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COLLEGE OF  
EDUCATION

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LITERACY FOR SPECIAL NEEDS  
STUDENT HANDBOOK  
2011 - 2012

M.Ed., Literacy for Special Needs  
Post-Master's Certificate: Literacy Specialist  
Graduate Endorsement-Only Program in Reading

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# LITERACY FOR SPECIAL NEEDS STUDENT HANDBOOK

<http://www.seattleu.edu/coe/literacy>

## Introduction

Welcome to the Literacy for Special Needs Program at Seattle University! We are excited that you have chosen to study with us. The goal of the Literacy for Special Needs program is to create an integrated learning experience in literacy and special education that will help you become a leader of the field and well prepared to meet the learning needs of diverse students in the 21st century. Working with students with literacy learning needs is a critical endeavor and can be a very meaningful and rewarding career.

This handbook is designed to answer many of the questions asked by new students and to provide guidance throughout your degree or endorsement program. We encourage you to become familiar with the contents of this handbook as well as with Seattle University's Graduate Catalog.

Part 1 of this handbook is designed to help you understand the Literacy for Special Needs program and plan your personal program of study. Parts 2 and 3 include important policies and procedures of Seattle University, the College of Education, and the Literacy for Special Needs program. You should review and understand these policies, as they have important implications for your program planning and completion. Part 4 includes information on useful services and facilities at Seattle University. Part 5 provides you with additional professional resources.

I look forward to working with you in the program.

*Katherine L. Schlick Noe, Ph.D.  
Professor and Director of Literacy  
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## Part 1. Program Overview<sup>12</sup>

The Literacy for Special Needs program is designed to prepare reading specialists, special educators, and general education teachers to work effectively with K-12 students with a broad range of specialized learning needs. The program prepares candidates for various roles, including literacy assessment, instructional planning, and nurturing lifelong literacy development and skill application. Courses in this program include an examination and evaluation of current literacy and special education research and best practice. Completion of the master's degree in Literacy for Special Needs leads to the Washington State endorsement in reading and provides 16 credits toward the Washington State endorsement in special education.

The Post-Master's Certificate/Literacy Specialist is designed for teachers who already hold a master's degree but who want to earn the endorsement in reading. The Graduate Endorsement-Only Program: Reading is designed for teachers without the master's degree who want to earn the endorsement in reading. The courses in these two options are identical.

The program is designed for working professionals who take one course a quarter during the academic year and one or two courses during the summer. Students take a planned program of coursework in literacy and special education, culminating in the practicum working with K-6 students with special needs. Students can begin the program during any quarter. Courses during the academic year meet in the late afternoon and evening hours; some summer courses meet during the day. Part-time students can complete the program in three to four years.

As an accredited graduate literacy program, the integrated curriculum in literacy and special education adheres to the standards and guidelines of the competency-based program outlined in the Washington Administrative Code (WAC), the International Reading Association (IRA), and the National Council for the Accreditation of Teacher Education (NCATE). Within these guidelines, the faculty has the freedom and ultimate responsibility for the selection and evaluation of its students; the design, implementation, and evaluations of its curriculum; and the determination of who should be recommended for a degree and state endorsement. Admission and retention decisions are based not only on prior satisfactory academic achievement but also on a range of factors that serve to insure that the candidate can provide literacy services in a professional and ethical manner.

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<sup>1</sup> The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities.

<sup>2</sup> The program policy is an extension of and in conformity with the College of Education Admission, Retention, Graduation, and Certification Policies and Procedures.

## Program Competencies

The essential competencies required of students in the Literacy for Special Needs program are the following: Professional knowledge and skills (in alignment with the International Reading Association *Standards for Reading Professionals*, 2003 and the Washington State Reading Endorsement Competencies, 2007), professional responsibilities, and the personal and professional dispositions of the effective reading specialist. Appendix I lists all program competencies and indicates how they are developed and addressed through course work and the practicum (LITC 528).

### **Professional Knowledge and Skills**

Professional knowledge and skills competencies are measured by performance in course work, the practicum (LITC 528), and on the comprehensive examination on the following standards and elements:

1. **Foundational Knowledge:** Candidates have knowledge of the foundations of reading and writing processes and instruction.
  - 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
  - 1.2 Demonstrate knowledge of reading research and histories of reading.
  - 1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.
  - 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
2. **Instructional Strategies and Curriculum Materials:** Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
  - 2.1 Use instructional grouping options (individual, small-group, whole class, and computer based) as appropriate for accomplishing given purposes.
  - 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
  - 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
3. **Assessment, Diagnosis, and Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
  - 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

- 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties
- 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- 3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).
4. **Creating a Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
  - 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
  - 4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.
  - 4.3 Model reading and writing enthusiastically as valued lifelong activities.
  - 4.4 Motivate learners to be lifelong readers.
5. **Professional Development:** Candidates view professional development as a career-long effort and responsibility.
  - 5.1 Display positive dispositions related to reading and the teaching of reading.
  - 5.2 Continue to pursue the development of professional knowledge and dispositions.
  - 5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.
  - 5.4 Participate in, initiate, implement, and evaluate professional development programs.

### **Personal and Professional Dispositions**

In addition to demonstrating effective knowledge and skill competencies, the literacy specialist must demonstrate competence in the following personal and professional dispositions:

1. Commitment to knowing, understanding, and applying the professional standards and ethics of the literacy profession;
2. Commitment to meeting the highest professional standards. Includes developing and displaying positive relationships with students, colleagues, program faculty, and education professionals;
3. Commitment to serving students and their families according to the highest professional standards;
4. Commitment to advocating and making professional decisions based on the best interests of students and families;

5. Commitment to reflecting on, learning from, and/or integrating newly acquired knowledge, developing professional skills, and analysis of professional experience into professional practice. Includes recognizing own strengths and weaknesses and responding appropriately to constructive feedback;
6. Commitment to valuing and respecting the intrinsic worth and diverse contributions of each person. Includes treating individuals with respect, using tact and discretion, maintaining confidentiality, setting a positive and respectful tone in interactions with others, actively listening to others' viewpoints, and working effectively in collaboration with others;
7. Commitment to the belief that all students can learn; and
8. Commitment to positively impacting the learning of all students.

## Advising and Setting Up a Program of Study

Dr. Katherine L. Schlick Noe, Director of Literacy, advises all students in the Literacy for Special Needs program. You should make an advising appointment with Dr. Schlick Noe prior to your first quarter of course work in order to set up your official program of study.

As you develop your program of study, review carefully the appropriate program of study in the following pages and read Parts 2 and 3 on policies and procedures. Please note the policy on transfer credits and the procedures for applying for graduation and taking the comprehensive examination, which occur toward the end of your program.

### Upon Admission to the Program

- *Preliminary Program of Study*: Meet with Dr. Schlick Noe as soon as possible to set up your preliminary program of study. Sample program of study forms can be found on pages 11-13, and a recommended sequence of course work for the M.Ed. program can be found on page 14.
- *Transfer Credit*: If you have taken graduate courses that might transfer into your program, discuss them with your advisor. You may transfer in up to 10 credits if the courses meet the following criteria:
  - Graduate credit from an accredited institution;
  - Taken within six years of the time you finish the LITC program;
  - Earned grade of B (3.0) or better for the credits to be applied to your degree work; and
  - Course(s) fulfill program competency requirements.

Official transcripts must be submitted to the Registrar's Office upon completion of the course work. You must fill out a Petition for Exception to Policy with your advisor to request that these courses be applied to your degree. Transfer credits are not official until approved by the Registrar.

