

## **Education GRAD Catalog Change Summary Sheet for 2018-19**

### Revised Program Description (attached)

- Special Education (MEd):
  - Decrease Special Education Licensure Program from 72 to 66 credits.
  - Decrease Special Education Added Endorsement Program from 39 to 32 credits.
  - Remove SPED 512, SPED 525 and SPED 541 from Special Education Licensure Program Courses.
  - Reduce total credits required for SPED 513A from 4 to 3 credits.
  - Change course title for SPED 526 in Special Education Licensure Program Courses
  - Add SPED 561 Foundations of Autism to Special Education Licensure Program Courses.
  - Remove SPED 511B, SPED 531, SPED 535 and SPED 541 from Special Education Endorsement Program Courses and Special Education Endorsement + Master Degree Program Courses
  - Change course title for SPED 536 in Special Education Endorsement Program Courses and Special Education Endorsement + Master Degree Program Courses
  - Increase credits from 3 to 4 for SPED 531, 532, 533, 534, 536, 538 and 539 in Special Education Endorsement Program Courses and Special Education Endorsement + Master Degree Program Courses
  - Increase ASD Specialist Program Courses from 18 to 19 credits
  - Add SPED 566 to ASD Specialist Program Courses

### Course Modifications (attached)

- Change course title for MAT 522 to Diversity and Learning Differences
- Change course title for MAT 525A to Classroom Management and Supportive Environments for Multiple Subjects
- Change course title for MAT 525B to Classroom Management and Supportive Environments for Single Subjects
- Change course title for MAT 530 to Differentiated Instructional Strategies
- Course title and course description change for SPED 519B. Increase from 3 to 4 credits.
- Course description change for SPED 520
- Course description change for SPED 521
- Course description change for SPED 522
- Course description change for SPED 523
- Course description change for SPED 524
- Course title and course description change for SPED 526
- Course description change for SPED 528
- Course description change for SPED 529
- Course description change for SPED 530.
- Course description change for SPED 531. Increase from 3 to 4 credits.
- Course description change for SPED 532. Increase from 3 to 4 credits.

- Course description change for SPED 533. Increase from 3 to 4 credits.
- Course description change for SPED 534. Increase from 3 to 4 credits.
- Course title and course description change for SPED 536. Increase from 3 to 4 credits.
- Course description change for SPED 538. Increase from 3 to 4 credits.
- Course description change for SPED 539. Increase from 3 to 4 credits.
- Decrease SPED 540B from 6 to 4 credits
- Increase SPED 550A from 4 to 6 credits.
- Change course title and description for SPED 566 to ASD Specialist Portfolio. Reduce from 3 credits to 1 credit.

## Special Education Program (MEd)

Southern Oregon University offers three Special Education licensure programs and two specialty programs.

### Licensure Programs

The **Special Education Licensure Program (72-66 credits)** is for candidates seeking to teach students with exceptionalities kindergarten through high school. When completed, the Special Education Licensure Program results in a Master of Education degree and recommendation to TSPC for an Oregon teaching license with a Special Education endorsement. The Special Education Licensure Program is a full-year, full-time program, beginning in the summer pre-session and ending in the following spring term.

Candidates seeking admission to the Special Education Licensure Program must have at least a 3.0 GPA and pass a basic skills exam (e.g. NES-EAS, CBEST or Praxis I). They must also have taken Foundation of Special Education and Mathematics for Elementary Teachers courses and have documented experience working with children, preferably children with exceptionalities. Candidates must pass "Protecting Student and Civil Rights in the Educational Environment" examination prior to the end of the summer term, and the National Evaluation Series (NES) examination in special education for completion of the program. Preliminary Licensure candidates must complete an Education Teacher Performance Assessment (EdTPA) in accordance with Teacher Standards and Practices Commission requirements.

The **Special Education Added Endorsement Program** is for candidates who hold, or are eligible to hold, an Oregon teaching license and wish to add the special education endorsement to that license. The Special Education Added Endorsement Program is comprised of ~~39-32~~ credits of coursework and related field experiences.

