter as to provisional, full acceptance or denial in the Special Education Program by the office of the Dean.

(Updated for Accuracy on July 31, 2015)
Assessment Levels

Level I: Advancement to Candidacy
This is the point in the program where the candidate commits and is recognized into candidacy. For the M.Ed. candidates, this is the time when they are reviewed for continuance and specifically declare at least one of the three graduate areas of study (Functional Analysis, Early Childhood Special Education, or General Special Education).

Minimum Requirements
At the completion of nine (9) credits of graduate course work applicable to the M.Ed. in Special Education, the candidate must:

- Earn at least a “B” in each graduate course taken as part of the Master Degree Program;
- Demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession (See the Professional Standard Section of this manual.); and
  - There should not be any uncorrected problem behaviors or inappropriate dispositions indicated on the Concerns Checklist. (See Forms Section for the Concerns Checklist.)
- Apply for candidacy or be denied such advancement (Find Candidacy Application in the Forms Section).

Acceptance Process
Final approval of candidacy is usually determined by a consensus of Special Education faculty. If the faculty requires further information, the candidate may be interviewed by the faculty prior to a final decision. If a consensus cannot be reached, a vote will be taken and a majority vote of the faculty will determine the final decision on candidacy. The Graduate Program Director will notify the candidate of the decision on candidacy. Candidates who are denied admission to candidacy may not take further graduate courses in Special Education.

Level II: Continuing in the Program
Minimum Requirements
The candidate:

- Must remain in good standing at the University;
- Must earn at least a “B” in each graduate course taken as part of the M.Ed. degree; and
- Must continue to demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. (See the Professional Standard Section of this manual.)
  - Should not have any uncorrected problem behaviors or inappropriate dispositions indicated on the Concerns Checklist.

The candidate should work carefully with their advisor in planning the course schedule to ensure requirements for the degree are met and, if sought, certification requirements are being met. Each candidate’s progress will be monitored by the designated program director and course professors will apprise the department chair of any concerns they have about a candidate’s skills necessary to become an effective Special Education professional. Concerns may be raised by other faculty members and be brought to the attention of candidate’s program director and department chair of Special Education.
Any faculty member of the Department of Special Education may review candidates who fail to demonstrate competencies in academic, interpersonal, or social skills and make a recommendation for remediation and/or dismissal from the program. The program director will notify the candidate of any concerns presented and request a meeting to discuss the concern(s). If the candidate’s continuation in the Special Education Program does not meet the minimum criteria listed above in this manual, the faculty may request a Remediation Plan, using the Concerns Checklist, individualized to the candidate be created and in some cases the candidate may be dismissed from the program.

**Level III: Completion of the Capstone Experience**

**Minimum Requirements**

The candidate must receive approval from the research mentors that includes a first and second reader. The first reader is your primary research mentor, and the second reader’s role will be defined by the first reader. It is the joint responsibility of the first reader and the candidate to identify the second reader.

Once approved, the candidate must provide to the Department of Special Education the following:

- A completed research or review paper (journal submission ready in the most current APA format);
- Copies of all raw data collected and any other materials requested by the first and second readers; and
- Electronic copies of the completed project in a computer application (e.g. MS Word, MS Excel) in an accessible format to the mentor faculty.

As part of the capstone experience, candidates must register for the, 0 credit, EDSE 699 Oral Examination. (See your first reader to determine the semester in which to sign up.) The oral examination includes a formal presentation including but not limited to your first and second reader. This oral presentation is designed for you demonstrate your knowledge base and to discuss with your readers/mentors aspects of your final project. The first reader is responsible for confirming where the presentation will take place. Candidates are prohibited from bringing food, drinks, or other items to the presentation for the readers or others in attendance.

**Criteria for completion of the Master of Education in Special Education**

The candidate should confer with his/her advisor, but it is the responsibility of the candidate to know and complete all degree requirements. These requirements are stated in the Gonzaga University Graduate Catalogue used at the time the candidate entered Gonzaga University as a matriculated candidate. The candidate must complete all required course work at or above minimal standards in addition to the requirements stated above. The candidate must petition to be awarded the M.Ed. in Special Education degree with the Registrar’s Office. This entire process must be completed within 5 years from the start of the program (See the Graduate Catalogue for details).

**Dismissal from Program**

The candidate may be dismissed from the program if one or more of the following occur:

- The candidate fails to meet the criteria for “being in good standing” at Gonzaga University.
• There are uncorrected problem behaviors or dispositions indicated on the Concerns Checklist and the candidate has not followed the contract to correct any problem behaviors or inappropriate dispositions indicated on the Concerns Checklist.

• The candidate earns a “B-” or less in a graduate course needed for the M.Ed. degree and does not retake the course.

• The candidate was found to have committed a serious infraction of the Academic Honesty Policy, such as the fabrication of data on a research project or plagiarism (See Gonzaga University Student Handbook and the Professional Standards Section of this manual).

• The candidate fails to meet the requirements and timeline set forth in the Remediation Plan using the Concerns Checklist developed by the advisor, mentor, and/or department chair.

• The candidate fails to complete the degree program sought within the five-year period, beginning with the first course taken after acceptance into the M.Ed. in Special Education Program and in accordance with the guidelines provided in the Graduate Catalogue.

• The candidate does not complete the M.Ed. in Special Education Program according to the timeline set up by the candidate and mentor(s) and does not continuously enroll in at least one semester credit of Continuing Research Education (EDSE 611) for each fall and spring semester until the M.Ed. is completed.

• Other violations or infractions occur.

Notification of dismissal will be sent a letter within fifteen (15) days regarding the decision by the Program Director and/or the Department Chair.