- *Seattle University Campus Card (Student ID)*: A Seattle University picture identification card is required. After paying tuition, go to the Campus Card Office, Engineering Building, Room 313, 8:00 am – 4:30 pm Monday through Friday. You will need to bring a government-issued photo ID (e.g., driver license, state ID, passport) and your 7-digit student ID number. *You may use the campus library and bookstore without the ID card.*
- *Seattle University E-mail Account*: You *must* open an SU e-mail account, as *all official communications will come to you via this account*. To set up your e-mail account online, all you need is your SU username and your student ID number. These should have been mailed to you with your initial acceptance letter. Go to <https://pwreset.seattleu.edu/> and click on the link for "I am setting my password for the first time." Follow the directions from there. If you have any difficulties, you can call the Help Desk at (206) 296-5571.

### ***As You Progress***

- *Ongoing Advising:* **It is critical that you follow the program of study set up with your advisor.** The courses are arranged in a specific sequence for maximum learning. Because the Literacy for Special Needs Program meets state requirements for the reading endorsement, you must take all of the courses in the program of study. In addition, many of the courses in the program are offered only once per year. Missing a sequenced course may delay completion of the program. Meet with your advisor at least once a year to be sure that you are taking courses in the appropriate sequence. If you take no courses in any quarter, be sure to keep in touch with your advisor so that you do not miss any important information.
- *Candidacy:* When you have completed 15 credits (which must include EDUC 500 and LITC 525), you will be notified of your eligibility for candidacy. At this time, your program of study plan will need to be completed, ideally in a meeting with your advisor. After the plan is initialed by both you and your advisor, a copy for your reference will be mailed to you with the original retained in your student file. This becomes your official program of study and you are then considered to be a candidate for the master's degree. See Part 2 for more information on the candidacy process. **Please note that a grade of B (3.0) or better on the research paper assignment in LITC 525 is a requirement for candidacy.**

### ***As You Approach the End of Your Studies***

- *Application for Graduation (M.Ed. program only):* Students in the LITC master's degree program graduate at the end of the summer quarter. The deadline for applying for graduation is February 1 of the year in which you intend to graduate. You are responsible for submitting your application for graduation, done via your account on SUOnline ([www.suonline.seattleu.edu](http://www.suonline.seattleu.edu)). That will begin the process whereby the Registrar's Office will generate your graduate advisor letter and send it to the program for verification. The Registrar's Office will then send you the letter confirming what course work remains to be completed for your degree. See Part 2 of this handbook for more detailed instructions and additional information.
- *Prepare for the Practicum (LITC 528) and the Comprehensive Examination:* The practicum takes place during the first term of summer quarter. It is a daily field experience at our partnership school, during which you demonstrate all of the knowledge and skills competencies of the program. The comprehensive examination for the LITC program takes place approximately one to two weeks following the end of the practicum (and the end of the first summer term). During the spring quarter before the practicum, the Program Director will hold an orientation to the practicum and the comprehensive examination and will give you more detailed information about both experiences. Other information on the comprehensive examination may be found in Part 2 of this handbook.

## Program Requirements

### *Master of Education/Literacy for Special Needs (48 credits)*

#### **I. Basic College of Education Requirements**

Nine credits, including:

EDUC 500 Introduction to Educational Research 3

EDUC 501 Social Justice in Professional Practice 3

Choose one of the following courses: 3

EDUC 511 Child Development

EDUC 512 Adolescent Psychology

#### **II. Literacy Requirements**

Twenty-three credits, including:

LITC 521 Teaching with Children's and Adolescent Literature 3

LITC 522 Seminar in Writing Instruction 3

LITC 524 Literacy Assessment and Evaluation 3

LITC 525 Seminar in Literacy Instruction 3

LITC 526 Literacy in the Content Fields 3

LITC 527 Specialized Literacy Interventions 3

LITC 528 Practicum: Literacy for Special Needs 5

#### **III. Special Needs Requirements**

Sixteen credits, including:

SPED 540 Introduction to Special Education and Learning Disorders 3

SPED 541 Multicultural/Multilingual Issues in Learning 3

SPED 542 Teaching Students with Learning Disorders 3

SPED 545 School Consultation and Intervention 3

SPSY 564 Individual Educational Assessment 4

**Total = 48**

***Post-Master’s Certificate: Literacy Specialist (Minimum 24 credits)***

This certificate program is designed for students who already have a master’s degree and a Washington State teaching certificate and wish to earn the Washington State endorsement in reading.

**I. Prerequisites**

EDUC 500	Introduction to Educational Research (or equivalent)	3
EDUC 515	Multicultural Perspectives (or equivalent)	3
	Choose one of the following courses (or equivalent):	3
EDUC 511	Child Development	
EDUC 512	Adolescent Psychology	

**II. Required Literacy Courses**

Twenty-three credits, including:

LITC 521	Teaching with Children’s and Adolescent Literature	3
LITC 522	Seminar in Writing Instruction	3
LITC 524	Literacy Assessment and Evaluation	3
LITC 525	Seminar in Literacy Instruction	3
LITC 526	Literacy in the Content Fields	3
LITC 527	Specialized Literacy Interventions	3
LITC 528	Practicum: Literacy for Special Needs	5
LITC 596	Elective ( <i>to be determined with advisor</i> )	1

**Minimum credits required 24**

***Graduate Endorsement-Only Program: Reading (Minimum 24 credits)***

This program is designed for students with a bachelor’s degree who hold a Washington State teaching certificate and wish to earn the endorsement in reading but not the master’s degree.

**I. Prerequisites**

EDUC 500	Introduction to Educational Research (or equivalent)	3
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**II. Required Endorsement Courses**

Twenty-three credits, including:

LITC 521	Teaching with Children’s and Adolescent Literature	3
LITC 522	Seminar in Writing Instruction	3
LITC 524	Literacy Assessment and Evaluation	3
LITC 525	Seminar in Literacy Instruction	3
LITC 526	Literacy in the Content Fields	3
LITC 527	Specialized Literacy Interventions	3
LITC 528	Practicum: Literacy for Special Needs	5
LITC 596	Elective ( <i>to be determined with advisor</i> )	1

**Minimum credits required 24**

## Literacy Course Descriptions

**LITC 521 Teaching with Children's and Adolescent Literature 3**

Integrating children's and young adult literature into instruction across the curriculum. Examines the range of literature written for children and young adults, from picture books to novels, including fiction, poetry, and informational books. Emphasis will be given to selecting appropriate literature, developing literature-based instruction, and understanding the multicultural contexts of literature. Web site:

<http://classes.seattleu.edu/education/litc521/schlicknoe/>

**LITC 522 Seminar in Writing Instruction 3**

Development of written language expression at all grade levels; examination and evaluation of instructional and assessment practices, materials, and research on writing.

**LITC 524 Literacy Assessment and Evaluation 3**

Examines formal and informal literacy assessment measures, instructional techniques and materials, and clinical programs and approaches. Prerequisite: LITC 525, SPED 542, TEED 521, TEED 522, or permission of instructor. Web site:

<http://classes.seattleu.edu/education/litc524/schlicknoe/>

**LITC 525 Seminar in Literacy Instruction 3**

Development of literacy processes and skills at all levels; examination and evaluation of current instructional and assessment practices, research, and materials. Web site:

<http://classes.seattleu.edu/education/litc525/schlicknoe/>

**LITC 526 Literacy in the Content Fields 3**

Instructional methods in literacy in the content fields. Emphasizes the role of literacy across the curriculum.