7 | The 45 credit **Special Education Added Endorsement+Master Degree Program** offers the special education endorsement and a master degree in education, ~~by completing the added endorsement program plus SPED 549: Action Research in Special Education and one 3-credit elective related to special education. Courses for both the Added Endorsement and Added Endorsement+Master Degree programs are delivered in a hybrid format (online and weekend face-to-face sessions) during the fall, winter and spring terms; summer courses are offered online. Recommendation for the endorsement requires completion of a work-sample performance assessment and passing the National Evaluation Series (NES) examination in special education in accordance with the Teacher Standards and Practices Commission. Candidates applying to the Special Education Added Endorsement and Added Endorsement+Master Degree programs do so through the Master's in Education (MEd) application process.~~

Needs editing per JW

### Specialty Programs

| **Autism Spectrum Disorder (ASD) Specialist Program** is designed for special educators and speech language pathologists holding a communication disorders endorsement to add the ASD Specialist designation to their Oregon teaching license. The complete program of study is 198 credits, ~~plus including~~ a professional portfolio. Courses in the ASD Program are also available to other educators wishing to gain knowledge and skills about ASD. Individual courses may be taken to upgrade skills and knowledge. Courses are delivered in hybrid format. ~~Courses meet four times during the term.~~

The **ABA-ASD Program** is a collaborative 45-credit graduate program between Southern Oregon University (SOU) and Oregon Institute of Technology (OIT) leading to the Master's Degree in Education (MEd) with emphases in Applied Behavior Analysis (ABA) and Autism Spectrum Disorder (ASD). The program is designed to meet the growing demand for well-qualified professionals who provide services for families and individuals with ASD and other social/emotional conditions needing intensive behavioral interventions. The curriculum is comprised of OIT's 27 credit BCBA® course sequence and 18 credits of SOU's ASD course sequence. Upon completion, graduates will receive a Master's Degree in Education from SOU and a Graduate Certificate in Applied Behavior Analysis from OIT. With the Graduate Certification in ABA and requisite supervised practicum, graduates will meet eligibility requirements to take the national exam to become a certified behavior analyst. NOTE: Courses listed below with "ABA" prefixes are offered by Oregon Institute of Technology; "SPED" prefix courses are offered by Southern Oregon University. NOTE: This program does not require or lead to an Oregon teaching license.

## Special Education Licensure Program Courses

(72/66 credits)

- ~~SPED 512 - Orientation to Professional Studies~~ 1 credit
- ~~SPED 513A - Seminar in Professional Studies~~ 1 credit (4-3 credits total)
- ~~SPED 514 - Curriculum, Instruction and Assessment - Special Education~~ 4 credits
- ~~SPED 519A - Action Research in Special Education: Initial Licensure~~ 4 credits
- ~~SPED 520 - Law and Policy~~ 4 credits
- ~~SPED 521 - Collaboration, Consultation, and Communication~~ 4 credits
- ~~SPED 522 - Administration and Interpretation of Assessment Instruments~~ 4 credits
- ~~SPED 523 - Behavior Management~~ 4 credits
- ~~SPED 524 - Interventions in Academic Skills: Mathematics Methods~~ 4 credits
- ~~SPED 525 - Interventions in Functional Skills~~ 4 credits
- ~~SPED 526 - IEP Development and Transition Planning~~ 4 credits
- ~~SPED 528 - Characteristics and Eligibility of Exceptionalities~~ 4 credits
- ~~SPED 529 - Interventions in Academic Skills: Reading Methods~~ 4 credits
- ~~SPED 540A - Student Teaching Initial Experience I~~ 3 credits
- ~~SPED 540B - Student Teaching Initial Experience II~~ 6-4 credits
- ~~SPED 550A - Student Teaching Alternate Experience I~~ 4-6 credits
- ~~SPED 550B - Student Teaching Alternate Experience II~~ 7 credits
- ~~SPED 541 - Transition Planning for Students with Special Needs~~ 3 credits
- ~~SPED 561 - Foundations of Autism~~ 3 credits

Commented [JK1]: Added course

## Special Education Added Endorsement Program Courses

(34/32 credits)