(Updated for Accuracy on July 31, 2015)
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Special Education Practica
(All Degrees)

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Special Education Practica  
(In-School or Community Settings)

Prerequisites for Practica
The candidate must:

• Be in good standing at Gonzaga University;
• Have a current WSP/FBI fingerprint clearance that must be current through the semester; (For fingerprinting instructions, refer to the WSP/FBI Fingerprint Clearance Instructions form located outside the Special Education office or outside the Certification office. Two options are available. Option 1 takes 3 – 4 months to clear, while Option 2 takes approximately 1 week. **Fingerprinting clearance is current for 2 years.** Please plan accordingly. *Find in hallway outside of the SpEd Dept office.*)
• Have no uncorrected behavior problems or inappropriate dispositions as indicated on the **Concerns Checklist**; (See **Forms Section for the Concerns Checklist.** If a contract between the candidate and faculty to correct the problem is active satisfactory progress must be occurring.)
• Be enrolled in the practicum course, complete course requirements, and attend all meetings linked to course requirements; and
• Complete the Special Education **In School Placement Student Information Form** (*Find in hallway outside of the SpEd Dept office.*)

Placements begin to be procured the day that the placement form is completed and submitted. Usually placements are confirmed within two to three weeks from the day the completed placement application is submitted.

Criteria for Completion of Practica
The candidate must:

• Complete at least 30 hours of contact time in the field placement;
• Complete and submit a schedule and calendar with the site supervisor/mentor teacher signature;
• Behave in a professional manner and follow guidelines for the school or agency; and
• Complete a student/client diversity survey form.

The site supervisor/mentor teacher will be sent a practicum packet including a midterm evaluation and final evaluation. The site supervisor/mentor teacher will complete the midterm evaluation at the end of 15 hours of contact time and the final evaluation at the end of 30 hours of contact time. Each evaluation is to be mailed to the course faculty as soon as it is completed. The faculty instructor will have contact with each site supervisor/mentor teacher each semester regarding every candidate and will set up observations of candidates. Please see the course **Syllabus** for additional information.

Remediation Plan for Practica
If the candidate is not meeting minimum criteria for the practicum, there are concerns about the candidate’s professional manner, or the candidate is not following guidelines for the school or agency,
the site supervisor/mentor teacher, course faculty, and/or department chair may create a Remediation Plan using the *Concerns Checklist* individualized to the candidate.

**Dismissal from Practica**
The candidate may be dismissed from the practicum if any of the following circumstances occur. The candidate:

- Fails to meet the criteria set forth in the practicum;
- Repeatedly fails to adhere to school district or agency policy;
- Displays behavior that violates professional and ethical standards;
- Fails to meet the requirements or timeline agreed upon by the candidate and site supervisor/mentor teacher; and/or
- Fails to meet the requirements and timeline set forth in the Remediation Plan developed by the advisor and/or department chair.

Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision.

*(Updated for Accuracy on July 31, 2015)*
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Candidate Information
Application for Student Teaching or Culminating Experience
(B.Ed. in Special Education & M.Ed. in Special Education adding an endorsement)

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Special Education Student Teaching or Culminating Experience

Prerequisites for Admission into SpEd Student Teaching or Culminating Experience
All candidates must be in good standing at Gonzaga University and have maintained acceptance in the Special Education Program as well as completed all specified requirements designated by each program. Refer to below the Special Education Student Teaching Forms online for more information.

https://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Education/Majors-Programs/Special-Education/student-info-forms.asp

Please note that candidates completing the teacher certification with an endorsement to teach Elementary Education will need to see their academic/education advisors and the Certification Director to review the requirements to obtain the elementary endorsement. Please also refer to the Advisement Handbook for Teacher Certification for specific information regarding certification.

Admission into Special Education Student Teaching
The candidate must:
• Complete an application and been accepted into Teacher Certification;
• Complete a Special Education Candidate Teaching Application (see Forms Section);
• Complete the prerequisite course work identified in this Manual or in the appropriate Catalogue:
  • Maintain a cumulative GPA of 3.0 or higher at Gonzaga University;
  • Maintain a cumulative GPA of 3.0 or higher in Special Education coursework;
  • Complete the Course Summary sheet signed by the candidate and advisor;
  • Have on file in the Certification Office a copy of current FBI fingerprint clearance
  • Pass all sections of the West B test;
  • Complete a written personal philosophy statement regarding education;
  • Complete an updated resume;
  • Submit at least two letters of recommendation using the Pre-Candidate Teaching Evaluation Form (See Forms Section);
• Not have any uncorrected behaviors or inappropriate dispositions as indicated on the Concerns Checklist (See Forms Section for the Concerns Checklist.); and
• Submit the Special Education Candidate Teaching Application early in the semester prior to the Candidate’s teaching semester. Refer to the Special Education Program Assistant for deadline dates.

For your reference, please use the Candidate Teaching Application Checklist (see Forms Section) to ensure all information and documentation is completed and turned into the Special Education office.

The candidate will be notified in writing of the decision of acceptance or denial of student teaching by the Special Education Placement Coordinator.
If the candidate’s application for Special Education student teaching does not meet the minimum criteria listed in this *Handbook*, the Special Education faculty may create a Remediation Plan individualized to the candidate or deny permission for student teaching.

**Admission into Special Education Culminating Experience**  
*Non certification candidates*

The candidate must:

- Complete a request for placement in a non-school setting;
- Complete the prerequisite course work identified in this *Manual or in the appropriate Catalogue*;
- Maintain a cumulative GPA of 3.0 or higher at Gonzaga University;
- Maintain a cumulative GPA of 3.0 or higher in Special Education coursework;
- Have on file in the Certification Office a copy of current FBI fingerprint clearance;
- Complete a written personal philosophy statement regarding education;
- Submit at least two letters of recommendation using the Pre-Candidate Teaching Evaluation Form (See Forms Section);
- Not have any uncorrected behaviors or inappropriate dispositions as indicated on the Concerns Checklist;
- Submit the request for placement in a non-school setting early in the semester prior to the candidate’s culminating experience semester.

Refer to the Special Education Program Assistant for deadline dates and assistance in completing the necessary paperwork.

The candidate will be notified in writing of the decision of acceptance or denial of the culminating experience by the Special Education Placement Coordinator.

If the candidate’s application for the Special Education culminating experience does not meet the minimum criteria listed in this *Handbook*, the Special Education faculty may create a Remediation Plan individualized to the candidate or deny permission for the culminating experience.

