

NEW DEGREE PROGRAM REQUEST  
(UA Regulation 10.04.02)

Certificate of Completion for the Post-Baccalaureate  
K-12 Special Education Licensure Program

**Report prepared by:**

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**School of Education**  
**University of Alaska Fairbanks**

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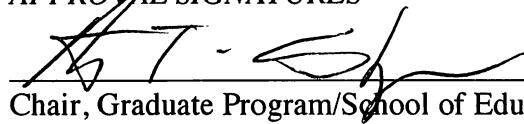
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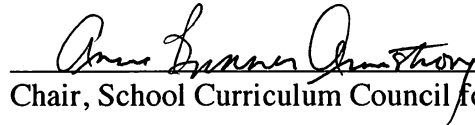
**1B Brief statement of the proposed program, its objectives and career opportunities:**

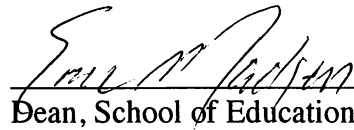
The primary purpose of the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is to provide individuals who already possess (or are eligible for) a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers, which the National Council for the Accreditation of Teacher Education (NCATE) approved. The ten standards are: Foundations in special education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice.

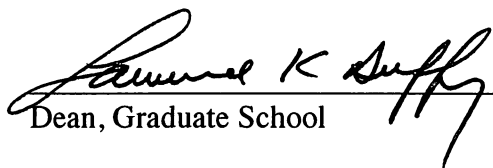
According to the most recent Special Education Directors Conference (September 2008) there is a continuing need for the training of special education teachers throughout the state of Alaska. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill. The Teacher Education Group for the FY10 operating Budget Request lists Special Education as the number one priority need for the next three to five years. In addition, to make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Completion of this program meets the State of Alaska requirements for a K-12 special education endorsement. The program shares a strong common core with the Special Education programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The program consists of 30 credits.


APPROVAL SIGNATURES

 Date Oct 16, 2008  
Chair, Graduate Program/School of Education

 Date 10.17.08  
Chair, School Curriculum Council for School of Education

 Date 10/16/08  
Dean, School of Education

 Date 12/11/08  
Dean, Graduate School

 Date 12/10/2008  
President, UAF Faculty Senate

*Please see attached.* Date 12/10/08  
Chancellor

\_\_\_\_\_  
Date \_\_\_\_\_  
President

\_\_\_\_\_  
Date \_\_\_\_\_  
Board of Regents

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO GOVERNANCE OFFICE.

\_\_\_\_\_  
Date \_\_\_\_\_  
Chair, Senate Curriculum Review Committee

ATTACHMENT: CURRICULUM REVIEW COMMITTEE CHAIR SIGNATURE FOR  
THE GRADUATE ACADEMIC & ADVISORY COMMITTEE OF THE FACULTY SENATE

*APPROVAL SIGNATURES*

\_\_\_\_\_ Date \_\_\_\_\_  
Chair, Graduate Program/School of Education

\_\_\_\_\_ Date \_\_\_\_\_  
Chair, School Curriculum Council for School of Education

\_\_\_\_\_ Date \_\_\_\_\_  
Dean, School of Education

\_\_\_\_\_ Date \_\_\_\_\_  
Dean, Graduate School

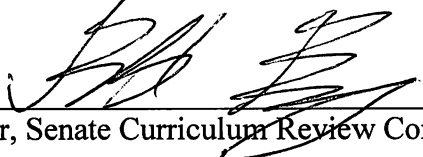
\_\_\_\_\_ Date \_\_\_\_\_  
President, UAF Faculty Senate

\_\_\_\_\_ Date \_\_\_\_\_  
Chancellor

\_\_\_\_\_ Date \_\_\_\_\_  
President

\_\_\_\_\_ Date \_\_\_\_\_  
Board of Regents

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO  
GOVERNANCE OFFICE.

 \_\_\_\_\_ Date Dec. 12, 2008  
Chair, Senate Curriculum Review Committee

The UAF Faculty Senate passed the following at Meeting #155 on December 8, 2008:

MOTION:

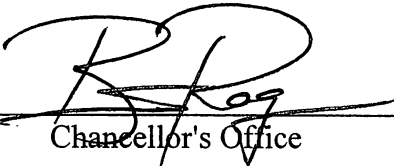
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The UAF Faculty Senate moves to approve a Certificate of Completion for the K-12 Post-Baccalaureate Special Education Licensure Program (pending approval of the new special education courses).

EFFECTIVE: Fall 2009 and/or  
Upon Board of Regents approval.

RATIONALE: See the full program proposal #15-GNP from the Fall 2008 review cycle on file in the Governance Office, 314 Signers' Hall.

