

Special Education Program Handbook

Certification & Master's Degree Program In Special Education

2015/2016



Date: August 1, 2015

Note: This handbook will periodically be updated to better communicate requirements, policies, and procedures. Check the UAF Special Education Program website for the most current version.

Credits

Cover Photography by Jason A. (xyzpdqfoo on Flickr.com – Creative Commons license)

Handbook organization based on a design developed by Dr. Eun-Ja Park, California State University, Bakersfield

Observation forms based on those designed by Bowling Green State University and by Henry, M.A. & Weber, A. (2010)

Supervising student teachers: The professional way (7th Ed.). Lanham, MD: Rowmand & Littlefield Education.

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Forward

You are to be commended for seeking to enter the special education teaching profession. The role of a special education teacher in today's society is of great importance. You are choosing a profession that can make a difference for both the students you affect and society at large.

The purpose of this handbook is to provide you with information necessary to obtain special education certification and/or a Master of Education (M.Ed.) Degree in Special Education at the University of Alaska Fairbanks. Potential candidates are also encouraged to review program information contained in the University of Alaska Fairbanks Catalog (<http://www.uaf.edu/catalog/>) and in the School of Education's Graduate Student Handbook (www.uaf.edu/gradsch/forms/Handbook_Student_09-10.pdf).

The Special Education Program at the University of Alaska Fairbanks is designed to meet the unique needs of future special education teachers, their students, and the communities within Alaska. The program is designed to provide candidates with the skills, knowledge, and attitudes that can ensure competence at the beginning of their careers and lay a solid foundation for life-long professional growth. The School of Education at the University of Alaska Fairbanks believes that good teachers must constantly reflect on their professional skills and endeavor to meet the changing needs of their students. The goal of the program, therefore, is to produce special educators who are culturally responsive, effective practitioners, and who are capable of meeting the educational challenges of the 21st century.

PART I

SPECIAL EDUCATION CERTIFICATE AND MASTER'S DEGREE PROGRAM

Introduction

According to the United States Department of Labor, Bureau of Labor Statistics (2012), “Special education teachers work with children and youths who have a variety of disabilities. A small number of special education teachers work with students with severe cognitive, emotional, or physical disabilities, primarily teaching them life skills and basic literacy. However, the majority of special education teachers work with children with mild to moderate disabilities, using or modifying the general education curriculum to meet the child's individual needs and providing required remedial instruction. Most special education teachers instruct students at the preschool, elementary, middle, and secondary school level, although some work with infants and toddlers.” The Bureau of Labor Statistics (2010) additionally indicates that, “Special education teachers use various techniques to promote learning. Depending on the student, teaching methods can include intensive individualized instruction, problem-solving assignments, and small-group work. When students need special accommodations to learn the general curriculum or to take a test, special education teachers ensure that appropriate accommodations are provided, such as having material read orally or lengthening the time allowed to take the test.”

The Special Education Program provides coursework and field-based experiences leading to teaching certification and a Master's Degree in Special Education. The Alaska State Board of Education, the National Council for Accreditation of Teacher Education (NCATE)/Council for Accreditation of Teacher Education (CAEP), and the Northwest Commission on Colleges and Universities accredit the School of Education at the University of Alaska Fairbanks.

There are multiple pathways for earning special education certification at the University of Alaska Fairbanks. One path is designed for candidates who hold general education teaching certificates (e.g., elementary, middle school, or secondary). These candidates complete a series of special education courses, which culminate with a clinical practice experience (i.e. student teaching), for one semester, in a supervising teacher's classroom. A similar path is for candidates who not only hold general education certificates but who also hold Special Education Type A (temporary) certification (AKA *waiver*). Such candidates are hired by a school district to be special educators even though they are not fully certificated in special education. These candidates also do a series of special education classes, however, their clinical practices are performed in the special education classrooms for which they have been hired. The final pathway for earning special education certification is for candidates who hold BA or BS degrees from accredited universities or colleges but who do not possess general education certificates. Such candidates do a series of both general and special education courses, which culminates in two clinical practice experiences.

The Master's Degree Program in Special Education at the University of Alaska Fairbanks is designed in such a way that most of the courses successfully completed for a special education teaching certificate are applicable towards the Master's Degree in Education (M.Ed.). In fact, only four additional course requirements and a culminating comprehensive exam, beyond the certificate requirements, are needed to earn a M.Ed. Degree.

Special Education Program Philosophy and Mission Statement

Program Philosophy and Rationale:

The Special Education Program at the University of Alaska Fairbanks is guided by: 1) Research demonstrating effective educational practices for those with disabilities, 2) The theory of normalization,

which advocates for equitable treatment, dignity, and inclusion, and 3) Federal and state laws that mandate educational services that demonstrate educational benefit in order that students with disabilities become productive and/or participating members of society.

Mission Statements

The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. The University of Alaska Fairbanks --America's arctic university, promotes academic excellence, student success and lifelong learning.

In unison with the University's mission statement is that of the School of Education's, which is to prepare professional educators who are culturally responsive, effective practitioners for Alaska's schools. Such educators:

- ☐ Respond to the individual needs of the child;
- ☐ Seek to develop the classroom as an inclusive community of learners;
- ☐ Work collaboratively within the community; and
- ☐ Affirm the varied cultures and languages of Alaska's children in the learning environment.

Additionally, it is the intent of the Special Education Program to prepare future special education teachers to work effectively with students who have disabilities by applying pedagogy that values inter-/intra-individual differences of all students and allows them to develop their potential to the fullest extent possible for their personal, academic, and career development. The focus of the Special Education Program at the University of Alaska Fairbanks is the development of instructional, interpersonal and management skills competencies for current and future special education teachers who see themselves as caring reflective decision making professionals.

Special Education Program Goals

The Special Education Program at the University of Alaska Fairbanks integrates both theoretical models and real-world classroom practices in order to address the provision of quality services for students with disabilities. The following are goals and outcomes that are expected of candidates completing certification and/or Master's Degree requirements:

1. The program is unified by the common, overall goal of helping candidates become reflective practitioners who are able to draw upon a variety of skills and models in order to effectively apply them in diverse educational settings. Candidates will demonstrate knowledge of exemplary teacher attributes and practices needed in order to be successful special educators in rural Alaskan communities.
2. Candidates are expected to demonstrate knowledge of the ethical standards, professional practices and laws and regulations related to the provision of services to students with disabilities and their families. Each candidate will apply the highest standards to his or her professional conduct.
3. Candidates will demonstrate appropriate levels of competence when working with students from diverse backgrounds by understanding and accepting the differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners.

