

# ARC: SPECIAL EDUCATION + ELEMENTARY EDUCATION

## Program Description

School of Education Graduate Faculty (<http://client-snap.dev8.leepfrog.com/spu/external.html?link=https://spu.edu/academics/school-of-education/graduate-programs/graduate-faculty-staff>)

School of Education Graduate Programs Website (<http://client-snap.dev8.leepfrog.com/spu/external.html?link=https://spu.edu/academics/school-of-education/graduate-programs>)

The Alternative Routes to Certification (<http://spu.edu/academics/school-of-education/graduate-programs/certification-programs/arc/>) (ARC) is a one-year certification program designed specifically for candidates working in partner school districts (Routes 2 and 4) or who bring substantive background knowledge to teaching (Route 3). With employer support, classified staff such as para-educators or instructional assistants (Route 2), or teachers under limited certification (Route 4, conditional or emergency) may use their employment as part of their job-embedded internship if it overlaps with their teaching endorsement. The program begins in the summer and completes in the spring, comprising four quarters. Candidates complete coursework entirely online, though there are opportunities for on-campus participation in various events such as the annual job fair. The ARC program uses entirely online coursework, though it still requires some scheduled/synchronous online course participation. The courses are not self-paced but generally follow one learning topic/module per week to maximize cohort interaction.

Candidates in the ARC program become effective teachers by:

- Demonstrating effective and equitable teaching practices.
- Centering instruction on high expectations for student achievement, including culturally responsive teaching practices.
- Recognizing and responding to individual student learning needs.
- Providing clear and intentional focus on subject matter content and curriculum.
- Fostering and managing a safe, positive, and inclusive learning environment.
- Using multiple student data elements to modify instruction and improve student learning.
- Communicating and collaborating with parents and the school community.
- Exhibiting collaborative and collegial practices focused on improving instruction and learning.
- Developing professional wellness habits in order to persist and thrive in the teaching profession.

## Admission Requirements

Applicants must submit the following items to Graduate Admissions (<http://spu.edu/graduate-admissions/>):

- Online application (<http://admissions.spu.edu/apply/>) and \$50 application processing fee.
- Official transcript(s) from each college and/or university attended.
  - If your degree is not from a U.S. college or university, please arrange for your transcript to be evaluated by a NACES member

(<http://www.naces.org/>)-recognized credential service.

Acceptable credential services include, but are not limited to, World Education Services (<http://www.wes.org/>) (WES) and Foundation for International Services (<http://www.fis-web.com/>) (FIS).

- Personal statement (1–2 pages).
- Résumé.
- Two letters of recommendation.
  - Routes 2 and 4 applicants who are employed by a district/school:
    - a current school administrator, and
    - a teacher who is familiar with your work with students.
  - Route 3 applicants, not employed in schools:
    - two letters from supervisors or academics who have knowledge of either your work with children or your endorsement content knowledge
- Preferred WEST-B ([http://www.west.nesinc.com/TestView.aspx?f=HTML\\_FRAG/WA095\\_TestPage.html](http://www.west.nesinc.com/TestView.aspx?f=HTML_FRAG/WA095_TestPage.html)) scores, including 240 on each sub-test: reading, writing, and mathematics.
  - Applicants may use a combination of SAT, ACT, and WEST-B scores to meet the WEST-B preferred score of 240 (reading writing, mathematics). Please contact Graduate Admissions (<http://spu.edu/graduate-admissions/>) if you have questions.
  - Minimum SAT scores required: Math: 515, Reading: 500, Writing: 490.
  - Minimum ACT scores required: Math: 22, Reading: 22, Writing: 8.
- Taking the state endorsement test ([http://www.west.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.west.nesinc.com/PageView.aspx?f=GEN_Tests.html)).
  - You must take the endorsement test(s) for your intended endorsement area(s). Tests should be passed prior to the start of the graduate teacher education program.
    - Those endorsing in *designated world languages or bilingual education* must also pass oral and writing proficiency tests in their language area.
  - Several NES study guides are located on the main floor Reference section of SPU's Ames Library (<http://spu.edu/library/>). If you are admitted, you may use your SPU account to check out online study guides from the library.
- Verify endorsement readiness.
  - Endorsements are for the content and grade levels a teacher is prepared to teach. The Professional Education Standards Board (PESB) (<http://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/>) provides a comprehensive list of endorsements and the required content competencies and assessments.
  - If your college major matches your intended endorsement, complete the Endorsement Verification form in the application.
  - If your major does not match your intended endorsement, please contact the certification office ([soe-cert@spu.edu](mailto:soe-cert@spu.edu)). Complete the Endorsement Verification form *only after* contacting the certification office. On the form, indicate that you have been in contact with the certification office and list your "Approved Plan of Study," if one has been developed.
- Shortage area requirement.
  - Students enrolled in an alternative routes to certification program must be pursuing at least one endorsement in a subject and/or geographic area as defined by PESB, including, but not limited to, special education, elementary, health and fitness, math, science, English language arts, Spanish, social studies, and English language learners. Students with a local shortage area (district-