**Criteria for Completing Special Education Culminating Experience**  
*Non certification candidates*

- The candidate will complete at least 270 practicum hours.
- The candidate will be under the direct supervision of an assigned site professional in special education or a related field.
- The university supervisor from Gonzaga University will make consistent and systematic visits throughout the experience including observations and discussions with the site professional and candidate.
- The candidate throughout the experience will progressively take over more responsibilities to gain an in depth understanding of the environment, expectations, services, etc.
- The candidate will pass the final Review Board meeting. After the review, the site professional, college supervisor, and third professional will sign the Review Board Form in the Student Teaching Handbook indicating the practicum candidate has passed.
- The site professional and college supervisor will each write a final evaluation in the form of a letter of recommendation to be put in the practicum candidate’s placement file.
If the candidate does not pass the extended application of Special Education, the college supervisor and site professional in consultation with the department chair may create a Remediation Plan individualized to the candidate. Notification of this decision will be given in writing by the department chair.

**Dismissal from Special Education Culminating Experience**

(Non certification candidates)
The candidate teacher may be dismissed from the culminating experience of Special Education if:

- The candidate repeatedly fails to adhere to agency policy;
- The candidate fails to meet the requirements and timeline set forth for completion of the culminating experience;
- The candidate fails to correct problem behaviors or dispositions identified on the **Concerns Checklist**;
- The candidate fails to meet the requirements and timeline set forth in Remediation Plan for meeting the minimally acceptable criteria; and/or
- The site supervisor and university supervisor reach consensus to dismiss the practicum candidate due to seriously inappropriate ethical or illegal behavior.

Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision.

*Updated for Accuracy on July 31, 2015*
****

Special Education
Knowledge Base Bibliography
****
Special Education Knowledge Base Bibliography

Classic


**Contemporary**


**Key Journals**

*Analysis of Verbal behavior*

*Child and Family Behavior Therapy*

*Education and Treatment of Children*

*International Journal of Special Education*

*Journal of Applied Behavior Analysis*

*Journal of Behavioral Education*

*Journal of Direct Instruction*

*Journal of Physical and developmental disabilities*

*The Behavior Analyst*

**Internet Resources**

- [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/) (APA Style Formatting Guidelines)
- [http://www.abainternational.org/](http://www.abainternational.org/) (Association of Behavior Analysis)
- [http://journalseek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&query= 0731-7107](http://journalseek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&query= 0731-7107) (*Child and Family Behavior Therapy*)
****

Forms

****
Form List

The Special Education forms included in this section are:

- Advising Sheet: SpEd and Elementary
- Advising Sheet: SpEd with a second endorsement (not elementary)
- Application to Special Education Major/Minor
- Application for Candidacy into MEd in Special Education
- Application for Special Education Student Teaching
- Pre-Candidate Teaching Evaluation
- Concerns Checklist
- Candidate Contract to Alleviate Concern

(Updated for Accuracy on July 31, 2015)
Special Education & Elementary Education  
(dual certification)  
Certification Program Advising Form

Candidate Name: ___________________________ Special Ed. Advisor: ___________________________

Endorsement area(s): ___________________________

LEVEL 1: Introduction to SPECIAL EDUCATION & TEACHER CERTIFICATION

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENGL 101</td>
<td>English Comp/Grammar (or equivalent)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*COMM 100</td>
<td>Intro to Speech Communication</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>*PHIL 101</td>
<td>Introduction to Critical Thinking</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>**</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

Special Education
EDSE 150 Psychology of the Exceptional Child  
EDSE 320 Applied Behavior Analysis (ABA)  
EDSE 320L ABA Lab  
EDSE 306** In-School Experience Elementary (Sp.Ed.)  
(Requires current fingerprints throughout semester)  

Teacher Education Courses
EDTE 101 Foundations of American Education  
(Prerequisite: EDTE 101L)  
EDTE 201 Learning Theories  
(Co-requisite: EDTE 101, 101L)  
EDTE 221E Differentiated Instruction & Assessment  
(Prerequisite: EDTE 101, 101L)  
(Prerequisite: EDTE 201)  
(Co-requisite: EDTE 221L)  
EDTE 221L** Field Experience I  
(Requires current fingerprints throughout semester)  
(Pre-requisite: EDTE 101, 101L, & EDTE 201)  
(Co-requisite: EDTE 221E)  

Basic Skills Test (WEST B)  
Date passed _______  
Reading _______  
Math _______  
Writing _______  

(Transfer students have one year to pass all three sections of the WEST B. They must have passing scores on all three sections prior to entering Level III.)

*Fulfills University or SOE core requirement

**Approval for In-School or Field Experiences: A candidate must apply for a Field Experience or In-School placement the semester immediately preceding the semester in which they intend to do the experience. Candidates will not be allowed to take part in any type of In-School or Field Experiences, e.g., EDSE 306, EDSE 406, & EDTE 221L in the School of Education without current Pre-Residency Certification Clearance. All field placements from Teacher Education require students to apply by filling out a “Field Placement Request Form.” All in-school experience placements with an EDSE designation require candidates to complete an “In-School Placement Student Information Form.” It is the candidate’s responsibility to stay current regarding fingerprint clearance.
Note 1: The candidate must formally apply for acceptance into the major. **Major requirements include:** overall GPA of 3.0 or higher at GU, overall GPA of 3.0 or higher in EDSE 150 & 320, a grade of 3.0 or higher in EDSE 320 and a score of at least 12 on the EDSE 320 review exam, a satisfactory in EDSE 306 or 406, and no uncorrected dispositions or concerns. Please see Special Education Candidate Handbook for additional information. The application for acceptance should be completed with your advisor after completing the basic requirements.

Note 2: All candidates must apply and be accepted into the certification program. The application for acceptance should be completed with your advisor after completing the basic requirements. Basic requirements can be reviewed on the application form.

Note 3: It is the candidate’s responsibility to meet with their Special Education advisor at least once each semester.

Note 4: Appeal Clause for transfer students. Transfer students need to make an appointment with the Certification Office to fill out the necessary paperwork to open a file. Candidates who transfer into the Special Education program with most of Level I requirements completed may begin taking courses in Level II. However, students cannot apply to be officially admitted into the Special Education program until they take and pass EDSE 320 with a 3.0 and pass the review exam with a 12 or higher.