**LITC 527 Specialized Literacy Interventions 3**

Identification of components of effective literacy intervention programs for students with specialized learning needs. Evaluation and design of literacy instructional interventions. Prerequisite: LITC 525 and 524 or SPSY 564, or permission of instructor.

**LITC 528 Practicum: Literacy for Special Needs 5**

Supervised field experience in literacy assessment and instruction. Serves as the capstone experience of synthesis and application to the role of a reading specialist, general education teacher, or special education teacher working with students with special literacy needs. Emphasis is on comprehensive research-based curriculum, assessment, and integration of children's and young adult literature into instruction. Prerequisites: LITC 522, LITC 524, LITC 525, LITC 527, and SPSY 564 or permission of program director. Closed to non-matriculated and audit students.

## Special Needs Course Descriptions

**SPED 540 Introduction to Special Education  
and Learning Disorders**

**3**

An introduction to special education including an overview of historical/legal foundations, individualized educational plans, and exceptionalities in childhood. An emphasis will be placed on understanding the nature of learning disorders (i.e., learning disabilities, speech/language disorders, and mental retardation).

**SPED 541 Multicultural/Multilingual Issues in Learning**

**3**

An introduction to learning issues for students from culturally and linguistically diverse backgrounds. Topics covered include the types of disabilities among children from various cultural and linguistic backgrounds, perception of disabilities across cultures, reasons for the overrepresentation of various racial and ethnic groups in special programs, the effects of second language acquisition on current classroom learning, and the assessment and intervention for culturally and linguistically diverse students with learning difficulties.

**SPED 542 Teaching Students with Learning Disorders**

**3**

An examination of the methods and curriculum that have been demonstrated to be effective for students with learning disorders. Prerequisite: SPED 540 or permission of instructor.

**SPED 545 School Consultation and Intervention**

**3**

Methods for the special education teachers, reading specialists, and school psychologists to work cooperatively with general educators to effectively teach students with disabilities. This course presents observational techniques, consulting skills, effective communication skills, and dealing with resistance. Applications to working in teams and committees are examined.

**SPSY 564 Individual Educational Assessment**

**4**

Comparison of various methods used in the evaluation of learning problems. Selection, administration, and analysis of assessment methods. Interpretation of results linked to interventions. Prerequisite: SPED 540. NOTE: There is a fee for this course.

## Program of Study M.Ed. Literacy for Special Needs

Name: \_\_\_\_\_ ID: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: (\_\_\_\_\_) \_\_\_\_\_  
 \_\_\_\_\_ E-mail: \_\_\_\_\_

<b>College of Education Core Courses - 9 credits</b>	<b>Qtr Hrs</b>	<b>Quarter Planned</b>	<b>Quarter Taken</b>	<b>Grade</b>
EDUC 500 <i>Introduction to Educational Research</i>	3	_____	_____	_____
EDUC 501 <i>Social Justice in Professional Practice</i>	3	_____	_____	_____
EDUC 511 <i>Child Development</i> <b>or</b>				
EDUC 512 <i>Adolescent Psychology</i>	3	_____	_____	_____
<b>Literacy Courses - 23 credits</b>				
LITC 521 <i>Teaching w/ Children's and Adol. Literature</i>	3	_____	_____	_____
LITC 522 <i>Seminar in Writing Instruction</i>	3	_____	_____	_____
LITC 524 <i>Literacy Assessment &amp; Evaluation</i>	3	_____	_____	_____
LITC 525 <i>Seminar in Literacy Instruction</i>	3	_____	_____	_____
LITC 526 <i>Literacy in the Content Fields</i>	3	_____	_____	_____
LITC 527 <i>Specialized Literacy Interventions</i>	3	_____	_____	_____
LITC 528 <i>Practicum: Literacy for Special Needs</i>	5	_____	_____	_____
<b>Special Needs Courses - 16 credits</b>				
SPED 540 <i>Intro. to Special Ed. and Learning Dis.</i>	3	_____	_____	_____
SPED 541 <i>Multicultural/Bilingual Issues in Learning</i>	3	_____	_____	_____
SPED 542 <i>Teaching Students with Learning Dis.</i>	3	_____	_____	_____
SPED 545 <i>School Consultation and Intervention</i>	3	_____	_____	_____
SPSY 564 <i>Individual Educational Assessment</i>	4	_____	_____	_____

**Total credits: 48**

Comprehensive Exam

**Candidacy approved (Advisor signature and date):**

Qtr. Planned \_\_\_\_\_

\_\_\_\_\_

Qtr. Taken \_\_\_\_\_

Notes: \_\_\_\_\_

<u>Advisor</u>	<u>Student</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Program of Study Post-Master's Certificate: Literacy Specialist

Name: \_\_\_\_\_ ID: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_  
 \_\_\_\_\_ E-mail: \_\_\_\_\_

<b>Prerequisites - 15 credits</b>	<b>Qtr Hrs</b>	<b>How met:</b>
EDUC 500 <i>Introduction to Educational Research</i> (or equiv)	3	_____
EDUC 515 <i>Multicultural Perspectives</i> (or equiv)	3	_____
EDUC 511 <i>Child Development</i> <b>or</b>	3	_____
EDUC 512 <i>Adolescent Psychology</i>		

<b>Required Certificate Courses – 24 credits</b>		<b>Quarter Planned</b>	<b>Quarter Taken</b>	<b>Grade</b>
LITC 521 <i>Teaching with Children's &amp; Adol. Lit.</i>	3	_____	_____	_____
LITC 522 <i>Seminar in Writing Instruction</i>	3	_____	_____	_____
LITC 524 <i>Literacy Assessment &amp; Evaluation</i>	3	_____	_____	_____
LITC 525 <i>Seminar in Literacy Instruction</i>	3	_____	_____	_____
LITC 526 <i>Literacy in the Content Fields</i>	3	_____	_____	_____
LITC 527 <i>Specialized Literacy Techniques</i>	3	_____	_____	_____
LITC 528 <i>Practicum: Literacy for Special Needs</i>	5	_____	_____	_____
<i>Elective</i>	1	_____	_____	_____

**Total credits: 24**

**Certificate Completion Approved (Advisor signature and date):**

\_\_\_\_\_

Notes: \_\_\_\_\_

<u>Advisor</u>	<u>Student</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Program of Study Graduate Endorsement-Only Program: Reading

Name: \_\_\_\_\_ ID: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_  
 \_\_\_\_\_ E-mail: \_\_\_\_\_

<b>Prerequisite - 3 credits</b>	<b>Qtr Hrs</b>	
EDUC 500 <i>Introduction to Educational Research</i> (or equiv)	3	How met: _____

<b>Required Endorsement Courses – 24 credits</b>	<b>Quarter Planned</b>	<b>Quarter Taken</b>	<b>Grade</b>
LITC 521 <i>Teaching with Children's &amp; Adol. Lit.</i>	3		
LITC 522 <i>Seminar in Writing Instruction</i>	3		
LITC 524 <i>Literacy Assessment &amp; Evaluation</i>	3		
LITC 525 <i>Seminar in Literacy Instruction</i>	3		
LITC 526 <i>Literacy in the Content Fields</i>	3		
LITC 527 <i>Specialized Literacy Techniques</i>	3		
LITC 528 <i>Practicum: Literacy for Special Needs</i>	5		
<i>Elective</i>	1		