wide) are eligible as long as the district is able to verify there is a local shortage. The current shortage areas can be found on the PESB website (<http://www.pesb.wa.gov/workforce/educator-shortage/>).

- Moral Character and Personal Fitness Policy form (found in the online application).

Applicants with complete files submitted by the deadline are screened for interviews, held in March. Invitations to interview are sent by email.

## Contact

If you have questions about graduate education or certification programs:

- Email: [gradadmissions@spu.edu](mailto:gradadmissions@spu.edu)
- Phone: 206-281-2091

## Coursework and Internship

Candidates and mentor teachers follow a co-teaching model, where responsibility for planning, instruction, management, family communication, and assessment is shared. Student teaching interns begin with focused observations and progress to independent teaching. Across internship, interns will complete assignments designed to maximize learning from field experiences, such as creating a classroom management plan, a portfolio of internship reflections, lesson plans, a family engagement plan, and program assessments. The internship concludes with the intern returning control of classroom responsibilities to the mentor teacher.

Credits completed at the 5000-level are housed in the Continuing Education (CE) (<http://ce.spu.edu/>) Office for professional development. Students enrolled in the ARC program earn a Washington Residency Certificate after completing all program requirements and passing program assessments. This program does not lead to a degree (i.e., master's) and therefore does not participate in Graduate Commencement.

## ARC: Special Education + Elementary Education

47 Credits Minimum

Code	Title	Credits
<b>Internship (taken over three quarters)</b>		
EDU 6945	Residency Student Teaching Internship <sup>1</sup>	3
Section Credits Required		9
<b>Professional Learning Networks (taken over four quarters) <sup>3</sup></b>		
EDU 6944	Professional Learning Networks	1
Section Credits Required		4
<b>Capstone Course</b>		
EDSP 6658	Professional Issues in Special Education <sup>2</sup>	2
Section Credits Required		4
<b>Summer</b>		
EDSE 5943	Behavior Management	3
EDSE 5944	Teaching Students with Emotional and Behavioral Disorders	3
EDU 6100	Introduction to Equitable Teaching	3
EDU 6150	Planning, Instructing and Supporting Students I	3
Section Credits Required		12
<b>Autumn</b>		

EDSE 5127	Severe Disabilities	3
EDSE 5953	Special Education Assessments	3
Section Credits Required		6
<b>Winter</b>		
EDMA 5807	Elementary Mathematics Methods	3
EDSE 5946	Individualized Education Plans	3
Section Credits Required		6
<b>Spring</b>		
EDCT 5608	Diversity, Equity, and Inclusion in Education	3
EDSE 5653	Teaching Reading to Exceptional Students	3
Section Credits Required		6
<b>Total Credits</b>		<b>47</b>

1

Take three credits each in Autumn, Winter, and Spring.

2

Take two credits each in Winter and Spring.

3

Take one credit each in Summer, Autumn, Winter, and Spring.

## Additional Requirements and Information

- OSPI & PESB requirements. See SOE.
- Earn Washington State Residency Teacher Certification