4. Candidates will develop professional perspectives by examining educational policies in addition to existing and emergent practices in relation to fundamental issues, philosophy and the history of special education, relevant legal requirements, and the status of special education services within society.
5. Candidates will gain specific competencies in (a) assessing and evaluating students, (b) effectively managing learning environments, (c) planning and implementing curriculum and instruction, and (d) effectively communicating and collaborating with parents, colleagues, and social service personnel.
6. Candidates will gain an understanding of the characteristics and unique needs of students with disabilities.
7. Candidates exhibit behaviors representing the high standards demanded of the teaching profession, including the need to participate in learning communities throughout their careers.
8. Candidates will demonstrate appropriate skills in positive behavior and environmental supports for students with disabilities.
9. Candidates will demonstrate competencies in using or adapting advanced technology for their teaching of students who have disabilities.
10. Candidates will demonstrate knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with disabilities.

Additionally, the Special Education Program endeavors to prepare educators to work in urban and rural Alaska as well as to work with K-12 students from diverse backgrounds, with a particular focus on Alaska Native languages and cultures. The Special Education Program is particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the University of Alaska's rural campuses and the cultural competence of course instructors, the Special Education Program is responsive to local and regional needs within the state.

Through the Special Education Program and professional development courses, the University of Alaska Fairbanks promotes the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

References

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Special Education Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm> (visited August 21, 2012).

PART II

PROGRAM DESIGN AND COURSEWORK SEQUENCE

The Special Education Program at the University of Alaska Fairbanks is designed to reflect the standards established by the Alaska State Board of Education, the Northwest Commission of Colleges and Universities, the National Council for Accreditation of Teacher Education (NCATE)/ Council for Accreditation of Teacher Education (CAEP), and the Council for Exceptional Children (CEC) (See Part VIII). Additionally, the program reflects the standards and codes established by the Alaska Native Knowledge Network and the National Education Association. All required components of the specialist certificate program, such as subject matter competency (e.g., PRAXIS I & II exams), course prerequisites, field experiences, and clinical practice, are congruent with the expectations set forth by the above accreditation and professional organizations. Specific objectives and learning opportunities to meet designated standards are assigned to particular courses in the program.

Program Design

The Special Education Program is designed for candidates to progress in five developmental phases: (1) Prerequisites; (2) Foundation and Basic Understanding; (3) Skill Development; (4) Certificate Culmination; and (5) Master of Education Degree (optional).

Phase I: Prerequisites

Prerequisites for candidates who already hold general education teaching certificates include:

- Evidence of an Alaska elementary, middle school, or high school teaching certificate or approved equivalency
- Subject matter competence (via passing the appropriate PRAXIS or other appropriate exams)
- Successful completion of an approved introductory level special education overview course.

Prerequisites for candidates who **do not** hold general education teaching certificates include:

- Possessing a BA or BS from an accredited university or college
- Success completion of an approved course related to child development
- Successful completion of an approved introductory education course
- Successful completion of an approved Alaska studies course
- Successful completion of an approved multicultural course
- Successful completion of an approved introductory level special education overview course.
- Recent and documented experience of having worked with children with disabilities (minimum of 12 hours)
- Subject matter competence (via passing the appropriate PRAXIS exams)

Phase II: Foundation and Basic Understanding

During the second program phase, “Foundation and Basic Understanding,” special education candidates study how special education students relate to the entire spectrum of students enrolled in today’s classrooms. It is critical for certificate candidates at this level to develop a basic understanding of: (a) characteristics of students with low, moderate, and high incidence disabilities; (b) learning theories and research-based instructional practices both in general education and special education; (c) communication and collaboration issues; (d) issues related to the curriculum and instructional adaptations for students with special needs (K-12); and (e) issues related to special education litigation and legislation. Phase II courses include:

- 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 F625 Teaching Mathematics to Special Learners (3 credits)
- EDSE F632 Special Education Law: Principles and Practices (3 credits)
- EDSE F677 English Language Arts Assessment, Curriculum, and Strategies For Special Learners (3 credits)

Phase III: Skills Development

During the third phase of the program, candidates will acquire specific knowledge and skills through their coursework and field experiences that will enable them to effectively teach and assess students with special needs as well as manage classroom behavior. This phase also allows candidates to delve deeper into effective curriculum and instructional methodology.

For certification and master's candidates, minimally complete three of the classes listed below. For certificate-only candidates, complete one of the following:

- EDSE F605 Early Childhood Special Education
- EDSE F624 Social/Emotional Development Assessment, and Intervention
- EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Disorders
- EDSE F640 Collaboration and Consultative Methods
- EDSE F648 Understanding FASD: Diagnosis, Intervention and Strategies
- EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and Behavioral Interventions

Phase IV: Culminating Clinical Practice Experience(s)

In the fourth stage of the program, candidates utilize what they have learned and experienced during the first three phases. The framework for the fourth phase is clinical practice. Candidates will have ample opportunity to demonstrate their competence in assessment, curriculum planning/instruction, IEP and transition plan development, and classroom management strategies in clinical practice assignments. Candidates will share their successes and/or concerns with other candidates and university field experience supervisors in seminars. Phase III courses include:

- EDSE F678 Initial Special Education Clinical Practice *+ (3 credits - for those not holding general education certification)
- EDSE F680 – Special Education Clinical Practice*+ (3 credits, for those with general education certification and for those who have completed EDSE F678)

Phase V: Master's Degree in Education (M.Ed.) Requirements

The Special Education Program at the University of Alaska Fairbanks allows candidates to earn a master's degree in addition to special education certification. The Master's Degree (M.Ed.), however, is an option, not a requirement. In addition to the above certification requirements, candidates wanting to earn a master's degree

must complete the following:

- Declare themselves as master's degree candidates by completing the appropriate University forms (see the School of Education Graduate advisor)
- Successfully complete two additional 600-level EDSE courses (besides those taken for certification)
- Successfully complete ED F601 *Introduction to Applied Social Science*
- Successfully complete ED F603 *Field Study Research Methods* or ED/CCS F604 *Documenting Indigenous Knowledge*
- Successfully complete a comprehensive examination

Praxis Exams

The Praxis exams are a series of exams developed for teacher licensure. Praxis I is a basic skills test and is required for admission to the Special Education Program. The Alaska Department of Education and Early Development requires candidates to pass Praxis II in an academic content area (not special education). If candidates intend to work in elementary grades or with students having intensive needs (moderate/severe disabilities) they should pass the Elementary Content Knowledge Exam. If candidates wish to work at middle school or high school they should pass the appropriate exam in middle school or high school English Language Arts or Math. Note, however, that Praxis requirements may vary by school district. Passing Praxis II is a requirement before doing clinical practice/student teaching at UAF. Consult your advisor and review the following for further information: <https://www.ets.org/praxis>

Program Plans

The following are sample program plans pertinent to each pathway leading to special education certification and a master's degree:

Special Education Certificate Only Courses for Candidates with General Education Certification

The following are special education certificate course requirements for candidates holding an Alaska general education certificate or approved equivalent. Candidates must earn 24 semester units of the required coursework in order to be eligible for special education endorsement/certification. Note that the program allows for candidates to choose (i.e. **OR**) some elective courses. Candidates should meet with their advisors when choosing electives. Courses marked with * indicate a requirement for 15 hours of fieldwork in an approved setting. Courses marked with + indicate clinical practice experience and an additional fee requirement.