**Total credits: 24**

**Endorsement Completion Approved (Advisor signature/date):**

\_\_\_\_\_

Notes: \_\_\_\_\_

<u>Advisor</u>	<u>Student</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

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## Sample Suggested Sequence of Courses

### *M.Ed. Program Overview: Begin in Summer Quarter*

Year One		
<b>Summer</b>	EDUC 500 Introduction to Graduate Study and Research LITC 525 Seminar in Literacy Instruction	6 credits
<b>Fall</b>	SPED 540 Introduction to Special Education and Learning Disorders	3 credits
<b>Winter</b>	SPED 541 Multicultural/Multilingual Issues in Learning	3 credits
<b>Spring</b>	LITC 524 Literacy Assessment and Evaluation	3 credits
Year Two		
<b>Summer</b>	LITC 522 Seminar in Writing Instruction LITC 526 Literacy in the Content Fields	6 credits
<b>Fall</b>	EDUC 501 Social Justice in Professional Practice	3 credits
<b>Winter</b>	SPED 542 Teaching Students with Learning Disabilities	3 credits
<b>Spring</b>	LITC 521 Teaching with Children's and Adolescent Literature	3 credits
Year Three		
<b>Summer</b>	EDUC 511 Child Development or EDUC 512 Adolescent Psychology LITC 527 Specialized Literacy Interventions	6 credits
<b>Fall</b>	<b>No classes</b>	
<b>Winter</b>	SPSY 564 Individual Educational Assessment <i>Application for Graduation – February 1</i>	4 credits
<b>Spring</b>	SPED 545 School Intervention and Consultation <i>Orientation to Practicum and Comprehensive Examination</i>	3 credits
Year Four		
<b>Summer</b>	LITC 528 Practicum: Literacy for Special Needs  <i>Comprehensive Examination</i>	5 credits

## Evaluation

Faculty commitment to student learning is a hallmark of the LITC program, and we fully expect you to have a challenging and successful experience. We also want you to understand the importance of ongoing evaluation to your development as a literacy professional. Evaluation and support occur throughout the program in courses and practicum (LITC 528). Evaluation includes the assessment of academic performance in the classroom; demonstration of the program's knowledge, skills, and disposition competencies in course work and practicum; and professional and ethical codes of conduct throughout the entire program. The faculty will review your performance in these areas at critical junctures in the program. To make adequate progress in the program, you must earn a grade of B or better in each course and successfully demonstrate the personal and professional disposition competencies of the program.

If you are having difficulty, we may meet with you to design a plan to assist you in addressing the problem if we believe an assistance plan would be helpful. An assistance plan is a reflection of the faculty's professional judgment that a student is not making satisfactory progress in meeting the program competencies, but may possess the potential to succeed with some special guidance and additional assisted direction from the faculty. On rare occasions, we may withdraw a student from the program if the student has demonstrated that his or her performance on any of the program competencies is unsatisfactory. Specific policies and procedures are detailed in this handbook.

### **Probation and Dismissal Policies and Procedures**

Because students in the Literacy for Special Needs program are preparing for advanced professional roles serving K-12 students, the program maintains rigorous academic, professional, and personal standards for our students. The following policies outline the circumstances under which students who are not meeting program competencies and/or requirements may be placed on probation or dismissed from the program, as well as the procedures that will be followed.

- *Academic Probation:* Graduate students who demonstrate substandard academic performance (e.g., grade below B (3.0) in a program course, cumulative GPA or quarter GPA falls below a 3.0/B), will be placed on probation. If academic probation is necessary, the student will be notified by the Program Director. The notification will inform the student of the reason for the academic probation and the conditions of the probation.

This action is currently under SU policy (75-14, 75-3, 81-2, 81-3, and 81-4) and will be subject to the SU Academic Probation Policy when it is approved.

*Restrictions While on Academic Probation:* You will not be allowed to register for or participate in the practicum while on academic probation.

- *Academic Dismissal:* Students who demonstrate substandard academic performance (e.g., cumulative GPA or quarter GPA falls below a 3.0/B) over two or more quarters may be dismissed from the program. When such circumstances happen, the normal procedure is that the student will be informed of the proposed action by the Program Director. The notification will

inform the student of the reason the dismissal is being proposed, the date by which the dismissal will be in effect, and the policy and procedure the student can use to request reconsideration of the program's decision to dismiss.

This action is currently under SU policy (75-14, 75-3, 81-2, 81-3, and 81-4) and will be subject to the SU Academic Probation Policy when it is approved.

- *Professional Standards Probation:* There may be circumstances when the faculty, in our professional judgment, determine that a student has failed to demonstrate the professional skills competencies and/or personal and professional dispositions of the program. In such cases, the student may be placed on probation. If professional standards probation is necessary, the Program Director will discuss the specific professional standards issue(s) concerns with the student. After discussion with the student, the Program Director, in consultation with program faculty, makes the final decision on whether to recommend the student for professional standards probation. If the recommendation is to place the student on probation, the Program Director informs the student in writing of the program's decision to recommend the student for probation, the reasons for recommending probation, the conditions (such as an assistance plan) of the probation, the date by which the probation will become effective, and inform the student of her or his option to request a review of the program recommendation under the SU Fair Process Policy.

The program, except in the case where it is judged by the Program Director to be an emergency, should not put a student on professional standards probation without prior warning to the student and without prior consultation with the program faculty. If the student is placed on professional standards probation as the result of the Program Director's professional judgment that it is an emergency, the Program Director will inform the student in writing of the program's decision to place the student on probation, the conditions (such as an assistance plan), and inform the student of the her or his option to request a review of the program's recommendation under the SU Fair Process Policy.

This action is subject to the SU Fair Process Policy.

*Restrictions While on Professional Standards Probation:* You will not be allowed to register for or participate in the practicum while on professional standards probation.

- *Professional Standards Dismissal:* There may be circumstances when the faculty, in their professional judgment, determine that the student has failed to demonstrate the professional skills competencies and/or personal and professional dispositions of the program and that it is appropriate to consider dismissing the student from the program. When such circumstances happen, the normal procedure is that the Program Director discusses the specific professional standards issue(s), which are of concern to the program. After discussion with the student, the Program Director, in consultation with program faculty, makes the final decision on whether to recommend the student for professional standards dismissal. If the recommendation is to dismiss the student, the Program Director informs the student in writing of the program's decision to recommend the student for dismissal, the reasons for recommending dismissal, the date by which

the dismissal will become effective, and inform the student of her or his option to request a review of the program recommendation under the SU Fair Process Policy.

The program, except in the case where it is judged by the Program Director to be an emergency, should not dismiss a student from the program for a professional standards reason(s) without prior warning to the student and without prior consultation with the program faculty. If the student is dismissed for a professional standards reason(s) as the result of the Program Director's professional decision that it is an emergency, the Program Director will inform the student in writing of the program's decision to dismiss the student for a professional standards reason(s), the date the dismissal will become effective, and inform the student of her or his option to request a review of the program's recommendation under the SU Fair Process Policy.

This action is subject to the SU Fair Process Policy.

## LITC 528

### Practicum – Literacy for Special Needs

The capstone experience of the Literacy for Special Needs program, the practicum offers you the opportunity to demonstrate the competencies for knowledge, skills, and personal and professional dispositions of the program. The practicum also guides you to synthesize what you have learned about the role of an effective literacy specialist as you work with K-12 students with learning needs in literacy.