Marsha Sousa 12/10/2008  
President, UAF Faculty Senate Date

APPROVAL:   
Chancellor's Office

DATE: 12/10/2008

DISAPPROVED: \_\_\_\_\_  
Chancellor's Office

DATE: \_\_\_\_\_

\*\*\*\*\*

**1B Brief statement of the proposed program, its objectives and career opportunities:**

The primary purpose of the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is to provide individuals who already possess (or are eligible for) a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers, which the National Council for the Accreditation of Teacher Education (NCATE) approved. The ten standards are: Foundations in special education, Development and Characteristics of Learners,

## **II. IDENTIFICATION OF PROGRAM**

### **A. Description of Program**

#### **II A1 Program Title**

K-12 Special Education Certificate

#### **II A2 Credential level of the program**

Graduate level certificate program

#### **II A3 Admission requirements and prerequisites**

Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program

1. Application to the only program follows the same admission requirements and procedures as the M. Ed. in Special Education (following)

- A. Applications will be reviewed on March 1 or October 1 for admission in the following semester.
- B. Admission requires a current teaching certificate and to be eligible for a current Alaskan teacher certificate.
- C. Applicants must have a GPA of 3.0 or higher in their undergraduate major or take the Graduate Record Exam.
- D. In addition to the admission requirements of the master's degree program, the student must apply for admission to and be accepted by the program area faculty.
- E. Complete the general university requirements.
- F. Complete internship placements appropriate to the student's declared area of interest.

#### **Prerequisites:**

UAF students must have successfully completed these courses.

PSY F240 Lifespan Development Psychology (3 credits)

OR ED/PSY 245 Child Development (3 credits)

EDSE F482 Inclusive Classrooms for all Children

OR EDSC F614 Learning, Development and Special Needs Instructions (3 credits)

Transfer students must have successful completion of a Developmental Psychology course **and** an Introduction to Special Education course listed on their transcript.

## **II A4 Course descriptions of required and recommended elective courses**

Courses in the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program will be new to University of Alaska Fairbanks

### **EDSE F605 Early Childhood Special Education (3 credits)**

Survey of the philosophical, legal, and programmatic foundations of early childhood special education; characteristics of young children with disabilities; strategies to support young children with disabilities in inclusive settings; development, implementation, and evaluation of Individual Family Services Program (IFSP) plans in culturally diverse settings. Field experience required. (3+0)

### **EDSE F610 Assessment of Students with Disabilities (3 credits)**

Techniques and methods used for assessing students with disabilities. Focuses on the purpose of assessment, testing terminology and statistics, and administration and interpretation of formal and informal assessment procedures. Addresses assessment issues in all Alaskan communities. Field experience required. (3+0)

### **EDSE F612 Curriculum and Strategies I: Low Incidence (3 credits)**

Development, implementation, and evaluation of Individual Education Program (IEP) plans for students with intensive needs Provides in-depth understanding of best practice strategies for supporting students with low incidence disabilities in all Alaskan communities. Field experience required. (3+0)

### **EDSE F622 Curriculum and Strategies II: High Incidence (3 credits)**

Development, implementation, support, and evaluation of Individual Education Program (IEP) plans for students with high incidence disabilities such as attention/deficit hyperactivity disorder (ADHD), specific learning disabilities, emotional and behavioral disorders, and communication disorders. Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. Field experience required. (3+0)

### **EDSE F624 Social/Emotional Development Assessment, and Intervention (3 credits)**

Review current research in both normal and abnormal social/emotional development. Emphasizes the use of research-based practices in assessment and intervention. Explores academic and cultural diversity in the social/emotional growth of students with learning differences. Field experience required. (3+0)

### **EDSE F625 Teaching Mathematics to Special Learners (3 credits)**

Provides assessment and instructional strategies in mathematics for teachers of students with disabilities. Focuses on standards-based instruction, explicit instruction, curriculum-based assessments, and preparation of students for high stakes testing. Field experience required. (3+0)

### **EDSE F632 Special Education Law: Principles and Practices (3 credits)**

Examines three federal laws that form the foundation of disability law: Individuals with Disabilities Education Act (IDEA) 2004; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Focuses on substantive principles that underlie

procedural requirements including due process issues, case law analysis, policy changes, and the creation of a legally defensible Individual Educational Program (IEP). (3+0)

**EDSE F633 Autism: Communication and Social Disorders (3 credits)**

Current methods for assessment and intervention of students with autism. Current issues and trends impacting educational practices are analyzed. Case study method used to make assessment and instructional decisions. Parent communication is emphasized. Field experience required. (3+0)

**EDSE F640 Collaboration and Consultative Methods (3 credits)**

Students explore many collaborative and consultative models. Learn how to coordinate with regular education teachers, paraprofessionals, speech language therapists, Alaska Native Education Liaisons, coaches, principals, counselors, and outside agencies. (3+0)

**EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (3 credits)**

Review functional behavioral assessments, development of behavior plans, the use of social stories, social skills and life skills instruction to assist inclusive practices of students with autism or Asperger Syndrome. Field experience required. (3+0)

**EDSE F677 Reading Assessment, Curriculum, and Strategies (3 credits)**

Use and interpretation of reading assessments. The development of effective, research-based instructional strategies for students with disabilities who experience difficulties with reading in all Alaskan communities. Field experience required. (3+0)

**EDSE F694 Special Education Practicum (3 credits)**

Field experience with individuals who have disabilities in public schools and affiliated facilities. Assignments vary across areas of teaching specialization. Includes weekly seminar. Must be taken concurrently with EDSE 696. Field experience required. Special fee may be charged. Prerequisite: Successful completion of 24 credits in graduate level special education coursework. Must be taken concurrently with EDSE 696. (3+0+35)

**EDSE F696 Special Education Portfolio (3 credits)**

Development of special education portfolio based on UAF School of Education conceptual framework, Council for Exceptional Children (CEC) Special Education Standards, Alaska Teacher Standards, and Assembly of Alaska Native Educator (AANE) Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools. Must be taken concurrently with EDSE 694. Prerequisite: Successful completion of 24 credits in graduate level special education coursework. Must be taken concurrently with EDSE 694. (3+0)

## II A5 Sample Course of Study

### Recommended Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program Sequence of Courses

Spring	Summer	Fall	Spring
640 Collaboration	612 Low Incidence	625 Math	694 Practicum
622 High Incidence	605 Early Childhood	632 Law	696 Portfolio
642 Autism / Asperger	610 Assessment	624 Social Emotional	677 Reading
			633 Autism

Courses may not be offered at UAF each semester; however, UAS and UAA have complementary programs. Students will have an option to enroll in up to 50% (15 credits out of 30 credits of their courses at UAS or UAA.

	Fall	Spring	Summer
UAF	605 Early Childhood	622 High Incidence	610 Assessment
	632 Law	677 Reading	625 Math
	624 Social Emotional	640 Collaboration	612 Low Incidence
		642 Autism/Asperger	
		694 Practicum	
		696 Portfolio	
UAS	610 Assessment	694 Practicum	612 Low Incidence
	677 Reading	695 Portfolio	622 High Incidence
	626 Classroom Research	698 Res. Project	682 Inclusion
	692 Seminar		605 Early Child.
			685 Transition
UAA	622 High Incidence	610 Assessment	632 Law
	623 Reading	625 Math	633 Autism
	624 Soc. Emotional	632 Law	
	633 Autism	695 Internship	
	634 Paraprofessional		
	695 Internship		

**Certificate of Completion for the Post-Baccalaureate  
K-12 Special Education Licensure Program  
2-Year Sequence of Course Offerings**

**Year 1**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
625 Math	640 Collaboration	612 Low Incidence
632 Law	677 Reading	605 Early Childhood
622 High Incidence	633 Autism: Communication and Social Disorders	610 Assessment

**Year 2**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
624 Social Emotional	694 Practicum	612 Low Incidence
642 Autism/Asperger Syndrome	696 Portfolio	605 Early Childhood
605 Early Childhood		610 Assessment

**Certificate of Completion for the Post-Baccalaureate  
K-12 Special Education Licensure Program  
3-Year Sequence of Course Offerings**

**Year 1**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
625 Math	640 Collaboration	612 Low Incidence
632 Law	677 Reading	605 Early Childhood
624 Social Emotional	622 High Incidence	610 Assessment
642 Autism/Asperger Syndrome	633 Autism: Communication and Social Disorders	

**Year 2**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
694 Practicum	640 Collaboration	612 Low Incidence
696 Portfolio	642 Autism/Asperger Syn.	605 Early Childhood
605 Early Childhood	622 High Incidence	610 Assessment

**Year 3**

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
625 Math	694 Practicum	612 Low Incidence
632 Law	696 Portfolio	605 Early Childhood
624 Social Emotional	677 Reading	610 Assessment

**Certificate of Completion for the Post-Baccalaureate  
K-12 Special Education Licensure Program  
2-Year Distance Education Sequence of Course Offerings**

**Year 1 Students**

<b>Fall</b>	<b>Spring</b>
625 Math	640 Collaboration
632 Law	622 High Incidence
610 Assessment	642 Autism Asperger

**Year 2 Students**

<b>Fall</b>	<b>Spring</b>
612 Low Incidence	694 Practicum
605 Early Childhood	696 Portfolio
624 Social Emotional	677 Reading
633 Autism: Communication and Social Disorders	

## Proposed General Catalog Layout

The primary purpose of the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is to provide individuals who already possess, or are eligible for, a current Alaska teaching certificate with specific training in the areas of special education. Special education candidates will progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities and collaborative opportunities. All students in the program will demonstrate knowledge of the Council for Exceptional Children (CEC) content standards for Special Education Teachers.

### Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program

Minimum requirements for: 30 credits

The primary purpose of this program is to prepare Special Educators at the graduate level with specific training in the areas of disabilities, assessment, interventions strategies, current law, and implementation of programs including development of legally defensible federal IDEA documents. Completion of this program meets requirements for Alaska as a special education teacher K-12. Students will have mastery of the Council for Exceptional Children (CEC) standards for Special Education teachers which are: Foundations in Special Education, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments and Social Interactions, Communication, Instructional Planning, Assessment, and Professional and Ethical Practice

The program shares a strong common core with the Special Education programs at UAA and UAS, provides development in collaboration/consultation models and program development in multicultural settings. The program consists of 30 credits.

#### Special Education Requirements

1. Complete the following admission requirements:
  - a. Applications to the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program follow the same admission requirements and procedures as the M. Ed. in Special Education. It will be reviewed on March 1 and Oct. 1 for admission for the following semester.
  - b. Admission requires a current teaching certificate or to be eligible for a current Alaska teacher certificate.
2. Complete the general university requirements (**pages xxx**).
3. Complete the following course requirements:
  - a. Complete all of the following courses:
    - EDSE F605 Early Childhood Special Education (3 credits)
    - EDSE F610 Assessment of Students with Disabilities (3 credits)
    - EDSE F612 Curriculum and Strategies I: Low Incidence (3 credits)
    - EDSE F622 Curriculum and Strategies II: High Incidence (3 credits)
    - EDSE F677 Reading Assessment, Curriculum, and Strategies (3 credits)

EDSE F632 Special Education Law: Principles and Practices (3 credits)

b. Complete one of the following:

EDSE F625 Teaching Mathematics to Special Learners (3 credits)

OR

EDSE F640 Collaboration and Consultative Methods (3 credits)

c. Complete one of the following:

EDSE F633 Autism: Communication and Social Disorders (3 credits)

OR

EDSE F642 Autism & Asperger Syndrome: Social and Behavioral Issues (3 credits)

OR

EDSE F624 Social/Emotional Development Assessment, and Intervention (3 credits)

d. Complete:

EDSE F694 Special Education Practicum (3 credits)\*+

EDSE F696 Special Education Portfolio (3 credits) +

Total credits: 30

\*Additional fee required. Charges are added to fee statements each semester.

+ Students pursuing a K-12 Special Education certificate must complete a Practicum and Portfolio in a school setting.

## **B. Program Goals**

### **II B1 Brief identification of objectives and subsequent means for evaluation**

#### **Mission:**

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is responsible for serving the educational needs of schools and communities throughout Alaska. The primary purpose of this program is to prepare Special Education Teachers K-12 at the graduate level with specific training in the areas of IDEA law, assessment, curriculum, strategies, evaluation, and implementation of supplemental aides and services to insure education of K-12 students with disabilities. Completion of this program meets the requirements for Alaska as a K-12 Special Education Teacher. The program emphasizes mastery of CEC content standards, consultation, and program development in multicultural settings.

This program prepares K-12 Special Education Teachers who can effectively understand state and national educational issues and respond appropriately to those that are specific to Alaska. Instructional, research, and service activities are designed through a statewide delivery system to support the preparation of professional Special Education Teachers who are culturally responsive, effective practitioners.

#### **Goals:**

Program goals include collaborative work with all educational professionals, parents, and community members in both urban and rural Alaska in the preparation of highly qualified K-12 professional Special Education Teachers who meet NCATE standards, standards

relative to academic specialty organizations (i.e., Council for Exceptional Children), and the Alaska Teacher Standards. This Program also provides culturally appropriate learning experiences unique to Alaska, providing all students the opportunity to meet the Alaska Student Content, Performance, and Cultural Standards.

### **Student Learning Outcomes Assessment Plan:**

Students in the K-12 Special Education Certificate must have a thorough understanding of Individuals with Disabilities Education Act (IDEA) 2004; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act., and structures of their field as delineated in professional, state, and institutional standards. They must demonstrate their understanding through delivery of service, critical analysis and synthesis through reflection on their practice. Additionally they must use research and technology to support and improve student learning and delivery of services.

Candidates in the Special Education program also are required to be familiar with the dispositions expected of professional code of ethics for teachers in order to best serve their students. In order to ensure their understanding, students are given a copy of the Professional Code of Ethics and Standards for Teachers during their first semester after admission to the program. An informed consent document is included to ensure student understanding.

In determining the critical assessments for the Special Education program, the faculty consulted the Council for Exceptional Children standards to ensure that the special education courses and requirements align. Additionally, we consulted UAA and UAS to insure we had a strong common core of classes.