<u>Course</u>	<u>Units</u>	<u>Tentative Semester</u>	<u>Grade</u>	<u>Substitutions</u> (Course Number, University, Date)
EDSE F610 Assessment of Students with Disabilities*	3	<i>Fall</i>		
EDSE F612 Curriculum Management and Strategies I: Low Incidence*	3	<i>Spring</i>		
EDSE F622 Curriculum Management and Strategies II: High Incidence*	3	<i>Fall/Spring /Summer</i>		
EDSE F625 Teaching Mathematics to Special Learners*	3	<i>Fall</i>		
EDSE F632 Special Education Law: Principles and Practices	3	<i>Summer</i>		
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies For Special Learners	3	<i>Spring</i>		
Complete one of the following special education electives:				
EDSE F605 Early Childhood Special Education*	3	<i>Fall</i>		
OR				
EDSE F624 Social/Emotional Development Assessment, and Intervention*	3	<i>Fall</i>		
OR				
EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Disorders*	3	<i>Spring</i>		
OR				
EDSE F640 Collaboration and Consultative Methods*	3	<i>Spring</i>		
OR				
EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and Behavioral Interventions*	3	<i>Summer</i>		
OR				
EDSE F648 Understanding FASD: Diagnosis, Intervention and Strategies	3	<i>Spring/ Summer</i>		
EDSE F680 Special Education Clinical Practice +	3	<i>Fall/Spring</i>		
TOTAL	24			

Special Education Certificate and Master's Degree Courses for Candidates with General Education Certification

The following are special education certificate and master's degree course requirements. Candidates must earn 24 semester units of the required coursework in order to be eligible for a special education certificate. They must then take an additional 12 semester credits of approved coursework to earn a master's degree as well as complete a culminating activity (i.e., comprehensive exam). Note that the program allows for candidates to choose (i.e. **OR**) some elective courses. It is encouraged that candidates meet with their advisors when choosing electives. Courses marked with * indicate a requirement for 15 hours of fieldwork in an approved setting. Courses marked with + indicate clinical practice experience and an additional fee requirement.

<u>Course</u>	<u>Units</u>	<u>Tentative Semester</u>	<u>Grade</u>	<u>Substitutions</u> (Course Number, University, Date)
EDSE F610 Assessment of Students with Disabilities*	3	<i>Fall</i>		
EDSE F612 Curriculum Management and Strategies I: Low Incidence*	3	<i>Summer</i>		
EDSE F622 Curriculum Management and Strategies II: High Incidence*	3	<i>Fall/Spring/Summer</i>		
EDSE F625 Teaching Mathematics to Special Learners*	3	<i>Fall</i>		
EDSE F632 Special Education Law: Principles and Practices	3	<i>Summer</i>		
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies For Special Learners	3	<i>Spring</i>		
<u>Complete one of the following special education electives:</u>				
EDSE F605 Early Childhood Special Education*	3	<i>Fall</i>		
OR				
EDSE F624 Social/Emotional Development Assessment, and Intervention*	3	<i>Fall</i>		
OR				
EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Disorders*	3	<i>Spring</i>		
OR				
EDSE F640 Collaboration and Consultative Methods*	3	<i>Spring</i>		
OR				
EDSE F642 Autism Spectrum Disorders and other Developmental Disabilities: Sensory and Behavioral Interventions*	3	<i>Summer</i>		
OR				
EDSE F648 Understanding FASD: Diagnosis, Intervention and Strategies	3	<i>Spring/Summer</i>		
EDSE F680 Special Education Clinical Practice +	3	<i>Fall/Spring</i>		

Special Education Certificate and Master's Degree Courses (Continued)

Choose two (2) additional EDSE courses, from the electives above.	6			
ED F601 Introduction to Applied Social Science (Students strongly encouraged to complete at the beginning of their programs).	3	<i>Fall/Spring/Summer</i>		
ED F603 Field Study Research Methods (ED 601 is a prerequisite) or ED/CCS F604 Documenting Indigenous Knowledge.	3	<i>Spring/Summer</i>		
Culminating Comprehensive Exam (Students must be enrolled in at least one course during exam semester)		<i>Fall/Spring</i>		
TOTAL (24 credits from certificate program plus, 12 additional M.Ed. - required credits.	36			

Special Education Certificate Courses for Candidates without General Education Certification

The following are special education certificate course requirements for candidates who do not hold Alaska general education certification or an approved equivalent. Candidates must earn 27 semester units of required coursework in order to be eligible for a special education certificate. Note that the program allows for candidates to choose (i.e. **OR**) some elective courses. It is encouraged that candidates meet with their advisors when choosing electives. Courses marked with * indicate a requirement for 15 hours of fieldwork in an approved setting. Courses marked with + indicate clinical practice experience and an additional fee requirement. Be aware that there are approximately 12 semester units of prerequisite course work (explained on page 22) needed for entry into this program track.

<u>Course</u>	<u>Units</u>	<u>Tentative Semester</u>	<u>Grade</u>	<u>Substitutions</u> (Course Number, University, Date)
EDSE F610 Assessment of Students with Disabilities*	3	<i>Fall</i>		
EDSE F612 Curriculum Management and Strategies I: Low Incidence*	3	<i>Spring</i>		
EDSE F622 Curriculum Management and Strategies II: High Incidence*	3	<i>Fall/Spring/Summer</i>		
EDSE F625 Teaching Mathematics to Special Learners*	3	<i>Fall</i>		
EDSE F632 Special Education Law: Principles and Practices	3	<i>Summer</i>		
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies For Special Learners	3	<i>Spring</i>		
<u>Complete one of the following special education electives:</u>				
EDSE F605 Early Childhood Special Education*	3	<i>Fall</i>		
OR				
EDSE F624 Social/Emotional Development Assessment, and Intervention*	3	<i>Fall</i>		
OR				
EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Disorders*	3	<i>Spring</i>		
OR				
EDSE F640 Collaboration and Consultative Methods*	3	<i>Spring</i>		
OR				
EDSE F642 Autism Spectrum Disorders and other Developmental Disabilities: Sensory and Behavioral Interventions*	3	<i>Summer</i>		
OR				
EDSE F648 Understanding FASD: Diagnosis, Intervention and Strategies	3	<i>Spring/Summer</i>		
EDSE 678 Initial Clinical Practice+	3	<i>Fall/Spring</i>		
EDSE F680 Special Education Clinical Practice +	3	<i>Fall/Spring</i>		
Total	27			

Special Education Certificate and Master's Degree Courses for Candidates without General Education Certification

The following are special education certificate and Master's Degree course requirements for candidates who do not hold Alaska general education certification or an approved equivalent. Candidates must earn 27 semester units of required coursework in order to be eligible for a special education certificate. They must then take an additional 12 semester credits of approved coursework to earn a master's degree as well as complete a culminating activity (i.e., comprehensive exam). Note that the program allows for candidates to choose (i.e. **OR**) some elective courses. It is encouraged that candidates meet with their advisors when choosing electives. Courses marked with * indicate a requirement for 15 hours of fieldwork in an approved setting. Courses marked with + indicate clinical practice experience and an additional fee requirement. Be aware that there are approximately 12 semester units of prerequisite course work (explained on page 22) needed for entry into this program track.