- ~~SPED 511A - Internship I~~ 4 credits
- ~~SPED 511B - Internship II~~ 4 credits
- ~~SPED 530 - Law and Policy~~ 4 credits
- ~~SPED 531 - Collaboration, Consultation, and Communication~~ 3 credits
- ~~SPED 532 - Administration and Interpretation of Assessment Instruments~~ 3-4 credits
- ~~SPED 533 - Behavior Management~~ 3-4 credits
- ~~SPED 534 - Interventions in Academic Skills: Mathematics Methods~~ 3-4 credits
- ~~SPED 535 - Interventions in Functional Skills~~ 3 credits
- ~~SPED 536 - IEP Development and Transition Planning~~ 3-4 credits
- ~~SPED 538 - Characteristics and Eligibility of Exceptionalities~~ 3-4 credits

Field Code Changed

- SPED 539 - Interventions in Academic Skills: Reading Methods 3-4 credits
- SPED 541 - Transition Planning for Students with Special Needs 3 credits

## Special Education Added Endorsement+Master Degree Program Courses

(15 credits)

- SPED 511A - Internship I 4 credits
- SPED 511B - Internship II 1 credits
- SPED 519B - Action Research in Special Education: Added Endorsement 3-4 credits
- SPED 530 - Law and Policy 4 credits
- SPED 531 - Collaboration, Consultation, and Communication 3 credits
- SPED 532 - Administration and Interpretation of Assessment Instruments 3-4 credits
- SPED 533 - Behavior Management 3-4 credits
- SPED 534 - Interventions in Academic Skills: Mathematics Methods 3-4 credits
- SPED 535 - Interventions in Functional Skills 3 credits
- SPED 536 - IEP Development and Transition Planning 3-4 credits
- SPED 538 - Characteristics and Eligibility of Exceptionalities 3-4 credits
- SPED 539 - Interventions in Academic Skills: Reading Methods 3-4 credits
- SPED 541 - Transition Planning for Students with Special Needs 3 credits
- Electives - one 3-credit course 13 credits appropriate to Special Education

## ASD Specialist Program Courses

(18-19 Credits)

- SPED 561 - Foundations of Autism 3 credits
- SPED 562 - Assessment of Autism Spectrum Disorder 3 credits
- SPED 562L - Assessment of Autism Spectrum Disorder Lab 1 credit
- SPED 563 - Interventions and Strategies for Students with Autism Spectrum Disorder I 3 credits
- SPED 563L - Interventions and Strategies for Students with Autism Spectrum Disorder I Lab 1 credit
- SPED 564 - Interventions and Strategies for Students with Autism Spectrum II 3 credits
- SPED 564L - Interventions and Strategies for Students with Autism Spectrum II Lab 1 credit
- SPED 565 - Coaching, Consulting and Collaboration in Autism 3 credits
- SPED 566 - ASD Specialist Portfolio 1 credit

## ABA-ASD Program Courses

(15 Credits)

- SOL Courses
- SPED 561 - Foundations of Autism 3 credits
- SPED 562 - Assessment of Autism Spectrum Disorder 3 credits
- SPED 562L - Assessment of Autism Spectrum Disorder Lab 1 credit
- SPED 563 - Interventions and Strategies for Students with Autism Spectrum Disorder I 3 credits

- SPED 563L - Interventions and Strategies for Students with Autism Spectrum Disorder I Lab 1 credit
- SPED 564 - Interventions and Strategies for Students with Autism Spectrum II 3 credits
- SPED 564L - Interventions and Strategies for Students with Autism Spectrum II Lab 1 credit
- SPED 565 - Coaching, Consulting and Collaboration in Autism 3 credits
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- OIT Courses
  - ABA 511 - Foundations of Applied Behavior Analysis I, 3 credits
  - ABA 512 - Foundations of Applied Behavior Analysis II, 3 credits
  - ABA 521 - Ethics and Professionalism I, 3 credits
  - ABA 522 - Ethics and Professionalism II, 3 credits
  - ABA 525 - Research Methods in ABA, 3 credits
  - ABA 526 - Behavioral Assessment, 3 credits
  - ABA 531 - Behavior Change I, 3 credits
  - ABA 532 - Behavior Change II, 3 credits
  - ABA 535 - Special Topics in ABA, 3 credits

## Course GRAD Modifications

### **MAT 522** ~~Learning Differences~~ Diversity and Learning Differences

4 credits

Examines how an understanding of individual differences and diverse cultures can be used to promote inclusive learning environments that enable each learner to develop self-awareness and demonstrate care for self and others. Explores how learners grow and develop across linguistic, cultural and developmental differences and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for individuals with diverse learning styles and backgrounds. Prerequisite(s): Acceptance into the Master of Arts in Teaching program.

