

Higher Education Alternate Programs

| | Pacific University |
|---------------------------------|---|
| General Description | The Alternative Pathways to Teaching - Special Education (APT-SPED) program is a collaborative program between Pacific University and school districts to prepare special education teachers to serve the needs of children with mild to severe behavioral disorders, learning disabilities, mental retardation, orthopedic impairments, other health impairments, traumatic brain injury, autism and multiple disabilities in a variety of service delivery models. Participants are mutually selected by the university and collaborating school districts. A cohort group begins in the spring and stays together for the entire program. Coursework is offered during the summer. |
| School District Partners | Beaverton, Hillsboro, Forest Grove Other school districts as needed (e.g. NWRESA, CESD, Astoria, Jewell, Oregon City, St. Helen's) |
| Contact Information | Diana Watkins, Admissions Counselor teach@pacificu.edu or 503-352-2958 or 1-877-722-8648 ext. 2958 Christine A. Macfarlane, Director, Special Education macfarlane@pacificu.edu or 503-352-3185 or 1-877-722-8648 ext. 3185 |
| Entrance Requirements | Applications are accepted from January to March 1. The admissions process is competitive and selective. Requirements for admission include: <ol style="list-style-type: none"> 1. A baccalaureate degree from an accredited college or university 2. A 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study 3. Basic Skills test. All candidates must submit a passing score on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT) 4. Strong evidence of academic content (e.g., reading, social studies mathematics, science) or passing score on the Multiple Subject Assessment for Teachers (MSAT) 5. Three recommendations, one from each of the following: <ol style="list-style-type: none"> a. An immediate supervisor in an education or social agency who can attest to the applicant's ability to work with persons with disabilities and/or school-aged children or youth in volunteer or paid work experiences and as a team member in a professional or |

| | | | | | | | | | | | | | | | | | |
|--|--|----------|-----------------------------------|---|--|----------|-------------------|---|--|----------|--|--|---|----------|---|---|--|
| | <p>educational setting</p> <p>b. A university or college professor with direct knowledge of applicant's academic abilities</p> <p>c. An employer</p> <p>6. Completed application</p> <p>7. Ability to write clearly and cogently as demonstrated by a brief essay which analyzes and discusses a current special education issue</p> <p>8. Completed checklist of TSPC character questions</p> | | | | | | | | | | | | | | | | |
| Number of Participants | About 25 | | | | | | | | | | | | | | | | |
| Target Participants | Preference will be given to candidates who have a background in working with individuals with disabilities in either a school-based setting or non-school setting, or who have taken coursework related to working with persons with disabilities (e.g., psychology, sociology) as part of their undergraduate experience. Strong interpersonal skills and the ability to work as a member of a team in an educational setting are a must. | | | | | | | | | | | | | | | | |
| Length of Program | 17 months - April to August of the following year. | | | | | | | | | | | | | | | | |
| Hours earned (Differentiate between Quarters and Semesters) | 48 semester hours for the ECE/ELEM authorization 49 semester hours for the MS/HS authorization | | | | | | | | | | | | | | | | |
| License earned | Initial Oregon Special Educator License ECE/ELEM authorization or MS/HS authorization | | | | | | | | | | | | | | | | |
| Graduate/Master's Program | Completion of M.A.T. part of program | | | | | | | | | | | | | | | | |
| Undergraduate | All special education programs are at the graduate level. | | | | | | | | | | | | | | | | |
| Continuing Teaching License | A CTL program in special education is under development. Teachers with licensure in general education may complete requirements for the Special Education Endorsement as part of a CTL. | | | | | | | | | | | | | | | | |
| Courses (List All) | <table> <tr> <td>SpEd 500</td> <td>Foundations of Special Education*</td> <td>2</td> <td></td> </tr> <tr> <td>SpEd 505</td> <td>Exceptionalities*</td> <td>2</td> <td></td> </tr> <tr> <td>SpEd 510</td> <td>Behavior Management for Special Educators*</td> <td></td> <td>3</td> </tr> <tr> <td>SpEd 516</td> <td>Classroom Management for Special Educators*</td> <td>1</td> <td></td> </tr> </table> | SpEd 500 | Foundations of Special Education* | 2 | | SpEd 505 | Exceptionalities* | 2 | | SpEd 510 | Behavior Management for Special Educators* | | 3 | SpEd 516 | Classroom Management for Special Educators* | 1 | |
| SpEd 500 | Foundations of Special Education* | 2 | | | | | | | | | | | | | | | |
| SpEd 505 | Exceptionalities* | 2 | | | | | | | | | | | | | | | |
| SpEd 510 | Behavior Management for Special Educators* | | 3 | | | | | | | | | | | | | | |
| SpEd 516 | Classroom Management for Special Educators* | 1 | | | | | | | | | | | | | | | |