The practicum is held during the first summer term and takes place daily at Beacon Hill International School in the Seattle School District. You will work in collaboration with fellow LITC students and with a supervisory team of faculty to develop and implement a program of assessment and instruction for a small group of students. In addition, you will plan and present a parent workshop related to helping children grow as readers and writers, and you will prepare a staff development presentation based on your work with students. Throughout the experience, you will be evaluated on your demonstration of program competencies with special attention to your ability to make a positive impact on student learning.

Detailed information about the practicum, its schedule, format, requirements, and evaluation will be given to you during spring quarter prior to enrolling.

#### **Admission to the Practicum**

The practicum should be the final course taken in the Literacy for Special Needs program. The faculty will review your performance in the program prior to the practicum and will make a recommendation regarding your admission. In order to be admitted to the practicum, you must have successfully demonstrated the following:

- Completion of all prior course work with a grade of B or better in each course; and
- Demonstration of all program competencies related to professional knowledge and skills and personal and professional dispositions.

#### **Evaluation during the Practicum**

The practicum provides you a powerful – and important – opportunity to synthesize all you have learned in the program and to demonstrate your expertise. During the practicum, you will be evaluated on all of the professional skills and personal and professional conduct competencies of the program. Therefore, because you will be working in a school setting with children with learning needs in literacy, it is critical that you demonstrate the highest standards of professional practice.

**Withdrawal from the Practicum Site**

There are circumstances when the student and the supervising faculty may make a professional judgment that the practicum site is not appropriate for the student for whatever reason. When such circumstances happen, the normal procedure is that the student and the supervising faculty would discuss whether it is in the student's best interest to continue at the site. The supervising faculty make the final decision on whether the student will continue at the site, in consultation with the Program Director and the student. This action is not subject to appeal or review.

The supervising faculty should not normally remove a student from the practicum site without prior warning to the student. However, if, in the professional judgment of the supervising faculty, emergency circumstances exist, the student may be withdrawn from the practicum without prior warning. Emergency withdrawal from the practicum is not subject to appeal or review.

**Withdrawal from the Practicum**

If you do not demonstrate the program competencies evaluated in the practicum, you may be withdrawn from the practicum and may be placed on probation or recommended for dismissal from the program. Please see "Probation and Dismissal Policy and Procedures" in this section above under "Evaluation" for more information.

## Washington State Reading Endorsement

Students who wish to earn the Washington State endorsement in reading must already hold a Washington State teaching certificate and have two years of full-time teaching experience in a K-12 school. Applicants must complete one of the following programs: M.Ed. in Literacy for Special Needs, Post-Master's Certificate: Literacy Specialist or Graduate Endorsement-Only Programs in Reading.

Requirements in each course specified in the Programs of Study above have been linked with competencies required by the State. Under limited circumstances, specific courses may be waived depending upon prior background and experience. In order to waive specific courses, applicants must petition the Program Director in writing. The petition must document how requirements in each course (and the corresponding program competencies) were met and must include official transcripts, course syllabi, and documentation that the applicant can demonstrate the program competencies addressed in the course to be waived. Additional documentation may be required by the Program Director after reviewing the applicant's petition.

In order to obtain the reading endorsement, students must also pass the Washington Educator Skills Test (WEST-E) in reading (Test # 030). The WEST-E test assesses the knowledge competencies of the Washington State reading endorsement. You can find out more information about this test here: <http://www.west.nesinc.com/index.asp>, including information about how to register, test dates, and test objectives.

Copies of the reading endorsement form may be obtained from the program administrative assistant (206-296-5908). The form is also available on the LITC web site at <http://www.seattleu.edu/coe/literacy/Default.aspx?id=5768>.

Note: Only those students who have consistently demonstrated all of the program competencies will be recommended for the reading endorsement.

## Part 2. Program Policies and Procedures

### **Attendance and Participation**

Attendance and participation are required in all courses and are important for continued success in the program. Students are expected to demonstrate consistent attendance and active, informed participation while enrolled in all Seattle University courses. Behaviors of concern (i.e., excessive absences or failure to demonstrate the program's professional responsibilities or personal and professional dispositions) will become a focus when faculty reviews your progress prior to admitting you to the practicum (LITC 528). In cases deemed to be extreme by an instructor and/or the Program Director, a review meeting will be held to advise the student of the concern and to create a plan of action. Should the plan of action prove to be ineffective, continued enrollment in the program will be evaluated by the Program Director and the Department Chair for Teaching and Learning.

### **Candidacy**

For the first 15 credits in the program, students are considered to be pre-candidates. During this time you meet with your advisor to plan your initial program of study. Upon completion of 15 credit hours in the program (including EDUC 500 and LITC 525), you become eligible for candidacy status meaning that your program of study should be finalized, preferably by meeting with your advisor. This form will then serve as your candidacy form, becoming the written agreement stipulating degree requirements. It identifies which courses will be taken (including electives and transfer credits) and when the Comprehensive examination will be taken.

The program of study form in Part 1 identifies program requirements and serves as the foundation for candidacy. A degree cannot be issued until all requirements listed on the program of study have been satisfied.

- *Eligibility:* To be eligible for candidacy, students must have completed 15 hours of course work (including EDUC 500 Introduction to Educational Research and LITC 525 Seminar in Literacy Instruction), earned a grade of B (3.0) or better on the LITC 525 research paper, and maintained a 3.0 or higher cumulative grade point average. The program advisor must recommend the student for candidacy. At this time, the individual student's performance to date will be reviewed, including demonstration of program competencies.
- *Changing a Program of Study:* In the event that a program of study must be changed after Candidacy, a Petition for Exception to Policy must be filed in most cases. The petition identifies the requested change and its rationale. The petition requires the signature of the student, the Program Director, the Department Chairperson, and the Dean/Designee of the College of Education. Petitions should be used to request acceptance of transfer credits and course substitutions.

## **Comprehensive Examination**

All master's degree students are required to complete a four-hour written examination to fulfill program requirements. The examination is based on your course of study and will address program competencies related to professional knowledge gained in your required course work and practicum. The questions will be fairly broad in nature, but require substantiation from the literature.

- *Schedule:* Students in the LITC program take the comprehensive examination during the summer quarter of the LITC Practicum (LITC 528) or the fall quarter immediately following. During summer quarter, the examination is held approximately one week following the end of the practicum at a time arranged with the Program Director; the comprehensive examination in fall quarter is held on a Saturday, at approximately mid-point of the quarter, from 9:00 a.m. to 1:00 p.m.
- *Scope of the Examination:* The examination consists of essay questions based on the professional knowledge competencies of the Literacy for Special Needs program. The questions are designed to provide an opportunity for synthesis and integration of learning across course boundaries. Thus, an appropriate answer to any given question should draw upon multiple courses and various learning experiences including courses and the practicum (LITC 528). The following program outcomes are assessed by the Comprehensive Examination:

### **1. Foundational Knowledge**

- 1.1.1 Know and apply elements from learning theory.
- 1.1.2 Know foundational theories related to practices and materials they use in the classroom.
- 1.1.3 Explain, compare, contrast, and critique major theories in the psychological, sociological, and linguistic foundations of reading.
- 1.2.1 Recognize historical antecedents to contemporary reading methods and materials.
- 1.2.2 Articulate how their teaching practices relate to reading research.
- 1.2.4 Recount historical developments in the history of reading.
- 1.3.1 Articulate developmental aspects of oral language and its relationship to reading and writing.
- 1.3.2 Summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- 1.3.4 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.
- 1.4.1 List and define the major components of reading.
- 1.4.2 Explain how the components are integrated during fluent reading.
- 1.4.3 Articulate the research that grounds their practice.

