

Special Education Competency Review

(Grades P-12)

This endorsement must be earned in conjunction with or added to a core academic endorsement.

Prospective Student Name: _____	Cumulative GPA for Degree: _____
Institution Transcripts Reviewed: _____	Degree Conferral Date: _____
Undergraduate Major: _____	Undergraduate Minor: _____
Planned Program Start Year: _____	Date of Evaluation: _____

Pre-Admission Requirements:

1. Have a strong liberal arts education from a regionally accredited college or university and a minimum cumulative GPA of 3.30 in the last 90 quarter/60
2. Review must be completed by designated personnel of the Northwest University School of Education (SOE). Review will consider the following:
 - a. A minimum of 24 semester/36 quarter credits that meet competencies is required.
 - b. If a course title does not specifically identify a content area, you may be asked to submit additional information, i.e. syllabus, course
3. For unmet competencies, course work must be taken that meets requirement. Contact SOE Graduate Enrollment Counselor to verify that proposed
4. Specific competencies for this endorsement may be viewed at:
<http://program.pesb.wa.gov/standards/list/sped>

Post-Admission Requirements & Recommendations:

1. Once admitted to the MIT program, you will be assess in the endorsement through the ability to create lesson and unit plans, assessment instruments
2. In preparation for the MIT program, we recommend that you review the Common Core Standards and the Washington State K-12 Learning Standards
<http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx>

Competency Coursework Review

Required Competency	Course Prefix & Number	Course Title	Term/Year Taken	College or University	Semester Credits	Quarter Credits	Course Grade
Intro to Special Education - Overview of SPED including models, theories, philosophies, and regulatory history, as well as legal issues surrounding SPED.							
Collaboration & IEP Team - Strategies for collaborating with educators, families, and service providers; accessing information regarding programs; communication strategies; collaborative feedback							
Assessment - Evaluation related to screening and eligibility; Use of assessment tools; Responsibilities and Procedures of Assessment							
SPED Instructional Strategies I - Accommodations, modifications, technology, and alternatives and their application in specific settings; Research-based methods and strategies; Social skills, inclusion, and acceptance; Crisis prevention and de-escalation of aggressive behavior (for students with severe disabilities)							
SPED Instructional Strategies II - Accommodations, modifications, technology, and alternatives and their application in specific settings; Research-based methods and strategies; Social skills, inclusion, and acceptance; Crisis prevention and de-escalation of aggressive behavior (for students with moderate disabilities)							
SPED Instructional Strategies III - Accommodations, modifications, technology, and alternatives and their application in specific settings; Research-based methods and strategies; Social skills, inclusion, and acceptance; Crisis prevention and de-escalation of aggressive behavior (for students with mild disabilities)							
Other Relevant Coursework							
Total Credits							

Comments: