



## **MSEd: Special Education Program Application**

Fall 2021 Cohort Application Priority Deadline: April 1, 2021

Please email all Western Oregon University Special Education program application materials to the email address listed below:

[floreso@mail.wou.edu](mailto:floreso@mail.wou.edu)

Olivia Flores

*Graduate Advisor // Division of Education & Leadership*

The priority deadline is April 1 and interviews will start at the end of April. Applications will be accepted after the deadline until the cohort is full and then applicants will be put on a waitlist. If applicants apply after the priority deadline, interviews will be conducted every two months until the cohort is full.

There are two applications that need to be filled out by all applicants. One application is for admission into the WOU Graduate School and the other application is for admission into the SPED program. You will find a checklist for each application below.

## 1. Apply to WOU Graduate School

- **Complete the WOU Graduate Programs Application\***. Students must be admitted to the WOU Graduate School before being considered for admission to the SPED program. Submit all WOU Graduate School application materials to the Graduate Programs Office.
- **Send \$60, non-refundable application fee**. Fee should be made payable to Western Oregon University (if you have previously been admitted to WOU as a graduate student, submit an Application for Re-Enrollment from and pay a \$15 fee) and should be submitted with your Graduate Programs Application.
- **Send official sealed transcripts**. Official transcripts from each degree granting institution to the Graduate Studies Coordinator, [graduateprograms@wou.edu](mailto:graduateprograms@wou.edu).
- **Meet GPA requirement**. A GPA of 3.0 of undergraduate or graduate coursework is required. Students who have already obtained a Master's degree from an accredited institution will have the GPA requirement waived. Those with less than a 3.0 GPA can be fully admitted with passing MAT or GRE scores.
- **Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score**. Minimum required score for the (a) MAT: 395 or higher; (b) GRE: minimum quantitative score: 147; minimum verbal score: 148; **and** a 3.5 or higher on Analytical Writing.
- **Submit the Graduate Programs Application**. You have two ways to apply to the Graduate Programs. You can apply online or fill out a hard copy. If you choose to fill out the hard copy send your completed application, fee, and transcripts to:

Graduate Studies Admissions Coordinator  
Administration Building, Rm 107  
345 Monmouth Ave. N  
Monmouth, OR 97361

- The Graduate Programs Office will notify you of your status of admission and whether you need to supply them with any other documentation.

\* INTERNATIONAL Students will work directly with the International Students Office to complete admission requirements for Western Oregon University. Phone: 503-838-8425 or email: [global@wou.edu](mailto:global@wou.edu)

\* TOEFL scores of 550 (paper) or 213 (computer) or 79 (internet) are required for international students. International students should carefully review International Admissions requirements listed on website:

<http://www.wou.edu/provost/international/admissions.php>

## 2. Apply to College of Education, Master of Science in Education: Special Education Program

The MEd: Special Education application materials should be submitted in a complete packet and emailed to Olivia Flores (floreso@mail.wou.edu)

- **MEd: Special Education Application**
- **Resume** showing any applicable employment and/or training and documented experience with mentoring, teaching, and/or training as related to special education. If applicable, evidence of continuing professional development.
- **MEd: Special Education essays questions:** Please answer the prompts listed below in a separate Word document that you can attach to this application.
  - Describe your experience in working with individuals with disabilities, your level of responsibility within the setting(s), and the length of time spent in each experience.
  - Describe your career goals and explain how a Master's Degree in Special Education will help you accomplish these goals.
  - Describe the qualities that make you a good match for this specific program as well as your plan for being successful within the program.
- **Three completed nomination forms**, found in this application, preferably from individuals who can speak directly to your work with individuals with disabilities
- **Three completed EDA forms**, found in application, completed by the same people who completed the nomination forms.
- **Unofficial transcripts** from all college/universities attended
- **Character Questionnaire**. Fill out accurately and completely
- **Read and sign the Statement of Integrity form.**
- **Submit application to Olivia Flores (floreso@mail.wou.edu)**

## Master of Science in Education: Special Education Application

*Within a week after the application deadline applicants should hear from the College of Education as to whether they have been selected for an interview or not. **All candidates are expected to attend an interview if selected.** Admission letters will be sent out approximately three weeks after interviews have concluded.*

*Please read the instructions before completing the application form. Please type or print clearly.*

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ E-mail address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ ST: \_\_\_\_\_ Zip: \_\_\_\_\_

Current Teaching License Held (if applicable) \_\_\_\_\_

### Please Check ONE Box:

☐ **Initial K-12 Special Education Teaching Certification with Master's Degree:** For any applicant who does not already hold a valid Oregon teaching license AND wants to also obtain their Master's degree in Special Education.