### **3. Assessment, Diagnosis, and Evaluation**

- 3.1.4 Compare, contrast, use, interpret, and recommend a wide range of assessment tools and practices.
- 3.3.1 Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

#### **4. Creating a Literate Environment**

- 4.1.2 Select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. Can use technology to gather and to use this information in instructional planning. Can articulate the research base that grounds their practice.
- 4.2.1 Select books, technology information, and nonprint materials. Articulate the research that grounds their practice.
- 4.3.3 Use think-alouds to demonstrate good reading and writing strategies. Can articulate the research that supports modeling think-alouds and read-alouds to children.

#### **5. Professional Development**

- 5.1.6 Articulate the theories related to the connections between teacher dispositions and student achievement.
- 5.2.5 Are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policymaking bodies.
- 5.3.1 Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. Can articulate the evidence base related to those recommendations.
- 5.4.4 Are cognizant of and can identify and describe the characteristics of sound professional development programs. Can articulate the evidence base that grounds their practice.

- *Preparation:* Approximately six to eight weeks before the examination, students are invited to an orientation to the practicum and the comprehensive exam. You will be provided with an overview of the examination and will be given an opportunity to form study groups with other students who will be taking the examination. Because the questions require synthesis of your master's degree program, a general review of program competencies – and the courses and field experiences that addressed them – is appropriate.

- *Examination Details:* Upon arrival at the examination, each student will receive a test packet that includes the questions and scratch paper. Each packet is numbered so that the readers of the Examination will not know the student's name. The examination is closed book but dictionaries are available. All responses must be completed within the four-hour limit, but additional time is allowed to print your responses.

- *Special Accommodations:* Students who request special accommodation and who are appropriately determined to require such accommodation by the Office of Disability Services shall be accommodated. The nature of the accommodation will vary with the needs of the student. Requests for special accommodations must be submitted at least one month prior to the date of the examination (see Disability Services below).

- *Evaluation of the Examination:* Your examination is evaluated anonymously. Responses are evaluated on depth and breadth of knowledge; understanding of the field of literacy and cognate areas within special education; documentation from research and best practices in literacy; and scholarly writing.

The following evaluation outcomes are possible:

- Pass: All parts of the examination were evaluated as satisfactory;

- Rewrite: Specified section(s) on the examination were evaluated as unsatisfactory and that section or sections must be rewritten; or
- Fail: Exam responses as a whole were evaluated as unsatisfactory and the total examination must be rewritten.

If the examination is evaluated as satisfactory, the student will be notified in writing by the Dean of the College of Education that the comprehensive examination requirement has been met.

- *Rewrites*: If one or more responses in the examination are unsatisfactory, the student will be asked to rewrite all or part of the examination. The student will be notified by the Program Director. Students should schedule the rewrite within one month of the first examination through the Program Director. Students who complete their rewrite less than one week before the end of the quarter will have the examination read within the first two weeks of the subsequent quarter. If a student fails to complete the rewrite process satisfactorily within three months of the original examination date, he/she shall be required to sit for a completely new examination at the next regularly scheduled examination date.

A third and final writing may be requested if the second writing is deemed unsatisfactory. If a third writing is required, students must submit a formal plan of study and spend at least one quarter in preparation for the Examination. Those who do not successfully complete the examination shall be dropped from the program.

- *Notification of Successful Completion*: The student receives notification of successful completion of the comprehensive examination from the Dean of the College of Education. The examination questions, responses and results become a permanent part of the student file.
- *Appeals*: Faculty evaluations of and decisions regarding completion of the comprehensive examination are not subject to grievance or fair process review.

### **Delay of Progress in the Program**

There are circumstances when the faculty, in their professional judgment, determine that it is not appropriate (for whatever reason) for the student to continue with normal progression in the program. When such circumstances happen, the normal procedure is that the Program Director will contact the student to discuss whether it is in the student's best interest to continue with normal progression in the program. In consultation with program faculty and the student, the Program Director makes the final decision on whether the student will continue with normal progression in the program. This action is not subject to appeal or review.

Neither the Program Director, nor the program faculty in consultation with the Program Director, will make the decision not to allow a student to continue with normal progression in the program without prior consultation with the student, except in the case when in the professional judgment of the Program Director and the program faculty it is an emergency or special rare circumstance. This action is not subject to appeal or review.

### **Independent Study**

LITC 596 provides an opportunity for students to engage in an independent investigation of a topic of interest to the student that is not addressed in other course work. Normally, this course is taken only by students in the Post-Master's Certificate: Literacy Specialist or Graduate Endorsement-Only programs. The student must prepare a proposal for advisor approval before registering for the Independent Study credit. Additional guidelines for the Independent Study are available from the program administrative assistant or your advisor.

### **Mary C. Pirrung Scholarship**

This scholarship is awarded each year to a superior student in the Literacy for Special Needs master's degree program. Professor Pirrung founded the reading graduate program in the College of Education and taught here for 23 years.

- *Eligibility:* Students in the Literacy for Special Needs master's program are eligible to apply if they have completed at least 15 graduate credits at Seattle University with a 3.7 grade point average; and one graduate literacy course at Seattle University.
- *Application Procedure:* Application forms are available from the program administrative assistant in Loyola 304B (206-296-5908). Applications must be received by the advertised date each year, and the scholarship applies to course work taken during the following academic year (Summer – Spring).

### **Professional Association Membership**

All graduate students in the Literacy for Special Needs Program are expected to be or to become student members of one or more professional organizations devoted to literacy. At each level, associations offer memberships at a reduced rate for students. The following professional associations are highly recommended:

- International Reading Association (IRA) <http://www.reading.org>
- National Council of Teachers of English (NCTE) <http://www.ncte.org>
- Washington Organization for Reading Development (WORD) <http://www.wordreading.org>

## Part 3. General Policies and Procedures

### **Academic Honesty**

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process and that violations in this area should be dealt with in an appropriate and effective manner. The Academic Honesty Policy of the university is available from the Registrar's web site: <https://www.seattleu.edu/registrar/Policies.aspx>

### **Challenging a Course Grade**

The purpose of this procedure is to provide a confidential, fair, and timely means by which students may seek redress for what they consider to be an incorrect or unfair course grade. A copy of this policy and procedure document can be found on the Registrar's Office web site: <https://www.seattleu.edu/registrar/Policies.aspx>

### **Commencement with Deficiencies** (*more about graduation and commencement below*)

Graduate students who have six or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards of their program are eligible to participate in Commencement. As long as they meet the above requirements, students may participate in Commencement before they have completed the comprehensive examination requirement.

### **Concurrent Enrollment at Two Universities**

University regulations require students to seek written permission to be enrolled at another institution simultaneously with enrollment at Seattle University. Credits completed at a second institution are not transferable unless, prior to enrolling elsewhere, a Petition for Exception to Policy authorizing dual enrollment is approved by the Program Director and the Dean of the College of Education.

### **Disability Services**

If a student has a disability that the student believes requires accommodation, it is the student's affirmative responsibility to request such accommodation from Seattle University. If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in a class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. More information is available on the web site: <http://www.seattleu.edu/sas/disabilityservices/default.aspx?id=28360>.