## **II B2 Relationship of program objectives to “Purpose of the University”**

There is a well-documented and critical need for well-prepared Special Education Teachers in Alaska, and throughout the United States. The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program provides the option for students in rural areas, as well as those on the Fairbanks campus, to pursue a certificate at the graduate level in a much-needed profession. The Special Education Teacher shortage in rural areas, the turnover rate, and the predicted shortage in urban areas is a critical problem to which the University system can respond. As a public institution, and as the state’s land- sea- and space-grant institution, the University of Alaska responds to the interests and needs of the people of Alaska. Hiring an additional faculty member in special education at the Fairbanks campus was ranked as the number one priority among the School Of Education Deans at all MAUs. Close working relationships between the K-12 public education system and the state’s higher education system are essential for the social and economic well being of our state.

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is a direct response to the stated mission of the University of Alaska, which is to “address the needs of the North and its diverse peoples.” There most certainly is a need in Alaska for Special Education Teacher – and for Special Education Teacher preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska’s diverse people – i.e., with students and families from all ethnic, cultural and linguistic backgrounds.

In addition to supporting the Mission of the University of Alaska, this preparation program at UAF directly responds to, and supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: (1) academic

content requirements; (2) requirements for on-going fieldwork in schools and communities; (3) the built-in professional development for cooperating special educators and administrators; and (4) the required partnerships with schools and districts in rural and urban areas.

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program speaks to the following components of the University Strategic Plan:

- The top system priority in the operating budget request K-12 outreach and bridging programs, like the Alaska Summer Research Academy and the Interior-Aleutians Campus Early College High School Initiative, and special education teacher preparation;
- Provide high quality education for traditional and non-traditional students;
- Form active collaboration with communities, organizations, businesses and government to meet identified state, national and global needs;
- Be an educational center for Alaska Natives;
- Be a model that demonstrates how gender, racial, and cultural diversity strengthen a university and society.

### **II B3 Occupational/other competencies to be achieved**

This program will provide students with the coursework and experiences necessary to become certificated Special Education Teachers. Students who complete the requirements will also have special competencies in Special Education in the contexts specific to Alaska and its unique cultural, linguistic and geographic conditions.

### **II B4 Relationship of courses to the program objectives**

Every course in this very carefully designed program has been selected to make certain that students have the necessary professional expertise to practice according to national standards. The university coursework and integrated fieldwork in schools throughout the semester-long Practicum/Portfolio are designed to prepare students to meet NCATE and professional content association standards, plus Alaska's Standards for Culturally Responsive Schools.

### III. Personnel Directly Involved with Program

#### III A. Faculty involved in the program

##### Special Education Full-Time Faculty Profiles

##### Joanne Healy

Masters of Science in Education, Special Education; Magna cum laude Western Oregon State College; Monmouth, Oregon; 1987 Bachelors of Education, Elementary; Magna cum laude University of Alaska; Fairbanks, Alaska; 1983 Alaska State Teacher Certificate; Type A Regular with Special Education Endorsement K-12, 4/15/09 Teacher of Emotionally Disturbed (6 years), Work Study (6 years), and Resource Students (5 years) Intensive Resource Teacher (3 years) Autism Extended School Year Teacher (4 summers) Extended School Year Teacher for ages K-8, FNSBSD Founding Supervisor, K-12 Summer Tutoring Program and Reading Coordinator Parents and Tots Reading Program (top 25 PLUS Literacy Program) Literacy Council of Alaska; Fairbanks, Alaska 6/85-8/86 Rural cross-cultural Special Education Grant Recipient 1986; Volunteer of the Year, Alaska Adult Education Association 1985; McIntosh Scholarship Recipient awarded to outstanding UAF students 1982, 1983; and Gray Tilly Memorial Scholarship Recipient awarded to six outstanding juniors in education at UAF, 1982. She has taught the following courses: 482 Inclusive Classroom for All Children and 422 Curriculum and Strategies II: High Incidence Learners.

##### Second Faculty Position

Funding for an additional position has made it through the first Board of Regents reading. It is expected to be approved, since it is the number one priority listed in the Teacher Education Group report, which recommends the addition of one Special Education Faculty at UAF.

#### III B. Administrative and coordinating personnel:

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is housed in the School of Education. The Dean and Department Chair work closely with faculty and administration in the College of Rural and Community Development (CRCD) as well as other academic units. Within the School of Education, the Dean's Council works closely with the Dean. The Dean's Council members are elected by the faculty. Current positions are:

- Chair, Department of Elementary Teacher Education Programs: Carol Barnhardt, Ph.D.
- Chair, Department of Secondary Teacher Education Programs: Diane Noble, Ed.D.
- Chair, Department of Graduate Studies: Anthony Strange Ph.D.
- Coordinator, Office of Practica and Fieldwork Experiences: Patricia Caldwell, M.Ed.

#### III C. Classified personnel

The following support staff are located on the Fairbanks Campus, and all of them provide support for both rural and urban students.

Support Staff Name	Responsibility	Contract Time
Eiler, Karen	Secondary & Advising	12 months
Laiti, Jann	Elementary & Advising	12 months

Monahan, Jane	Graduate Program	1/2 time, 12 months
Kathy Mosca	Assistant to the Dean	12 months
Sasha Miller	Fiscal Officer	12 months
Cheryl Conners	Fiscal Tech, Travel Coordinator	12 months
Turnquist, Phyllis	Rural Advisor	12 months

**IV. Enrollment Information**

**IV A. Projected enrollment/Present enrollment**

Projected enrollment for the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is 10-15 new students per year.

Present enrollment: 0

**IV B. How determined/who surveyed/how surveyed**

Enrollment projections are based on community comments, requests from districts, round table discussions from the AASA meeting in October 2008, and student contacts.

**IV C. Minimum enrollments to maintain program for 1, 2, 3, 4, and 5 years**

Fifteen students

**IV D. Maximum enrollment which program can accommodate**

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program can enroll 20 new students per year. The program takes four semesters to complete allowing for up to 20-40 enrolled students at one time.

**IV E. Special restrictions on enrollments**

None

**V. Need for Program**

**V A. Required for other programs (in what way? How has this requirement been met to date?)**

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program is a stand-alone program designed to prepare students who hold a current Alaska state teaching license (or are eligible for one) to add a K-12 Special Education endorsement. Currently, University of Alaska students seeking this certificate from the State Department of Education and Early Childhood must seek this endorsement from another MAU or University.

**V B. Employment market needs:**

According to the Alaska State Special Education Directors' Conference (September, 2008) held in Anchorage, Alaska there is a high need for the continued training of Special Education Teachers. In fact, 9 out of 10 of those surveyed (approximately 100 participants including special education directors, special education assistant directors, commissioners,

members of the Governor's Council on Disabilities and Special Education, and other education professionals) said that present programs either need to be maintained or increased to meet the current needs for qualified Special Education Teachers in the state of Alaska.

Districts across the state are required to fill special education positions. Conditional contracts and non-certified people are allowed to take on these positions due to the chronic shortage of trained Special Education Teachers in the state of Alaska. Additionally, some of these positions tend to be filled by out-of-state people who may only stay for a short time period.

## **VII. Resource Impact**

### **VII A. Budget**

The UAF School of Education has submitted a recruitment request for an additional faculty member to teach Special Education courses contingent on funding. There is also a need for additional support staff, which will be internally funded by the SOE.

### **VII B. Facilities/space needs**

Space exists on the Fairbanks campus for our current faculty and staff, but if our programs grow, we will experience immediate challenges finding office space. Our biggest space needs relate to classroom space and to having classrooms with sufficient technology resources for delivery of audio and face-to-face simultaneously. Office space for faculty and staff will be needed.

### **VII C. Credit hour production**

A typical student in the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program completes 30 credits. Given that the typical year enrollment is 15 students, a total of 450 credit hours will be generated annually.

### **VII D. Faculty**

Currently the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program includes the one full time faculty and two adjunct faculty. There is a need for a tenure track faculty. To make a cross-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF.

### **VII E Library/Media**

Impact anticipated in the area of new acquisitions of books and journals. Rheba Dupras was contacted on 10/8/08 and 10/10/08 to discuss needs and request materials. Currently the library has over 300 book titles related to special education and over 50 professional journals related to special education. A list of fifteen additional book titles was submitted to determine if books needed to be ordered. Once student interest is determined additional titles and journals may be requested; however, the library currently has an excellent selection of materials.

## **VIII. Relation of Program to other Programs within the System**

### **VIII A. Effects on enrollments elsewhere in the system**

UAA and UAS offer Master of Education in Special Education programs and a Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program. Due to the severe shortage of Special Education Teachers, University of Alaska Fairbanks will provide a needed service with a general K-12 and by providing distance delivery to rural areas. UAA, UAS and UAF have met over three years and have come to agreement on common core classes, area of concentration, and have coordinated complementary term course offerings.

Faculty agreed on the following common core courses for the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program

EDSE 610 Assessment

EDSE 632 Special Education Law and Current Issues

EDSE 677 Language & Literacy: Best Practices in Assessment & Interventions

**OR** EDSE 623 Teaching reading to struggling learners

EDSE 624 Social Emotional Development, Assessment, Intervention

Capstone Classes EDSE 694 Practicum & EDSE 695 Portfolio **OR** EDSE 695 Internship  
(taken twice for 6 credits)

UAA offers certification in Elementary, Secondary or K-12 Special Education.

UAS offers a general certification K-12 Special Education.

UAF will offer a general certification K-12 Special Education.