<u>Course</u>	<u>Unit s</u>	<u>Tentative Semester</u>	<u>Grade</u>	<u>Substitutions (Course Number, University, Date)</u>
EDSE F610 Assessment of Students with Disabilities*	3	<i>Fall</i>		
EDSE F612 Curriculum Management and Strategies I: Low Incidence*	3	<i>Spring</i>		
EDSE F622 Curriculum Management and Strategies II: High Incidence*	3	<i>Fall/Spring/ Summer</i>		
EDSE F625 Teaching Mathematics to Special Learners*	3	<i>Fall</i>		
EDSE F632 Special Education Law: Principles and Practices	3	<i>Summer</i>		
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies For Special Learners	3	<i>Spring</i>		
Complete one of the following:				
EDSE F605 Early Childhood Special Education* OR	3	<i>Fall</i>		
EDSE F624 Social/Emotional Development Assessment, and Intervention* OR	3	<i>Fall</i>		
EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Disorders* OR	3	<i>Spring</i>		
EDSE F640 Collaboration and Consultative Methods* OR	3	<i>Spring</i>		
EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and behavioral Interventions* OR	3	<i>Summer</i>		
EDSE F648 Understanding FASD: Diagnosis, Intervention and Strategies	3	<i>Spring/ Summer</i>		
EDSE 678 Initial Clinical Practice	3	<i>Fall/Spring</i>		
EDSE F680 Special Education Clinical Practice +	3	<i>Fall/Spring</i>		

Additionally, for the Master's Degree in Education, Candidates must take:

Choose two (2) additional EDSE courses, from the electives above.	6			
ED F601 Introduction to Applied Social Science (Students strongly encouraged to complete at the beginning of their programs).	3	<i>Fall/Spring/Summer</i>		
ED F603 Field Study Research Methods (ED 601 is a prerequisite) or ED/CCS F604 Documenting Indigenous Knowledge	3	<i>Fall/Spring/Summer</i>		
Culminating Comprehensive Exam (Students must be enrolled in at least one course during exam semester)		<i>Fall/Spring</i>		
TOTAL	39			

Part III

MASTER'S DEGREE REQUIREMENTS

As indicated above, along with the special education certification program, it is possible for candidates to earn a master's degree (M.Ed.) in Special Education. Candidates can earn this degree by completing the required paperwork and licensure requirements, by taking 12 additional credits of preapproved course work, and by successfully passing a comprehensive examination.

Minimum Requirements

The minimum requirements for a master's degree at UAF are as follows:

- a. When initially enrolling in the Special Education Program through the Office of Admissions, indicate that your terminal goal is that of earning a master's degree. Candidates, who fail to initially make this declaration, may be able to do so at a later date.
- b. Submit a Graduate Study Plan and an Appointment of Committee form to the Graduate School by the end of the second semester of study. The Appointment of Committee form involves identifying 3 members for the candidate's Master's Committee. The committee chair must possess a doctoral degree and work within the Special Education Program. The second committee person must be a full-time member of the Special Education Program. The final member of the committee can work at UAF on a part-time or full-time basis in a field related to Education or be an approved member of the Educational community who minimally possesses a teaching certificate and master's degree.
- c. Be registered for at least six credits per year (fall, spring, summer) or have an approved Temporary Leave of Absence form on file.
- d. Aside from the certificate/licensure requirements, candidates are to successfully complete:
 1. ED F601 Introduction to Applied Social Science
 2. ED F603 Field Study Research Methods or ED/CCS F604 Documenting Indigenous Knowledge
 3. Two additional EDSE courses as electives, with advisor approval
- e. Submit an Application for Advancement form to the Graduate School one semester prior to graduation.
- f. Submit an Application for Graduation form and be registered for at least three graduate credits in the semester in which the comprehensive exam is to be successfully completed and the degree is to be awarded.
- e. Complete all degree requirements within the seven-year time limit allowed.

Comprehensive Exam for a Master's Degree in Special Education (M.Ed.)

Students enrolled in the Master's of Education in Special Education Program take a comprehensive exam towards the end of their academic work to fulfill the requirements for a Master's Degree at the University of Alaska Fairbanks (UAF).

The final comprehensive examination constitutes a synthesis and application of knowledge, skills, and dispositions acquired during the course of study leading to the Master's Degree in Special Education. The exam covers topics from the area of special education certification. The exam requires candidates to analyze, evaluate, and apply principles, theories, and understandings about the teaching and learning of students with exceptionalities.

In order to take the comprehensive examination, the Graduate Department at School of Education at UAF establishes the following minimum requirements:

Eligibility

In order to take the comprehensive exam, candidates must have completed the following:

- A candidate must be minimally enrolled in a 3-unit approved course during the term in which the comprehensive examination is taken (i.e., the candidate's final semester).
- Candidates holding general education certification must have accumulated at least 36 credit hours (including the final semester's enrollment) in the Master's Program, and have an approved plan of study on-file with the Graduate School. Initial licensure and master's candidates must have accumulated at least 39 credit hours (including the final semester's enrollment) in the Master's Program, and have an approved plan of study on-file with the Graduate School.
- A candidate must be in good academic standing and must have the approval of the School of Education Graduate Department and the candidate's graduate committee to proceed with the exam.
- Candidates are strongly discouraged from completing their clinical practice experience and comprehensive exam during the same semester.

Registration

Candidates should complete the Advancement to Candidacy Form at least one semester before enrollment in the exam. At the same time, candidates must meet with their advisor or committee chair. The comprehensive exam is a take-home exam and is offered in fall and spring semesters only. The Advancement to Candidacy Form, a schedule for deadlines, and the actual exam dates can be obtained from the website or the graduate advisor.

Duration and Schedule

Candidates have 4 calendar days to complete the exam. The comprehensive exam questions will be emailed on a designated Friday morning at 10:00 a.m. Candidates have until the following Monday morning to electronically or hand-deliver the completed exam. Exams turned in beyond the established dates and times are considered void.

