

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

MOTION:

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: \_\_\_\_\_

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

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

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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 comprise 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.

### **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.

## **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.

## X. Regents Guidelines

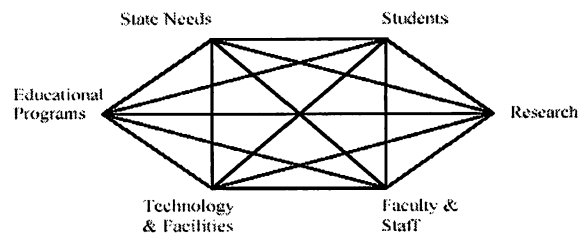
### University of Alaska Board of Regents Program Approval Summary Form

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.