**THESE COURSES MUST BE TAKEN PRIOR TO LEVEL II or prior to CORRESPONDING METHODS COURSES**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENGL 102</td>
<td>Intro to Literature</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*BIOL 199 or *Life Science w/LAB (SPED majors can take EDPE 276 (fall only) w/lab)</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>*HIST 112</td>
<td>Survey of World Civilizations</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIST 201 or 202</td>
<td>History of the US I or II</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDTE 494</td>
<td>Northwest History</td>
<td></td>
<td></td>
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</table>

* and one of the following:

<table>
<thead>
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<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MATH 112</td>
<td>College Algebra</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*MATH 157</td>
<td>Calculus and Analytic Geometry I</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>*MATH 203</td>
<td>Mathematics for Elementary Teachers I</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*MATH 258</td>
<td>Calculus and Analytic Geometry II</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*MATH 259</td>
<td>Calculus and Analytic Geometry III</td>
<td></td>
<td></td>
<td>4</td>
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</table>

<table>
<thead>
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<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 101</td>
<td>American Politics</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDTE 304</td>
<td>Concepts in Science: Physical/Space/Earth</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDTE 331</td>
<td>Instructional Methods, Reading, Writing, Comm II</td>
<td>(Prerequisite: EDTE 101, EDTE 201, EDSE 451)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDTE 331L**</td>
<td>Field Experience II</td>
<td></td>
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<tr>
<td></td>
<td>(Requires current fingerprints throughout semester)</td>
<td></td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

These Courses may be taken any time during the program, but must be completed to confer degree and prior to granting of certification.

*Fine Arts                          |               |       | 3       |
*PHIL 201 Philosophy of Human Nature |               |       | 3       |
*PHIL 301 Ethics                     |               |       | 3       |
*PHIL elective                       |               |       | 3       |
*RELI 100 level                      |               |       | 3       |
*RELI 200 level                      |               |       | 3       |
*RELI 300 level                      |               |       | 3       |

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**LEVEL II: ADMISSION TO SPECIAL EDUCATION & TEACHER CERTIFICATION PROGRAMS**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 400</td>
<td>Music Methods (1/2 semester course)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EDTE 401</td>
<td>Math Methods</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Pre-requisites: EDTE 221E, EDTE 221L, Math 203 or equivalent)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Co-requisite EDTE 401L)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDTE 401L**</td>
<td>Field Experience III</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Requires current fingerprints throughout semester)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

[61]
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 402</td>
<td>Social Studies Methods</td>
<td>(Pre-requisites: Level 1 coursework)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EDTE 403</td>
<td>Art Methods (1/2 semester course)</td>
<td>(Pre-requisites: Level 1 coursework)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDTE 404</td>
<td>Science Methods</td>
<td>(Pre-requisites: MATH 203 or equiv, BIOL with lab, &amp; EDTE 304)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EDPE 415</td>
<td>Physical Education Methods (1/2 semester course)</td>
<td>(Pre-requisites: Level 1 coursework)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDPE 416</td>
<td>Health Education Methods (1/2 semester course)</td>
<td>(Pre-requisites: Level 1 coursework)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EDPE 417</td>
<td>Abuse Prevention (1/2 semester course)</td>
<td>(Pre-requisites: Level 1 coursework)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
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</table>

Course # | Title                                                                 | Semester/Year | Grade | Credits |
<table>
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<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 340</td>
<td>Special Education Policies &amp; Procedures (beginning of semester-part term course)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 410</td>
<td>Precision Teaching (beginning of semester-part term course)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 417</td>
<td>Assessment in Special Education</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 451</td>
<td>Direct Instruction Reading</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 452</td>
<td>Direct Instruction Mathematics</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 452L</td>
<td>Direct Instruction Math Lab</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>EDSE 406**</td>
<td>In-School Experience Secondary (Sp.Ed.)</td>
<td>(Requires current fingerprints throughout semester on file)</td>
<td></td>
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<tr>
<td>EDSE 465</td>
<td>Classroom Management</td>
<td></td>
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<tr>
<td>EDSE 465L</td>
<td>Classroom Management Lab</td>
<td></td>
<td></td>
<td>0</td>
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</table>

Student must take at least (1) of these 4 courses = 3 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 345</td>
<td>Early Dev. Of Children w/Exceptionalities (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 350</td>
<td>Early Childhood Special Education (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 351</td>
<td>Physical Development (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 352</td>
<td>Language and Communication (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Student must take at least (2) of these courses = 6 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 155</td>
<td>Signing Exact English</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 225</td>
<td>Advanced Signing Exact English (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 307</td>
<td>Special Education Application with Children</td>
<td></td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>EDSE 335</td>
<td>Autism (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 344</td>
<td>Psych. Child w/Behavior Disorders (fall even yrs)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 345</td>
<td>Early Dev. of Children w/Exceptionalities (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 346</td>
<td>Tech for Teaching Students with L.D. (spring odd yrs)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 350</td>
<td>Early Childhood Special Education (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 351</td>
<td>Physical Development (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 352</td>
<td>Language and Communication (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 400</td>
<td>Tutoring and Proctoring</td>
<td></td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>EDSE 407</td>
<td>Special Education Application with Adults</td>
<td></td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>EDSE 415</td>
<td>Psych. of the Child with ADHD (fall odd yrs)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 470</td>
<td>Functional Analysis (summer)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

[62]
Note 5: A candidate must apply for student teaching early during the semester preceding the semester in which they intend to student teach. Specific criteria for approval for acceptance into student teaching is required separately for elementary and special education. Please seek out the field placement office for general education requirements and the Special Education Candidate Handbook for details regarding special education requirements. It is the candidate’s responsibility to make sure they have completed all of the necessary requirements.

LEVEL III: ADMISSION TO STUDENT TEACHING

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 496A</td>
<td>Elementary Student Teaching (Pre-requisites: Level 1 &amp; II coursework) (Co-requisite EDTE 495)</td>
<td></td>
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<td>12</td>
</tr>
<tr>
<td>EDTE 495</td>
<td>Student Teaching Professional Seminar (Pre-requisites: Level 1 &amp; II coursework) (Co-requisite EDTE 496A)</td>
<td></td>
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<td>2</td>
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<tr>
<td>EDSE 496</td>
<td>Special Education Student Teaching (9 weeks full time start 6th wk. of term)</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>EDSE 494</td>
<td>edTPA Seminar (beginning of semester-part term course)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Note 6: It is strongly recommended that candidates do not plan to take additional coursework, work-study, or outside employment while student teaching.