Permitted Materials and Academic Integrity

Candidates are encouraged to use quality resources in responding to the comprehensive exam questions. Such resources include peer reviewed journals, books, professional magazines, and professional websites. Resources to be avoided include encyclopedias (including Wikipedia), dictionaries, the popular press, and community-building, personal, or subjective websites. Additionally, exam responses should not include work previously submitted for academic credit, and must adhere to the highest professional, personal and intellectual standards of academic integrity (note the UAF Student Code of Conduct). During the exam period, all work must be done individually. Students will be required to sign a statement certifying that they had no assistance (content or editing) during the exam period.

Disability Accommodations

Accommodations will be made for students with verified disabilities. Students with disabilities who require accommodations for taking the comprehensive exam must contact the Office for Student Disability Services at UAF. See Part V of this document (Resources & Contact Information) for further information.

Preparing for the Exam

Candidates should contact their committee chair for assistance in preparing for the comprehensive examination. Assistance provided by the chair may include distributing sample questions, offering study tips, scheduling study sessions, and so forth.

Exam Questions

The exam will consist of 4 questions. The exam questions will be based on areas of research interest that have been predetermined by the candidate and their committee chair. The areas of research interest must be related to special education. Additionally, current (within the past 10 years) and readily available research studies must be available on the areas of interest. Candidates are discouraged from choosing topics not related directly to those with disabilities, topics that are obscure, and/or topics that are not well researched.

Format and Length

Responses should be typed. Each response should be a minimum of 1500 words in length (not including the reference page), double-spaced, with 1-inch margins, and use a traditional 12-point font (Times New Roman, Courier, Arial, etc.). The formatting should adhere to APA (6th edition) guidelines. Candidates should begin their responses by identifying the specific prompt they are to answer. Each response should be based on research with current citations (10 citations minimum per response). Responses should be written in third person unless the question prompts for a personal reflection. The APA style reference page should reflect only citations used in the responses.

Evaluation

Exams will be graded by the candidate's committee or program faculty, and evaluated based on the following considerations:

- Did the candidate grasp the central intent of the question and write directly to that topic?
- Was the flow of language smooth and well structured? Were the responses grammatically correct?
- Did the use of language reflect a clear and extensive mastery of the professional vocabulary of the topic?
- Were the generalizations supported by sufficient details, documentary evidence, and appropriately cited sources?
- Did the scope of content reflect reasonable mastery of the topic?
- Did the documentation fairly reflect the relevant literature of the field?
- Was the total volume of the writing appropriate for the time allowed for the writing?
- Were the elements of content "accurate?"

Note: Candidate comprehensive exam responses will be submitted to SafeAssign, an electronic plagiarism checker.

Results

Candidates will be notified of the results of their exam in writing approximately 2 weeks after the exam is submitted. The ratings for the exam are pass or fail. The committee chair will contact students who do not pass the Comprehensive Exam to determine re-examination options.

PART IV

GENERAL ADMISSION REQUIREMENTS, POLICIES, AND PROCEDURES

To receive a graduate degree (i.e., M.Ed.) and/or certificate at the University of Alaska Fairbanks, candidates must apply and be admitted to a specific degree program and must be advanced to candidacy for that degree and discipline major. Candidates are encouraged to review the University's admission, registration, and honor code policies located in the UAF Catalog (<http://www.uaf.edu/catalog/>). Summarized below are general policies and procedures pertinent to the Special Education Program.

Special Education Program Application Procedures for All Candidates

The items below are general prerequisites and requirements for being admitted to the Special Education Program. A detailed description of each item follows.

- Graduate Application for Admission, including appropriate fees
- Official Transcripts
- Cumulative grade point average (GPA) of 3.0
- Graduate Record Exam (GRE) scores if GPA is lower than 3.0
- Three (3) letters of recommendation
- A resume/vitae
- A statement of Academic Goals
- Current teaching certificate or proof of eligibility

Graduate Application for Admission

The application for graduate admission is available online at <http://www.uaf.edu/admissions/apply/>. Be sure to read the instructions. You can apply for admission online or use the hard copy application downloadable from the webpage. The required application fee is noted on the webpage. Although applications are accepted throughout the year, candidates are encouraged to submit their application materials at least one full semester prior to enrolling in classes.

Official Transcripts

Have one set of official transcripts from previous colleges or universities attended sent to the Office of Admissions. These transcripts need to be in sealed envelopes. Unofficial transcripts are not acceptable. International applicants must submit official transcripts showing that a bachelor's degree has been earned and must submit certified English translations of transcripts of all college/university-level course work. Additionally, international applicants holding F-1 visas are required to submit scores from the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System exam unless English is the primary language of their country or origin. See the English Proficiency Requirements in the current University of Alaska Fairbanks catalog.

Send transcripts and needed English proficiency requirements (International candidates) to:

Office of Admissions
University of Alaska Fairbanks
215 Signers' Hall
P.O. Box 757480
Fairbanks, AK 99775-7480

Note: Students who previously attended the University of Alaska Fairbanks do not need to submit transcripts, unless they have taken coursework elsewhere while separated from UAF.

Letters of Recommendation

Along with transcripts, candidates should submit three (3) letters of recommendation to the Office of Admissions. The letters should be no more than one year old and should be signed originals. The letters should **not** be from someone who has worked under your supervision, such as a paraprofessional, nor should they be from a relative. Letters of recommendation can be from instructors, supervisors, or professional peers who are familiar with your character and the quality of your work. Letters of recommendation should address the following:

- **Work:** Discuss the candidate's knowledge of the field, tasks that the candidate is able to perform, and ethical and professional behaviors
- **Character:** Discuss the candidate's strengths and weaknesses in regards to their dispositions for the field of special education
- **Academics:** Discuss the candidate's ability to undertake graduate study and research.

Grade Point Average

Candidates should have a cumulative undergraduate point average of at least 3.0. In some instances, postgraduate coursework may be taken into consideration. If a candidate's grade point average is below the required level of 3.0, they can still be considered for program admission by taking the Graduate Record Exam (<http://www.ets.org/gre/>). Such candidates need to submit their scores before official admission to the Special Education Program.

Resume/Vita

Along with the above documents, candidates should include a resume or vita. The resume or vita should minimally include the following information: name, address, telephone numbers, email address, work experiences, educational preparation, and professional memberships (if applicable).