### **E-Mail Accounts** (see instructions on p. 5)

All students are expected to have and use a Seattle University e-mail account, available at no cost through Seattle University. Important information is transmitted via Seattle University e-mail; therefore, it is critical that you frequently and regularly monitor your SU e-mail account.

### **Exception to Policy (Petition to the Dean)**

If you have serious reason to seek an exception to any of the policies and/or procedures listed in the *Student Handbook* or *Graduate Catalog*, you must petition the Dean by using a petition form available in the Program Office (206-296-5908). Examples include waiving a course requirement and/or substituting one course for another with permission of your advisor. Submit the completed Petition for Exception to Policy to your advisor for review and action.

### **Fair Process Policy and Procedures**

Seattle University has a Fair Process Policy that defines the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. A copy of the fair process policy can be found on the Registrar's Office web site: <https://www.seattleu.edu/registrar/Policies.aspx>.

### **Financial Aid**

Graduate students must be enrolled at least part time (three credits) to be considered for financial assistance. Support is available through student loans. In addition, the Literacy for Special Needs Program offers one graduate scholarship (see Mary C. Pirrung Scholarship in Part 2 above). Seattle University financial aid is not available for international students.

- *Application Process:* To be considered for financial aid, you must be admitted to the university, and you must complete the Free Application for Federal Student Aid (FAFSA). This is your application for federal, state, and institutional funds (available on the web at <http://www.fafsa.ed.gov>). For further information, contact Student Financial Services (SFS) at (206) 296-2000 or check the SFS web site at <http://www.seattleu.edu/sfs/>.
- *Mary C. Pirrung Scholarship* (see Part 2. Program Policies and Procedures above)

### **Format for Written Work**

Faculty in the College of Education may require that the format standards endorsed by the American Psychological Association (APA) be followed for course assignments. The most recent update to the APA Publication Manual is available for purchase at most bookstores and is available for use at the Reference Desk in the Seattle University Library. (Handouts outlining minimum APA format requirements for the College of Education will be distributed in EDUC 500 and are also available from the College of Education receptionist in Loyola 500).

## **Graduation and Commencement**

Graduation and commencement do not mean the same thing. Graduation comes after the completion of all course work and other degree requirements and can occur at the end of any quarter. Commencement is the annual formal ceremony in June at which degrees and diplomas are presented. Seattle University policy allows graduate students who have six credits or fewer left to complete to participate in commencement ceremonies. Students may also participate in commencement before they have completed the comprehensive examination requirement.

To qualify for graduation, you must first apply for graduation (see procedures and deadlines listed below), complete all course work and examinations (including the Comprehensive examination), and remove any 'holds' on your records (caused by book fines, unpaid late registration fees, etc.).

When all degree requirements are met, graduates will have their degrees posted (meaning that the 'Master's Degree Requirements Completed' is stamped on your transcript) at the end of the quarter of graduation, and your diploma will be mailed to you in approximately eight weeks. Prior to receiving your diploma, you may request that a letter be sent to you stating that your degree requirements have been completed. This letter is available from the Registrar's Office by emailing your request to [registrar@seattleu.edu](mailto:registrar@seattleu.edu).

The Seattle University procedure and deadlines for graduation are as follows:

- a. Log on to SUOnline ([www.suonline.seattleu.edu](http://www.suonline.seattleu.edu)). Click on "Students" or select the "Student Menu" tab. Select "Application for Graduation" under Academic Profile on the right side of the screen.
- b. Once you have submitted your Application for Graduation, a Student Academic Specialist will audit your records and work with your academic advisor to clarify the remaining requirements you need to complete the degree. You should expect to receive an official graduation letter in the mail in approximately four to six weeks.
- c. Generally, LITC students graduate in Summer or Fall quarters. The deadline for applying for Summer or Fall graduation is February 1.

## **Hardship Withdrawal**

A grade assigned by the Dean or the Dean's designee when a student must withdraw from a course for a medical/family hardship reason as appropriately documented. There is no effect on the grade point average and the university's regular tuition refund policies apply.

## **Incomplete and N Grades**

- *I – Incomplete*: A temporary grade assigned because a critical portion of the required work was not completed because of illness or other serious circumstances beyond the student's control. The I grade may not be used for the convenience of the faculty member or student. When the instructor assigns an I grade at the end of a term, a provisional grade is also submitted which will

be automatically assigned by the Registrar should the deadline expire without student action. This provisional grade should be calculated to include all work completed to date of final attendance plus a failing grade for work/exams the student did not complete. When the specified work has been completed, the faculty member completes a change of grade transaction to authorize a final grade for the course.

Timelines for removal of the I grade are as follows:

<u>I Grade Received</u>	<u>Must Be Removed by</u>
Spring or Summer 2011	October 21, 2011
Fall 2011	February 3, 2012
Winter 2012	April 20, 2012

- *N - No Grade*: The grade may be suspended for some courses in which the work is not expected to be completed during the regular quarter. The only course that qualifies for N grade in the Literacy for Special Needs program is LITC 596, Literacy Independent Study. It is the responsibility of the student to request removal of the N grade when course requirements are fulfilled. Once the closing date has passed, re-registration and payment of regular tuition are required in order to obtain credit for the work completed. Timelines for removal of the N grade are as follows:

<u>N Grades Assigned</u>	<u>Must Be Removed by</u>
Spring Term	May 1 of the following calendar year
Summer Term	August 1 of the following calendar year
Fall Term	November 15 of the following calendar year
Winter Term	March 1 of the following calendar year

### **Readmission**

Graduate students will continue to receive information regarding quarterly registration and will be eligible to register for the four consecutive quarters after the last quarter of registration. Those absent for more than four consecutive quarters must complete a readmission application. International students on an F-1 or a J-1 visa must apply for readmission if they are absent for one quarter (unless that quarter is summer). Official transcripts of any academic work taken in the interim must be sent to the Graduate Admissions Office, along with the application, by the program application deadline for the intended quarter of entry. There is no fee for readmission to the same program. Applicants are responsible for clearing all financial and administrative holds. Applications are subject to the review and discretion of the academic departments and deans; therefore readmission is not guaranteed. Upon readmission, the student is subject to current program, school, and university policies in place at the time of readmission.

### **Registration**

You must meet with your advisor prior to your initial registration to plan your program of study. Registration information is sent via e-mail to your Seattle University address, so be sure to keep your Seattle University e-mail account current and check it regularly.

Students will receive registration information and a registration time for access to the registration system, SUOnline ([www.suonline.seattleu.edu](http://www.suonline.seattleu.edu)), prior to each registration cycle. It is important

to read the information carefully and follow the instructions. If, for any reason, you do not receive registration information, call the Registrar's Office immediately. **DO NOT WAIT UNTIL REGISTRATION BEGINS!**

Courses have enrollment limits and sometimes fill to capacity early in the registration period. Registering late may mean you will miss enrollment in a required course and may have to adjust your program of study. If you are closed out of a course and are uncertain what other courses to enroll in, contact your advisor.

If a course is full and closed, admission to that course is granted at the discretion of the instructor. Permission is usually not granted unless there are serious consequences, such as the course not being offered for at least one more year, and the student needing the course to graduate in the current year.

### **Repeating a Course**

A graduate student must repeat a required graduate course graded C- or below, but may repeat a graduate course graded C+ or C only once. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree.