UAA, UAS and UAF are working on an agreement of substitution of credits and an agreement for joint supervision of interns to increase cost effectiveness.

### **VIII B. Does it duplicate/approximate programs anywhere in the system?**

The need for special education teachers in urban and rural areas of Alaska is so great that it is necessary for all three MAUs to provide programs for Special Education Teacher preparation. Each program will have different areas of concentration of study in the area of special education.

### **VIII C. How does the program relate to research or service activities?**

Research is folded into specific courses to help contribute to the knowledge base of other students and community members. Students will be able to utilize this research base in their professional practice in the future. Student internship placements help provide additional resources to the school community and enable the university Special Education Teacher program to understand and meet the needs of local and statewide districts.

## **IX. Implementation/Termination**

### **IX A. Date of implementation**

The UAF School of Education proposes a certificate of completion be awarded and that the award be posted on student transcripts beginning fall 2010.

**IX B. Plans for recruiting students**

The School of Education will recruit students through the Alaska Department of Education and Early Development, Alaska school districts, Alaska Teacher Placement, University of Alaska School of Education web page, UAF admissions office, UAF undergraduate programs in elementary and secondary education areas, statewide educational conferences, and Special Education Teachers in the state of Alaska. Faculty will create and distribute flyers and pamphlets.

**IX C. Termination date (if any)—Not applicable**

**IX D. Plans for phasing out program if it proves unsuccessful—Not applicable**

**IX E. Assessment of the program**

Assessment for this program is embedded and will be implemented through NCATE review. Please see the rubric highlighting specific components for the Program.

**Student Assessment Plan**

<b>Transition 1 Program Entry</b>	<b>Assessed</b>	<b>Time Line</b>	<b>Course</b>
GPA 3.0 or GRE	Met/not met	Prior to admission	
GRE	Met/not met	Prior to admission	
Transcripts	Met/not met	Prior to admission	
Resume/Vitae	Met/not met	Prior to admission	
Statement of Academic Goals	2-1-0 scale	Prior to admission	
Letters of Recommendation	2-1-0 scale	Prior to admission	
Teacher Certificate	Met/not met	Prior to admission	
<b>Transition 2 Initial Assessment</b>	<b>Assessed</b>	<b>Time Line</b>	<b>Course</b>
GPA 3.0	Met/not met		
Professional Character Feedback Forms	2-1-0 scale	Year 1-Semester 1	605, 624 or 642
Completed Individual Family Support Plan (IFSP)	2-1-0 scale	Year 1-Semester 1	605
Completed Functional Behavioral Assessment & Behavioral Intervention Plan	2-1-0 scale	Year 1-Semester 1	624 or 642
Completed Individual Educational Plan (IEP)	2-1-0 scale	Year 1 Semester 1 and 2	632, 677, 622

<b>Transition 3 Intermediate Assessment</b>	<b>Assessed</b>	<b>Time Line</b>	<b>Course</b>
GPA 3.0	Met/not met	Year 1-Semester 2	
Professional Character Feedback Forms	2-1-0 scale	Year 1-Semester 2	677, 622, 694
Alaska Initial Teacher Certificate	Met/not met	Year 1-Semester 2	
Completion of Practicum	2-1-0 scale	Year 2 Semester 1	694
<b>Transition 4 Advanced To Certification</b>	<b>Assessed</b>	<b>Time Line</b>	<b>Course</b>
GPA 3.0	Met/not met		
Professional Character Feedback Forms	2-1-0 scale	Year 2-semester 1	696
Completion of Portfolio	2-1-0 scale	Year 2-semester 1	696

**Student Learning Outcomes Assessment Plan for the  
Special Education Teacher  
UAF School of Education**

**Date: Oct. 17, 2008**

**Graduate Certificate: Special Education Teacher**

**Mission: To prepare culturally responsive, effective professional special education teachers.**

**Goal: To increase the number of qualified special education teachers, especially members from traditionally underrepresented populations, to better meet the present & projected needs of a pluralistic society.**

<b>INTENDED OUTCOMES/OBJECTIVES</b>	<b>ASSESSMENT CRITERIA</b>	<b>IMPLEMENTATION PROCEDURES WHAT? WHEN? WHO?</b>
1. Student ready for graduate level work.	<b>ENTRY LEVEL ASSESSMENT</b> Admissions Portfolio (includes transcripts, GPA, GRE scores if applicable, resume, reference letters, philosophy & goals statement)	Graduate secretary compiles summary of student's admissions portfolio (rolling admissions); Special Education and Graduate school faculty reviews applicant's portfolio and makes recommendation to graduate faculty committee. Graduate faculty committee reviews & approves student for admission. Portfolio and faculty recommendation submitted to Dean of Graduate School for final approval of admission to program.
2. Student meets CEC and Alaska Professional Standards for educators.	<b>ANNUAL &amp; EXIT LEVEL ASSESSMENT</b> - Field practica -Comprehensive exam. -Must maintain 3.0 GPA	Special education faculty assesses student coursework and portfolio annually and at end of program to determine extent to which student meets CEC and state standards. Practicum & internship supervisors assess student's field practica in relationship to CEC and state standards.
3. Students are prepared for jobs in special education as a result of their program.	Student who completes the program is hired as special education teacher.	Follow up by faculty to determine student success in obtaining and maintaining employment in special education teaching field.