Statement of Academic Goals

Candidates also need to include a statement of academic goals. The goals statement should indicate why the candidate is seeking to enter the Special Education Program. Candidates should analyze their basic motivations, characteristics, and qualifications and how this may impact their success in the program. The paper should be 3-5 pages in length and should include 5 basic components:

- a) Motivations: Explain your reasons for wanting to enter the Special Education Program. Consider your motivations and describe how they will assist you in realizing your certificate and/or degree completion.
- b) Personal Characteristics: Discuss your personal characteristics and how they may help you in becoming an effective special education teacher.
- c) Experience: Discuss your experiences related to this field including both paid and volunteer work. Describe how this relates to your interest in pursuing this certificate and/or degree.
- d) Education: Describe your educational background and how it may assist you in your educational endeavors throughout the Special Education Program.
- e) Intentions: Discuss how you intend to use your certificate and/or degree upon completion of the program.

Current Teaching Certificate or Proof of Eligibility

Along with the documents described above, candidates who have earned general education teaching certification/credentials or their equivalents should submit their current teaching licensure or proof of eligibility

for being able to apply for a general education-teaching certificate/credential. Proof can consist of a letter from the institution where eligible certification was earned or from a state department of education.

Additional Admission Prerequisites for Candidates not Possessing Alaska General Education Certification or an Approved Equivalency

Candidates not holding Alaska general education certification or not having an approved equivalent need to have completed basic foundation courses and activities. Such courses and activities include the following:

- ED F245 Child Development (**3 credits**) or approved equivalent
- EDF 201 Introduction to Education (**3 credits**) or
- EDSC F205 Introduction to Secondary Education (**3 credits**) or
- EDSC F415 Foundations of Modern Educational Practice (**3 credits**) or
- ED 624 Foundations of Education in Alaska: From Segregation to Standards (**3 credits**)
- An approved Alaska studies course (**3 credits**)
- An approved multicultural education/cross-cultural communication course (**3 credits**)
- EDSE 482 Inclusive Classrooms for all Children
- Minimum of 12 hours of current/recent experience of working with children having disabilities, documented by a letter of recommendation by a supervisor

If candidates believe that they have met any of the above requirements by having taken similar course work elsewhere, they are strongly encouraged to communicate with an advisor.

Waivers and/or Transfer Credit

Students with coursework from other institutions may request waivers/substitutions by using the forms and submitting all necessary supporting documents by the application due date. Coursework taken elsewhere should have been completed *within the past seven years*. The program faculty advisors will then review the requests and approve those courses that have equivalent content to coursework required at UAF.

Requirements for Continuing in the Special Education Program

LiveText

The School of Education has adopted LiveText, an online database and assessment system, starting in the spring of 2015. LiveText will be used to post, grade, and maintain key assignments from courses taken at UAF. LiveText will also be used for the development of candidate portfolios. Many colleges and universities throughout the nation use LiveText or a similar online management system. LiveText will cost candidates \$95.00. This is a one-time fee that makes the LiveText system available to candidates for five (5) years. A nominal fee is charged by LiveText should candidates wish to access their materials beyond the five-year timeline. For candidates admitted to the program starting in the Fall of 2015, the fee will be charged as part of their enrollment during the first semester. Candidates admitted prior to Fall 2015 will need to purchase LiveText separately. See you advisor for further information on how to purchase LiveText.

Key Assignments

Every course in the Special Education Program has one assignment designated as a *key assignment*. These assignments are specifically aligned to CAEP and CEC standards (See Part VIII). Course instructors, with the use of detailed rubrics, will evaluate these assignments. Both the assignments and graded rubrics are posted to LiveText as evidence of the candidate's competencies. In order to receive credit for key assignments, candidates must be rated as "meeting" all criteria rated in each

rubric. If candidates fail to receive at least a “meets” rating, they will have one opportunity to correct the assignment in order to receive credit.

Grade Point Average

Candidates must maintain a minimum grade point average (GPA) of 3.0 after entry into the Special Education Program. Candidates whose GPAs fall below 3.0 will either be put on probation or will be asked to drop the program. Additionally, candidates must have a GPA of 3.0 or higher in order to do their clinical practices experiences. Any required course grade below a C must be repeated.

Advancement Through the Program

Candidates whose performance (i.e., course grades, professional interactions, scholarly skills, personal characteristics) is judged to be inadequate during any phase of the Special Education Program will be expected to improve or repeat problem courses before advancing to the next phase. Candidates should meet regularly with their advisors to review their progress towards meeting their terminal goals (e.g., special education certificate, M.Ed. Degree).

Clinical Practice(s)

Clinical Practice is done after successfully completing the certificate course requirements. With advisor approval, candidates may be able to concurrently complete a remaining course and do their clinical practice(s). Candidates must successfully complete the clinical practice(s) in order for the University to recommend them for certification. Successful completion of the clinical practice(s) involves at least satisfactory evaluations from both the University and site supervisor.

Catalog & Time Limit

You may elect to graduate under the catalog requirements in effect in the first semester of your enrollment in your graduate degree program or the catalog in effect when you graduate. If you do not meet the continuous registration requirements (minimum of 6 credits per year), you will use either the catalog in effect during the semester of your reentry or the catalog in effect when you graduate. Furthermore, you waive the right to use the catalog in effect when you first entered your graduate program.

All non-academic policies and regulations listed in the current catalog apply, regardless of the catalog you are using for your degree requirements. All coursework listed on your advancement to candidacy form and all other degree requirements must be satisfactorily completed within seven years for a master’s degree.

Email Communication

Once students are admitted to the Special Education Program they must immediately begin utilizing their assigned UAF email account. The University automatically assigns each student an official UAF email account when the student enrolls (except students whose primary registration is through Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim or Northwest campuses). UAF uses email to communicate with students on many important matters. Email is often the only way some information is distributed, so it is important that candidates regularly check their university e-mail address or forward mail from UAF addresses to an address they check frequently. *Candidates can easily do this online at <http://www.uaf.edu/google/>.* Candidates are responsible for knowing - and, when appropriately acting on the contents of all University communications sent to their official UAF email account.

PART V

FIELDWORK AND CLINICAL PRACTICE

Practical, real world experience is critical to effective preparation of future special education teachers. Conducting supervised observations and participating in educational settings for students with disabilities affords candidates the opportunity to study disability characteristics, learning styles, and intervention approaches. Such experiences also enable candidates to link information presented in university courses to real world experiences. Candidates are better prepared to meet the challenges of special education if they have had frequent and varied experiences in authentic settings. Aside from the traditional teacher education requirement of completing clinical practice at the end of the certificate program, the Special Education Program at the University of Alaska Fairbanks (UAF), embeds the requirement of fieldwork into most courses.

Fieldwork

Most special education classes include the requirement of completing fieldwork in an approved setting. For candidates who live locally (Fairbanks area), this involves the course instructor working with local school districts and agencies to identify appropriate schools, service providers, and cooperating teachers. Thereafter, candidates are assigned fieldwork sites for each course. Efforts will be made to accommodate work and school schedules. For those residing outside of the Fairbanks area, candidates and the course instructor will need to collaborate closely to investigate and determine potential fieldwork experiences. Besides following designated protocol in assigning fieldwork sites, candidates should anticipate completing district's requirements regarding confidentiality and background checks. Your course instructors will advise you of these potential requirements.