### **Time Limits**

Seattle University recognizes that students may progress at different rates and their time to degree completion is often dictated by individual circumstances. However, all requirements for the master's degree (including any transfer credits) must be completed within six years after course work is begun. In those unusual circumstances where students cannot complete the degree requirements within the six-year limit, they must file a petition with the Dean at least one quarter prior to the expiration of the six-year limit requesting an extension of one year. When petitions are approved, students may be required to take additional credits. In most cases, only one extension will be allowed.

### **Transfer Credits**

A maximum of 10 quarter hours of graduate credit may be transferred to Seattle University. To be eligible, the credits must be from an accredited institution and be considered graduate level work by Seattle University. A grade of B or higher is required for the credits to be applied to degree work. In addition, transfer courses must fulfill program competency requirements. Official transcripts must be submitted to the Registrar's Office upon completion of the course work. Transfer credits must conform to the six-year time limit stipulated above and in the Graduate Catalog. A Petition for Exception to Policy must be submitted listing the courses you wish to have transferred.

### **Waiver of Course Work**

It is possible to waive course work contingent on previous academic work or work experience. You are encouraged to submit any possible waiver requests to the Program Director during your first quarter of attendance. You may have the petition considered by the Program Director (or the appropriate instructor) upon the completion of these two steps: 1) Obtain a written recommendation from the instructor of the course you wish to waive; 2) Present a typed petition form to the Program Director giving your rationale for the waiver and attach the course instructor's recommendation. When you meet with the course instructor to discuss waiving the course, bring one or more of the following:

- A. A transcript and course description of an equivalent (contact hours and content) course at the graduate level. The course(s) must be graded 'B' (equivalent) or higher.
- B. Documentation (e.g., the syllabus) that you have taken a course that is similar in contact hours and content.

Please note: **Courses can be waived, but not credits.** A waiver is not the same as a 'transfer of credit'; therefore, equivalent elective courses will be selected to substitute for the waived course. Total credits in your program at Seattle University remain the same.

### **Withdrawal from Course(s)**

Withdrawal from one or more courses can be done by a graduate student via SUOnline ([www.suonline.seattleu.edu](http://www.suonline.seattleu.edu)). If a graduate student wishes to withdraw from all courses for the current quarter AND is planning to continue at Seattle University in the same program in a future quarter, he/she can withdraw from all courses via SUOnline. If no action to seek a withdrawal is taken by the student, the course instructor will calculate the grade earned by the student at the end of the term and this grade will be added to the student's academic transcript.

The official date of withdrawal from one or more courses will be the date the transaction is completed at SUOnline. A grade of "W" will be allowed until the Friday of the sixth week of the quarter for fall, winter, and spring. For unique summer term deadlines for withdrawal from courses, consult SU's current Academic Calendar available at <http://www.seattleu.edu/registrar/calendar.aspx>.

### **Withdrawal from the Program**

If a graduate student wishes to withdraw from all courses for the current quarter AND is planning to continue at Seattle University BUT NOT in the same program in a future quarter, he/she can withdraw from all courses via SUOnline ([www.suonline.seattleu.edu](http://www.suonline.seattleu.edu)) and then would complete a Change of Major form. The withdrawal must be done by the withdrawal deadline (see Withdrawal from Course(s) above), but the Change of Major form need not be completed until just before the student resumes taking classes in the future.

If a graduate student wishes to withdraw from Seattle University AND is NOT planning to continue at SU in another program, he/she will need to complete a Withdrawal Request form available on the Registrar's web site at <https://www.seattleu.edu/registrar/Forms.aspx>. The form with required signatures must be submitted to the Registrar's Office by the withdrawal deadline.

## Part 4. University Services and Facilities

### **Bookstore**

The Bookstore is located in the University Services Building. Textbooks, supplies, snacks, greeting cards, and Seattle University logo items such as sweatshirts and bumper stickers are available there. It is open until 6:00 p.m. several nights per week to accommodate graduate students. Check the Bookstore web site for current hours of operation and other information ([www.seattleubookstore.com](http://www.seattleubookstore.com)).

### **Computer Laboratories**

Several computer laboratories are available for student use. A valid student Campus Card enables you to access a wide variety of computers, printers, and information services. For students in the College of Education, there is a Mac computer classroom in Loyola 300. This classroom is open generally from 8:00 to 4:00 weekdays and is available for student use when not scheduled for courses.

### **Counseling & Psychological Services (CAPS)**

Confidential, personal counseling is available to all students. If you wish to arrange an appointment, please call (206) 296-6090 or see the web site ([www.seattleu.edu/student/counsel/](http://www.seattleu.edu/student/counsel/)). The CAPS office is located in the Student Center Pavilion, Room 120.

### **Food Services**

Food service is provided at several locations on campus. The Cherry Street Market and the Hawk's Nest Bistro in the Student Center offer extensive menus. The Sidebar is located in the Sullivan Law Center, and the Bottom Line is in the Pigott Atrium. For more information about available food service including a complete list of locations and menus, see the Residence Life & Housing web site (<http://www.seattleu.edu/housing/Inner.aspx?id=71122>).

### **Lemieux Library and McGoldrick Learning Commons**

The Lemieux Library and McGoldrick Learning Commons offers a wide range of services and is open late Monday through Thursday to accommodate graduate student needs. A current student Campus Card is needed to borrow materials. See the web site for more information (<http://www.seattleu.edu/library/>).

Seattle University students can also purchase a University of Washington library card for a very small fee. This enables students to borrow materials from the extensive UW library collection. Contact the University of Washington Library for more information.

### **McGoldrick Collegium**

Located on the first floor of the Hunthausen, the McGoldrick Collegium is set aside for graduate students as well as non-traditional undergraduates. The Collegium offers comfortable study areas and is open until 8 p.m. Monday through Thursday. For more information, see the web site (<http://www.seattleu.edu/commuters/Inner.aspx?id=19052>) or call Commuter Student Services at (206) 296-6291.

### **Public Safety and Transportation**

This office, located in the University Services Building, provides a wide array of support services including first aid, escort services, parking permits, transit passes, and lost and found. The Safety and Security phone number is (206) 296-5990. For emergencies on the campus, call 5911 using a campus phone or (206) 296-5911 using your cell phone. The "Blue" phones distributed throughout the campus can also be used to alert Public Safety about an emergency. For off-campus emergency assistance, call 911.

### **Recreation and Sports**

The Connolly Center provides a variety of recreational opportunities for SU students. Your Campus Card provides access to the gymnasium, pools, fields, and courts. See the web site for more information (<http://www.seattleu.edu/recsports/>).

### **University Services Building**

This centrally located building houses the Bookstore, the Registrar's Office, Public Safety and Transportation, and the Financial Aid Office.

## Part 5. Professional Resources

### Professional Associations

*International Reading Association (IRA)*

<http://www.reading.org/>

*National Council of Teachers of English (NCTE)*

<http://www.ncte.org/>

*Washington Organization for Reading Development (WORD)*

<http://www.wordreading.org/>

*Seattle Reading Council (SRC)*

<http://www.seattlereading.org/>

### Online Professional Resources

The following web sites are maintained Katherine L. Schlick Noe, Director of Literacy, and provide access to a wide variety of information on effective literacy:

*Literacy Resources K-12*

<http://classes.seattleu.edu/education/litc525/schlicknoe/resources.html>

*Literacy Assessment*

<http://classes.seattleu.edu/education/litc524/schlicknoe/>

*Literature Circles Resource Center*

<http://www.litcircles.org/>

*Teaching with Children's and Adolescent Literature*

<http://classes.seattleu.edu/education/litc521/schlicknoe/resources.html>