## X. Regents Guidelines

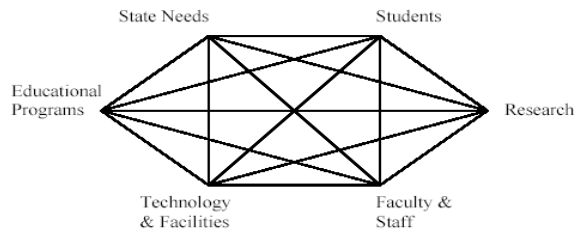
### University of Alaska Board of Regents Program Approval Summary Form

MAU: University of Alaska Fairbanks

Title and Brief Description:

Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program

Target date: Fall 2009



### How does the program relate to the Education mission of the University of Alaska and the MAU?

There is substantial evidence that indicates a chronic shortage of fully certified professional Special Education Teachers in Alaska, and throughout the United States. Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program allows students throughout the state, including those in rural areas, to complete the necessary professional training to become certificated as K-12 Special Education Teachers. The proposed certificate program with its well-defined set of courses will allow the university to recognize the professional training students have completed to receive this. It will be useful for job applicants, those seeking professional advancement, and for employers who will have better documentation of the capabilities of their potential employees. In addition, the School of Education, UAF, and UA statewide will be able to gather and analyze data on post-bachelor's or post-master's candidates in a far more accurate manner than is currently possible.

As a public institution the University of Alaska responds to the interests and needs of the people of Alaska. Close working relationships between the K-12 public education system and the State's higher education system are essential for the social and economic well being of our state. The K-12 Special Education Certificate is a direct response to the stated mission of the University of Alaska, which is to "address the needs of the North and its diverse peoples". There most certainly is a need in Alaska for professional Special Education Teachers and for Special Education Teacher preparation programs that prepare people to professionally and respectfully work in our unique Northern context with Alaska's diverse peoples. We would serve as a model to demonstrate how gender, racial and cultural diversity can strengthen a university and society.

In addition to supporting the Mission of the University of Alaska, the Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program at UAF directly supports many of the primary goals of the University of Alaska Fairbanks Strategic Plan. This is accomplished through the following: providing high quality graduate education for traditional and non-traditional students; forming active collaborations with school districts and communities throughout the state by requiring on-going fieldwork in those arenas; actively recruiting Alaska Native students; and providing professional development opportunities for practicing school counselors in rural and urban areas.

**What state needs met by this program:**

The proposed program for Special Education Teachers will help meet the critical shortage for special education teachers. In addition, anecdotal evidence from the Fairbanks community, Alaska State Special Education Directors' meeting supports the chronic shortage of certificated K-12 Special Education Teachers in the state. Supporting data is also available from each of the 54 Alaska School Districts, the Alaska Department of Education and Early Development, and the Alaska Teacher Placement Service's annual comprehensive report Statewide Educator Supply and Demand. All public education positions are high demand in Alaska, and special education is the greatest need in virtually all school districts. The comment that has been repeated numerous times is "It's about time, we need it. We've needed it for a long time." Followed by, "When can I enroll?"

**What are the student opportunities and outcomes? Enrollment projections?**

The continued shortage of Special Education teachers statewide will ensure job placement. Alaska Teacher Placement Survey of Administrators at the 2008 Legislative Fly-In in Juneau reported special education (23%) and related service (13%) together compromise 39% of the hardest positions to fill.

**Describe research opportunities:**

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program assures the ongoing involvement of the UAF education faculty in K-12 education throughout the state. The many fieldwork requirements and the intensive Practicum/Portfolio internship are dependent upon the continuing close working partnerships with schools, districts, and communities.

**Describe Fiscal Plan for development and implementation:**

The Certificate of Completion for the Post-Baccalaureate K-12 Special Education Licensure Program anticipates a need for additional funding for The Teacher Education Group for the FY10 operating Budget Request lists Special Education and the number one priority need for the next three to five years. In addition, to make an across-MAU program possible, the Teacher Education Group supports the establishment of special education as its first priority, and recommends the addition of one Special Education Faculty at UAF. This position has continued to be in the proposed budget to date. SOE has submitted recruitment information to the Provost Office for dissemination once the budget is approved. Additional support staff will also be needed which will be funded internally.