*Graded (A-F) only*

### **MAT 525A** ~~Responsive Learning Environments~~ Classroom Management and Supportive Environments for Multiple Subjects

4 credits

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. Explores how elementary aged learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally appropriate, culturally responsive and challenging learning experiences for the multiple subjects classroom.

*Graded (A-F) only*

### **MAT 525B** ~~Responsive Learning Environments~~ Classroom Management and Supportive Environments for Single Subjects

4 credits

This class is more than a set of strategies or practices, it is a pedagogical approach that guides the classroom management decisions that teachers make to create environments which support individual and collaborative learning and encourage positive social interactions in face-to-face and virtual environments, active engagement in learning, and self-motivation. Students examine relationships among schools, parents, and communities and explore interactions, classroom organizations, and management approaches that help pre-service teachers understand how to establish classroom climates which support learning in a culturally responsive way. Explores how adolescent aged learners grow and develop across varying differences including social, emotional and physical, and prepares students to design and implement developmentally

appropriate, culturally responsive and challenging learning experiences for the single subjects classroom.

*Graded (A-F) only*

### **MAT 530 Responsive Differentiated Instructional Strategies**

4 credits

Explores how to select and employ a variety of instructional strategies to help all learners develop a deep understanding of academic content matter, build connections between subjects, and apply knowledge in meaningful and authentic ways. Explores the teacher's role in meeting the needs of exceptional learners within the general education classroom, explores the forms and functions of academic language, and examines the principles of universal design.

*Graded (A-F) only.*

### **SPED 519B - Action Research in Special Education: ~~Added Endorsement~~**

~~3-4~~ credits

Develops knowledge and skills in appropriate action research techniques. Students develop skills in designing studies to be carried out during the academic year, collecting data appropriate to the special education setting, and developing research plans and reports. Prerequisite(s): Restricted to students in the Special Education ~~Added Endorsement~~ Program or by instructor approval.

*Graded (A-F) only.*

### **SPED 520 - Law and Policy**

4 credits

Provides an overview of laws and litigation affecting special education. Includes the development of laws that govern special education beginning with P.L. 94-142 through the current re-authorization of IDEIA. Reviews section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Includes a review of major litigation since 1954 that has shaped and continues to influence special education practices. Intended for students in the ~~Stand-Alone endorsement program~~ SPED Licensure Program.

*Graded (A-F) only.*

### **SPED 521 - Collaboration, Consultation, and Communication**

4 credits

Discusses collaboration with parents, colleagues in general and special education, and community agencies. Addresses diversity and cultural competence from a social justice perspective. Candidates are expected to have the knowledge and ability to communicate with agencies outside the school that impact individuals with disabilities. Intended for students in the ~~Stand-Alone endorsement~~ SPED Licensure program.

*Graded (A-F) only.*



## **SPED 522 - Administration and Interpretation of Assessment Instruments**

4 credits

~~As a sequence to SPED 527,~~ Prepares teachers to interpret results from standardized norm referenced assessments, as well as teacher-made, curriculum-based assessment instruments commonly used in public schools. Covers writing assessment reports, as well as interpreting the reports of others and explaining the results to parents and other teachers. Intended for students in the ~~Stand-Alone endorsement~~ SPED Licensure program.

*Graded (A-F) only.*

## **SPED 523 - Behavior Management**

4 credits

Introduces the theory, vocabulary, principles, and techniques for fostering a learning environment with a positive atmosphere. Includes a variety of management models, ways to preserve the dignity and human rights of students with disabilities, and legal and district policy responsibilities regarding behavior and behavior management. Candidates learn strategies for assessing individual and group behavior and apply theories to develop behavior management plans for both group and individual students. Intended for students in the ~~Stand-Alone endorsement~~ SPED Licensure program.