| | |
|---|--|
| | <p>SpEd 520 Assessment and Evaluation in Special Education* 3</p> <p>SpEd 530 Integrated Curriculum and Methods for Students with Disabilities: Academic* 3</p> <p>SpEd 535 Integrated Curriculum and Methods for Students With Disabilities: Functional* 3</p> <p>SpEd 536 Transition* (MS/HS Only) 1</p> <p>SpEd 540 Technology in Special Education* 2</p> <p>Educ 600 Orientation to Learning Communities 3</p> <p>Educ 561 Foundations of Human Development and Psychology 2</p> <p>Educ 605 Advanced Applications of Human Development and Psychology: Early Childhood and Elementary 2</p> <p>Educ 608 Advanced Applications of Human Development and Psychology: Middle and High School 2</p> <p>Educ 501 Foundations of General Education 2</p> <p>Educ 550 Practicum: General Education Early Childhood/Elementary 2</p> <p>Educ 601 Teachers as Consumers of Research 2</p> <p>SpEd 575 Student Teaching 6-15</p> <p>*Courses required for Endorsement.</p> |
| Program Content | <p>Endorsement Only - 25-26 semester hours including 2-6 credit practicum</p> <p>APT Internship Program - 48-49 semester hours including practica</p> <p>Cohort forms spring, ends second summer</p> <p>Culminates in:</p> <ul style="list-style-type: none"> ○ APT - Initial Teaching License ○ Special Education Endorsement ○ M.A.T. <p>Other Program Elements:</p> <ul style="list-style-type: none"> ○ Anti-Discrimination Training ○ Fingerprint Record ○ First-Aid/CPR ○ Two work samples |
| Field Experiences (i.e. Student Teaching, Internships) | <ul style="list-style-type: none"> ○ General Education practicum at authorization level ○ Paid internship (75% of beginning teacher's salary) for entire academic year. |

| | |
|---|---|
| Delivery Models (i.e. Distance Education, Seminar, Face to Face Instruction) | <ul style="list-style-type: none"> ○ Face-to-face instruction, off-campus in centrally located school district during summer or on selected Saturdays ○ Seminar during academic year, off-campus in centrally located school district |
| Retention/Mentoring Information | <p>Cohort group</p> <ul style="list-style-type: none"> ○ Building mentor identified ○ District TOSA (TEA) provides equivalent of one day per week mentoring ○ Two years follow along service to district if contract is offered upon completion of the program. |
| Exit Requirements | <p>Requirements for Program Completion</p> <ol style="list-style-type: none"> 1. Students must complete all coursework with satisfactory grades. 2. Students must complete field experience, required practica, and full-time internship with a grade of Pass. 3. Students must complete requirements for two work samples. Requirements include preparation, teaching, and a satisfactory evaluation. 4. Students must pass required PRAXIS tests. |
| Completed cohorts | <p>Cohort #1 completed 8/31/02</p> |
| Unique Characteristics of the Program | <p>75% paid internship in participating school district with full benefits. Requires two year additional commitment to school district if offered a contract.</p> |
| Costs | <ul style="list-style-type: none"> ○ \$14,000 ○ 15 credits of student teaching is waived by Pacific University. ○ Tuition reimbursement is available from school district. |
| Address Disability Ranges >> Proportion of course work | <p>Mild - Moderate - Severe</p> <p>Coursework is evenly split between academic and functional curriculum foci. During the first summer, the intern takes the curriculum class most closely associated with classroom assignment. The second curriculum class is taken the following summer.</p> |
| | |