Note 7: All candidates must pass the WEST –E/ NES content area test to obtain an endorsement in the specific area. Please see boxes below for test information.

NES in Elementary Education must be taken for admittance into Student Teaching EDTE 496A.  
(Test Codes 102 & 103)  
Date Passed: 
WEST- E in Special Education must be passed before the Special Education endorsement program is completed. (Test Code 070)  
Date Passed: 
WEST- E in Early Childhood Special Education must be completed before the Early Childhood Special Education endorsement program is completed. (Test Code 071)  
Date Passed: 

LEVEL IV: CERTIFICATION- See the Certification Officer to complete required certification paperwork.

Note 8: If you have specific questions about certification, please contact the Certification Office, RC 208.

Note 9: If you have specific questions about the any teacher certification program please contact your advisor.

Dual program completion = 134 credits
To obtain a bachelor degree the university requires the completion of at least 128 semester credits.
Special Education with Another Required Endorsement
(Must be completed for those with will be certified after September 1, 2016)

Undergraduate Certification Program Advising Form
Aligned With State Endorsement Competencies (WAC-180-82A)

Candidate Name: ________________________________ Special Ed. Advisor: _______________________

Endorsement area(s): ____________________________________________________________

**LEVEL I: ADMISSION/ACCEPTANCE TO SPECIAL EDUCATION & TEACHER CERTIFICATION**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENGL 101</td>
<td>English Composition/Grammar (or equivalent)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*COMM 100</td>
<td>Intro to Speech Communication</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>*PHIL 101</td>
<td>Introduction to Critical Thinking</td>
<td></td>
<td></td>
<td>2</td>
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</tbody>
</table>

**Special Education**

<table>
<thead>
<tr>
<th>Course#</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 150</td>
<td>Psychology of the Exceptional Child</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 320</td>
<td>Applied Behavior Analysis (ABA)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 320L</td>
<td>ABA Lab</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Course#</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 306**</td>
<td>In-School Experience Elementary (SpEd)</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td></td>
<td><em>(Requires current fingerprints throughout semester)</em></td>
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</tbody>
</table>

**Teacher Education**

<table>
<thead>
<tr>
<th>Course#</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 101</td>
<td>Foundations of American Education</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDTE 201</td>
<td>Learning Theories (may take in Level 1 or 2)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDTE 221E</td>
<td>Differentiated Instruction and Assessment (may take in Level 1 or 2)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDTE 221L**</td>
<td>Field Experience I (may take in Level 1 or 2)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><em>(Requires current fingerprints throughout semester)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum Competency Requirement: Passing scores on all three sections must occur prior to entering Level III coursework/Student Teaching.

Test taken: (circle one)   Basic Skills Test (WEST B)   SAT   ACT

Date passed ___________   Reading: ___________   Math: ___________   Writing: ___________

*Fulfills University or SOE core requirement*

**Approval for In-School or Field Experiences: A candidate must apply for a Field Experience or In-School placement the semester immediately preceding the semester in which they intend to do the experience. Candidates will not be allowed to take part in any type of In-School or Field Experiences, e.g., EDSE 306, EDSE 406, & EDTE 221L in the School of Education without current Pre-Residency Certification Clearance. All field placements from Teacher Education require students to apply by filling out a “Field Placement Request Form.” All in-school experience
placements with an EDSE designation require candidates to complete an “In-School Placement Student Information Form.” It is the candidate’s responsibility to stay current regarding fingerprint clearance.

**Note 1:** The candidate must formally apply for acceptance into the major. **Major requirements include:** overall GPA of 3.0 or higher at GU, overall GPA of 3.0 or higher in EDSE 150 & 320, a grade of 3.0 or higher in EDSE 320 and a score of at least 12 on the EDSE 320 review exam, a satisfactory in EDSE 306 or 406, and no uncorrected dispositions or concerns. Please see Special Education Candidate Handbook for additional information. The application for acceptance should be completed with your advisor after completing the basic requirements.

**Note 2:** It is the candidate’s responsibility to meet with their Special Education advisor at least once each semester.

**Note 3:** Appeal Clause for transfer students. Transfer students need to make an appointment with the Certification Office to fill out the necessary paperwork to open a file. Candidates who transfer into the Special Education program with most of Level I requirements completed may begin taking courses in Level II. However, students cannot apply to be officially admitted into the Special Education program until they take and pass EDSE 320 with a 3.0 and pass the review exam with a 12 or higher.

### The Following Courses May be taken in Either Level I or II yet must be completed by the end of Level II

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ENGL 102</td>
<td>Intro to Literature</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*</td>
<td>Science w/LAB</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>*HIST</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*MATH 100 or higher</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*Social Science course in one of the following: PSYC, POLS, SOCI, CRIM, HIST, ECON (Psych preferred)</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

These Courses may be taken any time during the program, yet must be completed prior to granting of certification.

*Fine Arts                                                                                     |               |       | 3       |
*PHIL 201 Philosophy of Human Nature                                                            |               |       | 3       |
*PHIL 301 Ethics                                                                               |               |       | 3       |
*PHIL elective                                                                                 |               |       | 3       |
*social science elective in one of the following: PSYC, POLS, SOCI, CRIM, HIST, ECON (Psych preferred) |       |       | 3       |
*RELI 100 level                                                                                |               |       | 3       |
*RELI 200 level                                                                                |               |       | 3       |
*RELI 300 level                                                                                |               |       | 3       |

- social science includes all courses in history, political science, American Government, geography, psychology, sociology, anthropology, criminal justice, and economics

### LEVEL II: SPECIAL EDUCATION MAJOR WITH TEACHER CERTIFICATION

Complete Admission to Teacher Certification

See Certification Application for specific requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 417</td>
<td>Abuse Prevention</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