☐ **K-12 Special Education Endorsement with Master's Degree:** For any applicant who already holds a valid Oregon teaching license but wants to obtain the special education endorsement and a Masters.

☐ **K-12 Special Education Endorsement Only:** For any applicant who already holds a valid Oregon teaching license but wants to obtain the special education endorsement.

### Educational History

*Please list all postsecondary institutions you have attended or are currently attending (include copies of unofficial transcripts with application). Attach a separate sheet if necessary.*

1. Institution: \_\_\_\_\_ Dates Attended: \_\_\_\_\_

Degree Earned or Expected: \_\_\_\_\_

2. Institution: \_\_\_\_\_ Dates Attended: \_\_\_\_\_

Degree Earned or Expected: \_\_\_\_\_

3. Institution: \_\_\_\_\_

Dates Attended: \_\_\_\_\_ Degree Earned or Expected: \_\_\_\_\_

## MSEd: Special Education

### Character Questions

Answer each question with a "YES" or "NO" in the space to the left of the question. Any "YES" answers must be fully explained on a separate sheet of paper. The explanation must be signed and dated by you. Western Oregon University will utilize information listed as a part of the documentation in considering an applicant for admission to a program. Information disclosed on this form and/or the explanatory narrative may be shared with school district partners and placements, as necessary. Many school districts will run an additional background check as well.

- ☐ 1. Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?
- ☐ 2. Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?
- ☐ 3. Have you ever failed to complete a contract for educational services in any educational or school-related position, or for any alleged misconduct or alleged violation of professional standards of conduct been placed on leave by your employer or left such employment prior to the end of the contract term?
- ☐ 4. Have you ever had a professional certificate, credential, or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?
- ☐ 5. Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?
- ☐ 6. Have you ever surrendered a professional license of any kind before its expiration?
- ☐ 7. Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?
- ☐ 8. Have you ever been convicted or been granted conditional discharge by any court for: (a) any felony; (b) misdemeanor; or (c) any major traffic violation, such as: driving under the influence of intoxicants or drugs; reckless driving; fleeing from attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?
- ☐ 9. Have you ever been arrested or cited for any offense listed in question (8) above which is still pending in court?
- ☐ 10. Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in question 8?
- ☐ 11. Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking, or other threatening behavior toward other persons?

I hereby certify that the information on or relating to this form is true and correct and grant the College of Education permission to check civil and criminal records to verify any statement made on this report. I understand that the College of Education may deny admission to a program or revoke permission for student teaching or practica upon evidence that I knowingly made a false statement on this form. Any change in the information indicated above must be reported and will be subject to review.

\_\_\_\_\_  
Signature of Student Teacher

\_\_\_\_\_  
Applicant V# (if you have one)

\_\_\_\_\_  
Date

By typing your name above, you agree that this is valid as your signature: ☐

## Statement of Integrity

Western Oregon University students and faculty are committed to scholarly principles that respect and acknowledge individual achievement. Because of this, certain behaviors are viewed as unacceptable, including cheating, plagiarism, falsifying or fabricating information, and aiding or abetting academic dishonesty. Students who violate these principles are subject to penalties, including course failure and dismissal from Western Oregon University.

I certify that to the best of my knowledge all statements made by me in the Application for Admission to the Master of Science in Education: Special Education are correct, complete, and my own. I understand that furnishing inaccurate or misleading information can result in denial of admission, withdrawal of an offer of admission, or dismissal from the Master of Science in Education: Special Education program. If admitted to Western Oregon University, I will abide by the standards of academic integrity expected of Western Oregon University students. I understand that this application and all records gathered for my admission files are confidential and will not be disclosed to me or any other person, except as provided by law. I understand that it is my responsibility to ensure that all required application materials are submitted to the Graduate Studies office and the Master of Science in Education: Special Education program.

Applicant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

By typing your name above, you agree that this is valid as your signature: ☐

## Special Education Application: ***Nomination Form***

Once completed, please send this form directly to Olivia Flores (floreso@mail.wou.edu)

Name of Applicant \_\_\_\_\_ Applicant's current position \_\_\_\_\_

Name of Individual Completing this Form \_\_\_\_\_ Position \_\_\_\_\_

Email address \_\_\_\_\_ Phone \_\_\_\_\_

School District Name (if applicable) \_\_\_\_\_ How long have you known the applicant? \_\_\_\_\_

In what capacity have you worked with or supervised the applicant? \_\_\_\_\_

Please rate the dimensions of the candidate as listed below.	Improvement Needed 1	Emerging 2	Acceptable 3	Strong 4
Collaboration: Works with others to achieve common goals				
Honesty & Integrity: Demonstrates truthfulness, professional behavior, and trustworthiness.				
Respect: Honors, values, & demonstrates consideration and regard for oneself and others.				
Scholarship & commitment to learning: Values learning for self & students.				
Emotional maturity: Demonstrates situation appropriate behavior.				
Leadership & responsibility: Acts independently and demonstrates sound judgement, accountability, and reliability.				