*Graded (A-F) only.*

## **SPED 524 - Interventions in Academic Skills: Mathematics Methods**

4 credits

Provides instruction in the planning, development, and implementation of academic curricula and lessons for the student with special needs, with emphasis on mathematics. Major topics include modifying the general education curricula, developing parallel curricula, and providing supplemental curricula. Emphasizes creating opportunities for students with special needs to succeed in a general education setting by utilizing appropriate modifications whenever possible. Intended for students in the ~~Stand-Alone endorsement~~ SPED Licensure program.

*Graded (A-F) only.*

## **SPED 526 - IEP Development and Transition Planning**

4 credits

Covers the preparation, development, implementation, and evaluation of the IEP and all of the review procedures relating to individualized programming. Prepares special education teachers to plan and conduct meetings in accordance with federal, state, and district regulations. Bridges information gained in assessment and intervention classes and provides practical experience in developing programs based on that information. Introduces technology appropriate to the development and maintenance of records. Prepares the special educator to understand the goals of Oregon's Employment First Initiative. ~~The course will~~ and informs the learner about the

supports required for students with disabilities to insure a meaningful, smooth transition from school services to adult life, competitive employment or continuing education. Intended for students in the ~~Stand-Alone endorsement~~ SPED Licensure program.

*Graded (A-F) only.*

### **SPED 528 - Characteristics and Eligibility of Exceptionalities**

4 credits

Focuses on the categories of exceptionalities included in the Individuals with Disabilities Education Improvement Act (IDEA). The course will include information about organic and environmental causes of disabilities, the learning characteristics of students within categories, definitions for each category of eligibility, criteria for identifying students under each eligibility category, and strategies to engage all learners including dyslexia instruction. In addition, students will develop skills to design interventions for students with severe disabilities including instruction for self-help skills, social skills, and a variety of living and family skills. Special attention will focus on cultural and linguistic characteristics of students, and how these factors affect eligibility under the Reauthorization of IDEA.

*Graded (A-F) only.*

### **SPED 529 - Interventions in Academic Skills: Reading Methods**

4 credits

Prepares students to extend their study of classroom teaching processes by integrating information and knowledge from other courses taken during the fall term into the study of learning to read and best practices in reading instruction. Candidates will develop skills in assessing and teaching students with dyslexia and learning disabilities. Emphasizes effective strategies for standards-based reading education, assessment, and creating effective learning experiences for diverse learners. Intended for students in the ~~Stand-Alone endorsement~~ SPED Licensure program.

*Graded (A-F) only.*

### **SPED 530 - Law and Policy**

4 credits

Provides an overview of laws and litigation affecting special education. Includes the development of laws that govern special education beginning with P.L. 94-142 through the current re-authorization of IDEIA, a review of section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Includes a review of major litigation since 1954 that has shaped and continues to influence special education practices. Intended for students in the ~~Dual Added~~ endorsement program and the Stand-Alone endorsement program.

*Graded (A-F) only.*

### **SPED 531 - Collaboration, Consultation, and Communication**

3-4 credits

Discusses collaboration and consultation with parents, colleagues in general and special education, and community agencies. Addresses diversity and cultural competence from a social justice perspective. Students are expected to have the knowledge and ability to communicate with agencies outside the school that impact individuals with disabilities. Intended for students in the Dual-Added endorsement program.

*Graded (A-F) only.*

### **SPED 532 - Administration and Interpretation of Assessment Instruments**

3-4 credits

Prepares teachers to interpret results from standardized norm referenced assessments, as well as teacher-made, curriculum-based assessment instruments commonly used in public schools. Covers writing assessment reports, as well as interpreting the reports of others and explaining the results to parents and other teachers. Intended for students in the Dual-Added-endorsement program.