**Special Education**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 340</td>
<td>Special Education Policies &amp; Procedures</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 410</td>
<td>Precision Teaching</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 417</td>
<td>Assessment in Special Education</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 451</td>
<td>Direct Instruction Reading</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 452</td>
<td>Direct Instruction Mathematics</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Title</td>
<td>Semester/Year</td>
<td>Grade</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>EDSE 452L</td>
<td>Direct Instruction Math Lab</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>EDSE 406**</td>
<td>In-School Experience Secondary (Sp.Ed.) (Requires current fingerprints throughout semester)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EDSE 465</td>
<td>Classroom Management</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 465L</td>
<td>Classroom Management Lab</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Candidates must take one (1) of these 4 courses = 3 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 345</td>
<td>Early Develop. of Children with Exceptionalities (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 350</td>
<td>Early Childhood Special Education (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 351</td>
<td>Physical Development (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 352</td>
<td>Language and Communication (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates must take at least (2) of these courses = 6 credits

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 155</td>
<td>Signing Exact English</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 225</td>
<td>Advanced Signing Exact English (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 307</td>
<td>Special Education Application with Children</td>
<td></td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>EDSE 335</td>
<td>Autism (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 344</td>
<td>Psych. of the Child with Behavior Disorders (fall even yrs)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 345</td>
<td>Early Develop. of Children w/Exceptionalities (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 346</td>
<td>Techniques for Teaching Students with L.D. (spring odd yrs)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 350</td>
<td>Early Childhood Special Education (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 351</td>
<td>Physical Development (spring)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 352</td>
<td>Language and Communication (fall)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 400</td>
<td>Tutoring and Proctoring</td>
<td></td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>EDSE 407</td>
<td>Special Education Application with Adults</td>
<td></td>
<td></td>
<td>1-3</td>
</tr>
<tr>
<td>EDSE 415</td>
<td>Psych. of the Child with ADHD (fall odd yrs)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE 470</td>
<td>Functional Analysis (summer)</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Second Endorsement Requirements (insert information here or attach endorsement area advising sheet)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
</table>

[66]
**Note 4:** A candidate must apply for student teaching early during the semester preceding the semester in which they intend to student teach. Specific criteria for acceptance into student teaching is required. *Please see the Special Education Candidate Handbook for details.* It is the candidate’s responsibility to make sure they have completed all of the necessary requirements.

**LEVEL III: APPROVAL FOR STUDENT TEACHING**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester/Year</th>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 497</td>
<td>Special Education Student Teaching <em>(12 weeks- full time start 6th week of term)</em></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>EDSE 494</td>
<td>edTPA Seminar <em>(beginning of the semester-part term)</em></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

*Note 5:* It is strongly recommended that candidates do not plan to take additional coursework, work-study, or outside employment while student teaching.

*Note 6:* All candidates must pass the WEST –E/NES content area test to obtain an endorsement in the specific area. Please see boxes below for test information.

**WEST-E in Special Education must be passed before the Special Education endorsement program is completed. (Test Code 070) Date Passed:**

**WEST-E in Early Childhood Special Education must be completed before the Early Childhood Special Education endorsement program is completed. (Test Code 071) Date Passed:**

**LEVEL IV: CERTIFICATION**- See the Certification Officer to complete required certification paperwork.

*Note 7:* If you have specific questions about certification, please contact the Certification Office, RC 208.

*Note 8:* If you have specific questions about any teacher certification program please contact your advisor.

**Recommended** To be highly qualified, it is important to pass at least one content area. At this time the Special Education department recommends that all certification students take the NES Elementary Education Subtests 1 & 2 (102 & 103)

Special Education Program with certification not including second endorsement =106 credits
To obtain a bachelor degree the university requires the completion of at least **128** semester credits.
Application to Special Education
Major, Minor, and Concentration

This is the formal application for admission into the Special Education program. A student must be admitted in order to take the other upper division classes in Special Education. **Attach an unofficial copy of your current Gonzaga University transcript and highlight the grades indicated below.** The candidate is responsible for submitting a complete, signed application to the Program Assistant of the Department of Special Education.

Criteria

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A GPA of 3.0 or higher at GU</td>
</tr>
<tr>
<td>2.</td>
<td>A GPA of 3.0 or higher in EDSE 150 and 320</td>
</tr>
<tr>
<td>3.</td>
<td>A grade of 3.0 or higher in EDSE 320</td>
</tr>
<tr>
<td>4.</td>
<td>A score of 12 or higher (75%) on the EDSE 320 Review Exam</td>
</tr>
<tr>
<td>5.</td>
<td>A “Satisfactory” in EDSE 306 or EDSE 406</td>
</tr>
<tr>
<td>6.</td>
<td>Any concerns regarding dispositions?</td>
</tr>
<tr>
<td>7.</td>
<td>Are you planning to complete Teacher Certification?</td>
</tr>
<tr>
<td>8.</td>
<td>Have you completed the application to Teacher Certification?</td>
</tr>
<tr>
<td>9.</td>
<td>Do you plan to complete the Early Childhood Special Ed Program?</td>
</tr>
</tbody>
</table>

The information listed above is accurate to the best of my knowledge.

---

**Student Signature** (Print Name) **Date**

As the Special Education Advisor, I am giving a positive recommendation of this candidate for admission into the Special Education Program.

---

**Special Education Advisor Signature** (Print Name) **Date**

The candidate has met the criteria for acceptance into the Special Education Program.

---

**Special Education Chair Signature** (Print Name) **Date**

Kimberly Weber
Application for Candidacy into M.Ed. in Special Education

I am writing to formally apply for candidacy in the M.Ed. in Special Education. Attach a copy of your current GU transcript that shows the grades indicated below (an unofficial copy of transcript is all right).

Area of specialization(s) ____________________________________________

1. At least 9 graduate EDSE credits
2. A GPA of 3.0 or higher in all EDSE courses
3. No uncorrected dispositions or concerns
4. Met with MEd Advisor to develop a plan of study

Advisor Initials

_________________________________________  ___________________________  ________________
Candidate Name  Candidate Signature  Date

_________________________________________  ___________________________  ________________
M.Ed. SpEd Director Name  M.Ed. SpEd Director Signature  Date

_________________________________________  ___________________________  ________________
SpEd Chair Name  SpEd Chair Signature  Date

☐ Accept  ☐ Denied  ☐ Provisional

Department of Special Education
Spokane, Washington 99258-0025  (509) 313-3470
Student Teaching Application Checklist

DEADLINE FOR ALL DOCUMENTS:
xx/xx/2015/2016

___ Application for Special Education Student Teaching
   (See Web Access Instructions)

___ Personal Information
   (See Web Access Instructions)

___ Résumé
   (See example online)

___ Course Summary (See Web Access Instructions)
   Note: An updated Course Summary will be due at the end of student teaching that will reflect all remaining coursework taken to complete your degree.