**Considering all factors, I recommend this applicant:**

☐ Highly

☐ With Reservation

☐ Not at All

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

By typing your name above, you agree that this is valid as your signature: ☐

Would you hire this candidate for your district/school if they earned a teaching license?

Y \_\_\_\_\_ N \_\_\_\_\_

Comments (encouraged) can be attached on a separate document.

## Master of Science in SPED: Educator Disposition Form

(Completed by persons writing letters of support for applicant)

**Applicant Name:** \_\_\_\_\_

Thank you for your willingness to complete the Educator Disposition Form (EDA). After completing the EDA please return the EDA to the applicant listed above in a sealed envelope with your signature across the seal or feel free to mail to:

Darla Campbell, RWEC 215  
Western Oregon University  
345 Monmouth Ave. N.  
Monmouth, Oregon 97361

You may also scan and email a completed copy of the EDA by emailing to:

licensure@mail.wou.edu.

**Directions:** Please rate the applicant on each disposition shown below. A few examples of how the disposition would look in the teaching profession are provided for each area listed. While you may not be able to fully translate the listed disposition into your current context of work/relationship with the applicant we ask that you do your best in determining the score for how you think the applicant would perform in the disposition.

As you look over the examples of each disposition please list the score that would best describe the applicant's disposition. Your score should be a "0", "1", or "2" and recorded on the line under the description of each disposition. When you are done, please add up the scores you gave for all 9 dispositions and list the overall composite score on the last page. Lastly, if needed, please feel free to comment to support any ratings as needed.

Scoring breakdown:

*0-Needs Improvement: minimal evidence of understanding and commitment to the disposition*

*1-Developing: some evidence of understanding and commitment to the disposition*

*2-Meets Expectations: considerable evidence of understanding and commitment to the disposition*



Evaluator, rate the candidate 0-2 on each disposition below.

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice  <input type="checkbox"/> Does not vary oral communication to motivate youth as evidenced by monotone voice with visible lack of youth participation  <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors  <input type="checkbox"/> Strives to vary oral communication as evidenced of some youth demonstrating a lack of participation  <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment  <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors  <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses  <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses  <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses  <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments  <input type="checkbox"/> Fails to exhibit punctuality and/or attendance  <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice  <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others  <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments  <input type="checkbox"/> Not consistently punctual and/or has absences  <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice  <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum  <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments  <input type="checkbox"/> Consistently exhibits punctuality and attendance  <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice  <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace  <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with youth as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching & learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe environment</i> as evidenced by ignoring <i>negative</i> behaviors	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe environment</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing task	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe environment</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> behaviors

Disposition Associated Indicators

<b>7. Collaborates effectively with stakeholders</b> Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	<b>Needs Improvement</b> <b>0</b>	<b>Developing</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>
Score: ____/2	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus  <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others  <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted	<input type="checkbox"/> Demonstrates some flexibility  <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent  <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus  <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others  <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

**Disposition**
**Associated Indicators**

<b>8. Demonstrates self-regulated learner behaviors/takes initiative</b> Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	<b>Needs Improvement</b> <b>0</b>	<b>Developing</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>
Score: ____/2	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support  <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth  <input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support  <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

**Disposition**
**Associated Indicators**

<b>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability</b> Marzano: 37, 38	<b>Needs Improvement</b> <b>0</b>	<b>Developing</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>
Score: ____/2	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues  <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily  <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues  <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time  <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues  <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations  <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

**TOTAL COMPOSITE SCORE ACROSS NINE DISPOSITIONS:** \_\_\_\_\_/18

**Considering ALL factors, I recommend that the applicant:** *(choose one)*

\_\_\_\_\_be admitted to the teaching licensure program

\_\_\_\_\_be given additional review as I have reservations about recommending them for a teacher licensing program

\_\_\_\_\_be denied entry in a teacher licensing program

*Comments (encouraged): please feel free to attach additional comments on a separate page*

**Signature of person completing this form:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By typing your name above, you agree that this is valid as your signature: ☐

**Please return this form to the applicant in a sealed envelope with signature across the seal or email directly to the address on the first page.**