Aside from gaining experience in special education, fieldwork gives candidates an opportunity to develop relationships with others in the field. Those relationships may transform into future resources, recommendations, and familiarity within a school, school district, or agency. In some instances, fieldwork may result in candidates being later hired at the site or by the school district.

Fieldwork generally involves candidates going into an educational setting to observe student characteristics and educational practices. Candidates are encouraged to participate, at the cooperating teachers discretion, in the classroom proceedings. This may involve conducting individual or small group tutoring or teaching, supervising students, making instructional materials, and preparing the classroom environment. This is not, however, clinical practice (e.g., student teaching). Candidates are not expected to do lengthy lesson planning or to take over the responsibilities of the teacher. Note course syllabi for specific requirements during fieldwork.

The following are some general guidelines:

- Candidates are to go to the fieldwork assignments given by the university course instructor. They are not to attempt to arrange their own placements. The University must follow strict protocols for placement established by each school district or agency. Some districts have very specific guidelines concerning fieldwork and student teaching. These guidelines may involve background checks and/or finger printing. Follow directives of your university instructor or advisor concerning these guidelines as they vary by district.
- Candidates are asked to initially contact their assigned cooperating teachers and to develop consistent schedules (i.e., dates and times) for fieldwork. Candidates may conduct individual fieldwork sessions from 1 to 2 hours in length. Candidates are asked to conduct approximately 10

observations over the course of 15 weeks, however, due to absences, testing, and holidays this can be flexible, but marathon observation sessions (3 hours or more) are to be avoided.

- Candidates should notify their cooperating teachers and the university instructor if they are going to be absent from their fieldwork as soon as possible.
- Candidates are to regularly maintain journal reflections (turned in weekly) on what they observe in the way of student characteristics and teaching practices. Candidates are asked, however, not to do these written reflections while they in the classroom.
- Candidates are asked to maintain a log that shows their days and hours of attendance. The log requires the signature of the cooperating teacher.
- Candidates are encouraged to dress professionally. Jeans, t-shirts, sneakers, and sandals may not be considered appropriate attire. Additionally, hygiene is important.
- Candidates are asked to maintain a friendly, engaged, and professional demeanor with classroom students and staff at their assigned schools.
- Candidates must maintain confidentiality regarding students and the school.
- Candidates should sign district/school confidentiality statements.
- Candidates need to be cautious of disciplining or intervening in student misbehavior.
- Candidates are to take direction about interacting with students from their cooperating teachers.

Requirements (e.g., due dates for journal entries and time logs) as well as related assignments to be completed in the fieldwork setting vary per class and are detailed in each course syllabus.

Clinical Practice

Clinical practice is the culminating activity of the special education certificate program. Elsewhere clinical practice may be known as *student teaching*, a *practicum experience*, or an *internship*. Clinical practice differs from fieldwork in the number of required hours and in the responsibilities assumed. Settings for clinical practice may include: resource classrooms; intensive resource classrooms; extended resource classrooms; residential schools; and sometimes, inclusive settings. For clinical practice, candidates are assigned to approved settings and work under the supervision of a cooperating teacher. Candidates should not attempt to find their own placements, as the University must follow strict protocols concerning placements with school districts. Additionally, the University cannot guarantee placements. School districts allow interns to do their clinical practices within their classrooms as a courtesy: they are not bound by regulations to accept interns.

In some instances, candidates may be hired as the teacher of record and may hold a special education certificate waiver. With University and district approval, such candidates may do clinical practice in their own classrooms as long as an approved site supervisor can be recruited (e.g., principal, coordinator, or another special education teacher).

Candidates not holding Alaska general education (elementary, middle school, or secondary) certification need to complete 2 clinical practice experiences. The first experience (EDSE 678) is completed during a semester wherein candidates work in an approved setting and complete a minimum of 120 hours of supervised fieldwork. The second experience (EDSE 680), during the following semester, entails the completion of 15 weeks of full-time (5 days a week) clinical practice/student teaching. During both clinical practice experiences, candidates slowly assume classroom teacher responsibilities. Such responsibilities include lesson planning, participating in IEP development, assessment, general recordkeeping, student supervision, directing paraprofessionals, and collaborating with parents.

Candidates already holding Alaska general education certification complete one clinical practice experience (EDSE 680).

Below are some general guidelines concerning the completion of the clinical practice experiences:

- Candidates must complete and turn in a Clinical Practice Request Form (by March 1st for fall enrollment and by October 1st for spring enrollment clinical practice) in order to alert the Special Education Program personnel of the impending clinical practice experience. Initial certification candidates may be able to do EDSE 678 during the summer. Such candidates need to collaborate with their advisors about the prospects of this activity and plan to turn in the Clinical Practice Request Form (see page 28 & 29) by March 1st.
- Candidates not doing the clinical practice experience in their own special education classrooms (those not holding waivers) will need to complete a State of Alaska Intern/Student Teacher Authorization and Fingerprint Card at least the semester before doing the experience. Communicate with your advisor about these documents.
- Note that individual districts may have their own additional requirements, which may include attending an orientation, completing district documents, and having additional fingerprints taken. Communicate with your advisor about those possible requirements.
- Candidates must attend and participate in required University seminars during the clinical practice semester(s).
- Candidates must show evidence of active planning and engagement in teaching students: mere observation and reflection are not sufficient.
- Candidates must have at least satisfactory evaluations in all areas from school site supervisors and university supervisors in order to pass the clinical practice experience(s).
- Candidates are to maintain ongoing and detailed reflective journals concerning their clinical practice experiences. Topics of journal reflections can include:
 - reactions to lessons taught
 - observations of student behaviors
 - indications of students' strengths and problem areas
 - ideas for remediation or accommodation
 - the impact of environmental factors
 - assessment practices
- Candidates must maintain weekly lessons and detailed individual lesson plans when formally observed.
- Candidates need to graciously accept and act on constructive criticism given by site or university supervisors.
- Candidates should dress and act in a professional manner.
- Note: Candidates will not be recommended for certification with a grade lower than a 'B' for the clinical practice experience(s).

During clinical practice, candidates should avoid:

- Displaying behaviors or making comments that could be interpreted as being critical towards the supervising teacher or school.
- Breaching confidentiality about students, the supervising teacher, other staff, and the school.
- Overtly or covertly challenging the cooperative teacher about procedures, practices, and knowledge.
- Asking personal or inappropriate questions of the supervising teacher, site supervisor, staff, or students.
- Assuming roles and duties that have not been assigned.
- Being absent or tardy.