*Graded (A-F) only.*

### **SPED 533 - Behavior Management**

3-4 credits

Introduces the theory, vocabulary, principles, and techniques for fostering a learning environment with a positive atmosphere. Includes a variety of management models, ways to preserve the dignity and human rights of students with disabilities, and legal and district policy responsibilities regarding behavior and behavior management. Students learn strategies for assessing individual and group behavior and apply theories to develop behavior management plans for both groups and individual students. Intended for students in the Dual-Added endorsement program.

*Graded (A-F) only.*

### **SPED 534 - Interventions in Academic Skills: Mathematics Methods**

3-4 credits

Provides instruction in the planning, development, and implementation of academic curriculum and lessons for the student with special needs, with emphasis on mathematics. Major topics include modifying the general education curriculum, developing parallel curriculum, and providing supplemental curriculum. Emphasizes creating opportunities for students with special needs to succeed in a general education setting by utilizing appropriate modifications whenever possible. Intended for students in the Dual-Added endorsement program.

*Graded (A-F) only.*

### **SPED 536 - IEP Development and Transition Planning**

3-4 credits

Covers the preparation, development, implementation, and evaluation of the IEP and all of the review procedures relating to individualized programming. Prepares special education teachers to plan and conduct meetings in accordance with federal, state, and district regulations. Bridges information gained in assessment and interventions classes and provides practical experience in developing programs based on that information. Introduces technology appropriate to the development and maintenance of records. I Prepares the special educator to understand the goals of Oregon's Employment First Initiative. The course will and informs the learner about the supports required for students with disabilities to insure a meaningful, smooth transition from school services to adult life, competitive employment or continuing education. Intended for students in the Dual-Added endorsement program.

*Graded (A-F) only.*

### **SPED 538 - Characteristics and Eligibility of Exceptionalities**

3-4 credits

Focuses on the categories of exceptionalities included in the Individuals with Disabilities Education Improvement Act and Oregon OARs. Includes information about causes of exceptionalities, definitions for each category of eligibility, and criteria for identifying students under each eligibility category. and strategies to engage all learners including dyslexia instruction. In addition, students will develop skills to design interventions for students with severe disabilities including instruction for self-help skills, social skills, and a variety of living and family skills. Special attention will focus on cultural and linguistic characteristics of students, and how these factors affect eligibility under the Reauthorization of IDEA. Intended for students in the Dual-Added endorsement program.

*Graded (A-F) only.*

### **SPED 539 - Interventions in Academic Skills: Reading Methods**

3-4 credits

Prepares students to extend their study of classroom teaching processes by integrating information and knowledge from other courses taken during the fall term into the study of learning to read and best practices in reading instruction. Candidates will develop skills in assessing and teaching students with dyslexia and learning disabilities. Emphasizes effective strategies for standards-based reading education, assessment, and creating effective learning experiences for diverse learners. Intended for students in the Dual-Added endorsement program.

*Graded (A-F) only.*

### **SPED 540B - Student Teaching Initial Experience II**

6-4 credits

Half-day field experience which requires students to assist a special education teacher at either the elementary or secondary level in delivering services to students with special needs. Students conduct formal and informal assessments within the special education setting or other identified students; attend special education related meetings; collaborate with special and general

education colleagues. Students are required to demonstrate competency in all areas of special education including assessment, instruction, planning and evaluation.

*Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

### **SPED 550A - Student Teaching Alternate Experience I**

4-6 credits

Half-day field experience which requires students to assist a special education teacher at the alternate level as SPED 540A in delivering services to students with special needs. Students conduct formal and informal assessments within the special education setting or other identified students; attend special education related meetings; and collaborate with special and general education colleagues.

*Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

### **SPED 566 - ASD Specialist ~~Alternative Pathway Portfolio~~**

~~3 credits~~ 1 credit

~~Designed to provide experienced special educators the means to acquire the ASD Specialist designation. Candidates using the Alternative Pathway must demonstrate skills and competencies as an ASD Specialist as outlined in OAR 84-066-0010. The portfolio must be submitted in the term in which the candidate wishes to be considered for the ASD Specialist designation.~~ Designed as the final step to complete the ASD Specialist designation. Candidates follow the guidelines for providing evidence of having met the requirements for the ASD designation.

*Graded (A-F) only*