   Course Summary must be signed by Advisor and reviewed by Amanda Coulter, Director of Certification; Make an appointment to see her on xx, xx, or xx, sign ups on her office door RC208

___ Philosophy of Education
   (See example online)

___ Pre-Student Teaching Evaluations (At least 2)
   These forms must be filled out by professionals who know you well, particularly those who have seen you work with children (e.g., practicum supervisors, teachers, job supervisors, or faculty other than the full-time Special Education faculty). Ask them to return the forms to Special Education (RC 100) by the deadline

___ 1 page application from Spokane Public Schools
   Please type and sign after reading the 2 brochures “A Matter of Respect” and “Harassment, Intimidation & Bullying”

___ Completion of Certification Paperwork**

**Certification paperwork must be complete prior to receiving a student teaching placement

[70]
APPLICATION FOR SPECIAL EDUCATION STUDENT TEACHING

Semester: _____ Year: _______ during which you intend to student teach.

PLEASE TYPE

A. Name ____________________________________________________________
   Current Address_________________________________________________
   Apt. # _________________________________________________________
   City________________________ State_______ Zip Code__________________
   Telephone_________________ Social Security # _______________________
   E-mail Address____________________________________________________
   This address current until (date) ___________________________________

B. Address where you may be contacted when you have finished your education
   Street________________________________________________________________
   Apt. # __________________________ City________________________ State_______ Zip Code________________
   Telephone (____) ______________ E-mail Address _______________________
   This address is to be used when? (dates) ______________________________

C. Rank order your top three grade level preferences for special education student teaching (“1” as most preferred). If you have equal preference for two, put the same number for each.
   ___ Preschool (0-3 years)  ___ Preschool (3-5 years)  ___ K – 3  ___ 4 – 6
   ___ Middle School  ___ High School  ___ Transition (18-21 years)

Rank order the top three placements you prefer for student teaching (1 as most preferred)
   ___ Resource Room  ___ Self-contained classroom for students with developmental disabilities
   ___ Preschool  ___ Self-contained classroom for students with behavior disorders
   ___ Residential  ___ Self-contained classroom for students with autism
   ___ Transition  ___ Other (specify)

Rank order your highest three preferences for placements (include age and/or setting)
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________

OR I am willing to take any great placement __________

Where did you complete Elementary Special Education In-School Experience EDSE 306 or EDSE 505?
_______________________________________________________________

What grade level? ____________________________
What type of classroom? ____________________________

[71]
Where did you complete Secondary Special Education In-School Experience EDSE 406 or EDSE 507?

________________________________________________________________________

What grade level? __________________________________________________________________________

What type of classroom? _______________________________________________________________________

Where did you complete a third Placement EDSE 506 (if applicable)? ______________

________________________________________________________________________

D. Overall Gonzaga University GPA ________

GPA in Gonzaga Special Education Courses (EDSE) ________

GPA across all Gonzaga Education Courses (ED--) ________

F. FBI/Fingerprint Clearance (most recent date): ______________________________

I. You cannot student teach if you have not met the minimum standards for the WEST-B / ACT and/or SAT:

   WEST-B (Minimum score: Math 240, Reading 240, Writing 240) ___ Yes Date: __________

   SAT (Minimum score: Math 515, Reading 500, Writing 490) ___ Yes Date: __________

   ACT (Minimum score: Math 22, Reading 22, Writing 8) ___ Yes Date: __________

J. WEST-E / NES: Date taken or planned to take:
   a. Special Education (Education of Exceptional Students: Core Content Knowledge #070) Date: __
   b. Early Childhood Special Education (Special Education: Preschool/Early Childhood #071) Date: __
   c. Elementary Education (Elementary Education: Content Knowledge #005 & #006) Date: ______
   d. Other (specify) Date: __________

K. Ethnic Category: What race do you consider yourself? (optional)
   _____ American Indian or Alaska Native _____ Asian _____ Black or African American
   _____ Hispanics of any race _____ Native Hawaiian or other Pacific Islander
   _____ Nonresident Alien _____ Race and Ethnicity unknown
   _____ Two or more races _____ White
Pre-Student Teaching Evaluation for Special Education
Gonzaga University School of Education

(This page to be completed by student applicant. Evaluator must be someone outside the Department of Special Education.)

________________________ (student name) has applied for admittance into student teaching in special education in partial fulfillment of the endorsement to teach special education in Washington. Your cooperation in completing the following evaluation will be greatly appreciated. Each question in this evaluation is followed by a five-point rating scale. Please circle what you believe is the most appropriate rating of the applicant for each question. If you do not have a basis for an opinion regarding a given question, be sure to mark "Unknown." Specific comments are very useful. This is particularly helpful if you gave the applicant either a very low rating or a very high rating in a given area. Your completed evaluation will be used along with other information in determining the strengths, weaknesses, and overall acceptability of the applicant for student teaching in special education. (Note that the applicant has access to your evaluation if he or she does not waive the right of access to the information, as indicated below.) If you have any questions or comments please contact the Department of Special Education at Gonzaga University.

Sign one of the following:

1.) I, the student teacher applicant, hereby waive my right of access to this evaluation.

________________________________________  __________________________
Applicant's Signature                      Date

2.) I, the student teacher applicant, hereby do not waive my right of access to this evaluation.

________________________________________  __________________________
Applicant's Signature                      Date

The evaluator must send the completed evaluation to:
Program Assistant
Department of Special Education
Gonzaga University
Spokane, WA  99258-0025

(This page to be completed by evaluator.)

I have known the applicant through: 1) work environment, 2) personal contact,
3) classroom contact (K-12), 4) college classroom, 5) other:_______________________
1. **How well do you know the applicant?**

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Reasonably well</th>
<th>Very well</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

2. **How often have you directly observed the applicant's practical skills at teaching?**

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Several times</th>
<th>Very frequently</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

3. **Rate the applicant's practical competence in teaching others.**

<table>
<thead>
<tr>
<th>Exceptionally Poor</th>
<th>Average</th>
<th>Exceptionally Good</th>
<th>Unknown</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

4. **Rate the applicant's academic skills.**

<table>
<thead>
<tr>
<th>Exceptionally Poor</th>
<th>Average</th>
<th>Exceptionally Good</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:
5. Rate the applicant's ability to communicate with others in writing.

<table>
<thead>
<tr>
<th>Exceptionally</th>
<th>Poor</th>
<th>Average</th>
<th>Exceptionally</th>
<th>Good</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

6. Rate the applicant's ability to communicate with others orally.

<table>
<thead>
<tr>
<th>Exceptionally</th>
<th>Poor</th>
<th>Average</th>
<th>Exceptionally</th>
<th>Good</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

7. Rate the applicant's reliability.

<table>
<thead>
<tr>
<th>Exceptionally</th>
<th>Unreliable</th>
<th>Average</th>
<th>Exceptionally</th>
<th>Reliable</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

8. Rate the applicant's maturity compared to other beginning teachers.

<table>
<thead>
<tr>
<th>Exceptionally</th>
<th>Immature</th>
<th>Average</th>
<th>Exceptionally</th>
<th>Mature</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

9. Rate the applicant's initiative and ability to think independently.

<table>
<thead>
<tr>
<th>Very Poor</th>
<th>Initiative</th>
<th>Average</th>
<th>Very Good</th>
<th>Initiative</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:
10. Rate the applicant's ability to relate socially to children, adults, and others.

<table>
<thead>
<tr>
<th>Exceptionally Poor</th>
<th>Average</th>
<th>Exceptionally Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

11. In your opinion, how likely is it that the applicant will be an exceptional teacher?

<table>
<thead>
<tr>
<th>Very Unlikely</th>
<th>Neutral</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

12. Check the grade level(s) at which you believe this applicant would be most effective:

- ( ) Preschool (0-3 years)
- ( ) Intermediate (4-6)
- ( ) Preschool (3-5 years)
- ( ) Junior High (7-9)
- ( ) Primary (K-3)
- ( ) High School (10-12)

Evaluator's Signature: _____________________________________________

Evaluator's Name (please print): ___________________________________

Evaluator's Title and/or Position: ________________________________

Evaluator's Address: _____________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Additional Comments: ____________________________________________

__________________________________________

__________________________________________
Concerns Checklist Form

Department of Special Education
School of Education
Gonzaga University

To Faculty: Faculty may complete this form anytime a serious concern is noted regarding a Special Education candidate. Before any necessary contract is completed, the faculty needs to bring concerns to the Department of Special Education. This form will be used to document areas of concern. Each area checked indicates that a candidate’s behavior does not meet the level of proficiency required in the Special Education program. A brief description of the specific concern should be noted in the space provided. A signed and dated copy of the checklist should be provided to the candidate and placed in the candidate’s file.

To the Candidate: Please discuss the concern with the faculty member, and determine a plan to correct the concern. This plan should be noted in the space provided, and reviewed with the faculty member and advisor/department chair.

Research/Scholar/Leader

______ Content area knowledge
______ Work quality
______ Timely completion of assignments
______ Respect for peers, instructor, and colleagues
______ Ability to learn and apply new information
______ Collaboration
______ Data-based decision making
______ Adherence to APA guidelines for ethical behavior
______ Other, describe ______________________________________________________________

Observation:

_________________________________________________________________________________

_________________________________________________________________________________

Service

______ Collaboration
______ Respect for other
______ Attendance and promptness
______ Taking personal responsibility
______ Appropriate response to supervision
______ Social skills
______ Professional demeanor and attire
______ Other, describe ______________________________________________________________

Observation:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
<table>
<thead>
<tr>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________ Curriculum and assessment design</td>
</tr>
<tr>
<td>______________ Reaction to constructive criticism and or suggestions</td>
</tr>
<tr>
<td>______________ Reflection on actions and their consequences</td>
</tr>
<tr>
<td>______________ Accurate self-evaluation</td>
</tr>
<tr>
<td>______________ Accommodations for special needs</td>
</tr>
<tr>
<td>______________ Ability to develop good rapport with P-12 candidates</td>
</tr>
<tr>
<td>______________ Respect for candidate diversity</td>
</tr>
<tr>
<td>______________ Recognition of individual needs</td>
</tr>
<tr>
<td>______________ Presents an appropriate role model</td>
</tr>
<tr>
<td>______________ Protects candidate’s personal rights and Confidentiality</td>
</tr>
<tr>
<td>______________ Responsibility and initiative</td>
</tr>
<tr>
<td>______________ Practices professional, legal, and ethical standards</td>
</tr>
<tr>
<td>______________ Oral communication skills</td>
</tr>
<tr>
<td>______________ Written communication skills</td>
</tr>
<tr>
<td>______________ Enthusiasm and animation</td>
</tr>
<tr>
<td>______________ Commitment</td>
</tr>
<tr>
<td>______________ Appropriate/approved attire</td>
</tr>
<tr>
<td>______________ Data-based decision-making</td>
</tr>
<tr>
<td>______________ Other, describe __________________________________________________________________________</td>
</tr>
</tbody>
</table>

Observation:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of faculty member complaint concerns checklist

Date

Signature of candidate

Date
CANDIDATE CONTRACT TO ALLEVIATE CONCERN

Department of Special Education  
School of Education  
Gonzaga University  

Special Education Candidate: _____________________________________  
Faculty member indicating concern: _________________________________  
Special Education Advisor(s): ______________________________________  
Brief summary of concern:

Action steps to address concern:

This contract is to be reviewed by semester until corrected.

I agree to the action steps and timeline described above, and will implement in good faith the plan to address the concern indicated.

__________________________________________  ____________________  
Candidate signature  
Date  

__________________________________________  ____________________  
Faculty signature  
Date  

Date each action completed:

__________________________________________  
__________________________________________  
__________________________________________  
__________________________________________  

Signed original in candidate’s file  
Copy to candidate  
Copy to Faculty  
Copy to Advisor  
Copy to Department Chair