- Displaying an attitude of disinterest.

Clinical Practice Enrollment and Graduation

In order to enroll in the clinical practice, candidates must have completed or are concurrently completing all the special education certificate course requirements. Candidates should have at least an overall grade point average 'B' within the program and should have not earned a grade lower than a 'C' (without retaking the class). Additionally, candidates should not have any active incomplete grades. Clinical practice is done at the end of the certificate program and at no other time. To assure that candidates meet the requirement to enroll in clinical practice, they are to complete a *Clinical Practice Request* form the semester before doing clinical practice. This form can be downloaded online (<https://sites.google.com/a/alaska.edu/soe-sped/>) or can be obtained from your program advisor. Additionally, a copy is attached in the proceeding pages.

Once permission to enroll is received and candidates enroll in their clinical practices, it is critical that they communicate with their graduate advisor. The graduate advisor will direct candidates in steps needed to applying for graduation and for state certification.

**SPECIAL EDUCATION
CLINICAL PRACTICE APPLICATION**

Name _____ UAF ID # _____ Phone _____

Address _____ City/State/Zip _____

Email _____

Semester for which you are requesting to do clinical practice/internship: _____

Which course (s) do you want to enroll in? _____ **EDSE F678 Initial Clinical Practice**
_____ **EDSE F680 Clinical Practice & EDSE 681 Spec.**
_____ **Ed. Portfolio (if admitted prior to Fall 2015)**

If you **do not** have your own special education classroom, and you have a preference, please respond to the following:

1. What age group would you prefer?
2. What disability group would you prefer to work with?
3. In which school district would you prefer to do clinical practice?
4. For urban schools, what part of town would you prefer to work?
5. Are there any other considerations in finding you a placement?

Please do not try to find your own clinical practice placement. All placements are done by university faculty, following district protocols. You will not be able to do the clinical practice/internship unless you have completed the following requirements:

- ___ Subject Matter Competency requirement fulfilled by passing the PRAXIS I & II in appropriate areas
- ___ Valid general education certificate or accepted equivalent (**not** applicable to initial licensure candidates)
- ___ UAF file materials completed
- ___ New finger print clearance and background check
- ___ **All** requisite courses completed (see page 2)
- ___ A grade point average no less than 3.0 and no grade lower than a 'C'

Clinical Practice is completed at the end of the certificate program. Initial certification candidates need to complete EDSE F678 *Initial Clinical Practice*. All candidates (initial certification and endorsement) are expected to enroll in EDSE F680 *Special Education Clinical Practicum*. Candidates admitted to the program prior to Fall 2015 will simultaneously need to enroll in EDSE F681 *Special Education Portfolio*. Candidates must successfully complete both courses with a grade no lower than a 'B' in order for the University to recommend them for certification.

Indicate the date (semester and year) of the classes below, which you have completed:

EDSE F605 Early Childhood Special Education	_____
EDSE F610 Assessment of Students with Disabilities	_____
EDSE F612 Curriculum Management and Strategies I: Low Incidence	_____
EDSE F622 Curriculum Management and Strategies II: High Incidence	_____
EDSE F624 Social/Emotional Development Assessment, and Intervention	_____
EDSE F625 Teaching Mathematics to Special Learners	_____
EDSE F632 Special Education Law: Principles and Practices	_____
EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Disorders	_____
EDSE F640 Collaboration and Consultative Methods	_____
EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and Behavioral Interventions	_____
EDSE F648 Understanding FASD: Diagnosis, Intervention and Strategies	_____
EDSE F677 English Language Arts Assessment/Curriculum and Strategies for Special Learners	_____

What approved Multicultural Education/Cross Cultural Education course have you taken?

What approved Alaska Studies course have you taken? _____

What is your current grade point average in the special education program? _____

Have you earned a grade lower than a 'C' while in the program? No _____ Yes _____

Please Note: Placement requests are due by Friday of the 7th week of the semester preceding placement. Note that EDSE 680 *Clinical Practice* is not done during the summer months. Submit your request to the School of Education.

(For Special Education Department Use Only)

Approved Placement at _____

Cooperating Teacher _____

Denied _____ Reason: _____

Field Experience Coordinator's Signature

Date

PART VI

Resource and Contact Information

Resources

Below is a sampling of frequently used resources available through the University of Alaska Fairbanks:

University of Alaska Fairbanks Office of Disability Services

(<http://www.uaf.edu/disability>)

Disability Services provide a variety of services to assure equal access for all students.

Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the University's rural campuses; Tanana Valley Campus, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

The staff of Disability Services works with faculty in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks, Fairbanks, Alaska 99775-5590 Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688 | E-mail: fydso@uaf.edu A Division of Student and Enrollment Services (SES)

Rural Student Services

(<http://www.uaf.edu/ruralss/>)

Rural Student Services (RSS) is an academic advising department with 40 years of experience in working with students from all over the state of Alaska. RSS assists students in achieving student success by linking them to current information pertinent to their education, lifestyle, and goals.

RSS is known for its welcoming and friendly environment. Many students find a meaningful connection at UAF through RSS.

RSS helps students with: academic requirements; registration for classes; finding financial aid; explaining housing options; declaring a major; and career exploration

Contact Rural Student Services at:

P.O. Box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (Toll Free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

The Writing Center

(<http://www.alaska.edu/english/studentresources/writing/about-the-writing-center/>)

The Writing Center is a student-staffed, student-oriented service of the English Department. The tutors, English Department teaching assistants and a few outstanding undergraduate students, can assist students in all phases of the writing process, including the following: brainstorming and generating topics; organizing ideas; developing research strategies; use of citation styles -- MLA, APA, and Chicago; and editing for clarity and correctness. **Note:** The School of Education requires that candidates use the most current APA citation style (6th Edition).

The Writing Center's staff collaborates with each student on a one-to-one basis, and will work with students at any phase of the writing process -- planning, drafting, and revising. The Writing Center's staff can also help writers discover ways of improving grammar, mechanics, and punctuation.

The Writing Center also features a Computer Laboratory. Currently they have eighteen PCs available on a walk-in basis. Technicians and tutors are on hand to assist with computer-related questions. There is no charge for printing.

CONTACT the Writing Center at:
801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246

Rasmuson Library **(<http://library.uaf.edu/>)**

The Elmer E. Rasmuson Library of The University of Alaska Fairbanks (UAF). Containing more than 1.75 million items, we are the largest library in the state of Alaska. The library is comprised of the main library as well as the [BioSciences Library](#), which is located in the Arctic Health Research building.

The Rasmuson Library has one of the world's finest collections of [Alaska and Polar Regions](#) (APR) materials including books, periodicals, photography, manuscripts, films, oral histories, rare books, and maps. The collections are centered on Alaska but include many items about the Circumpolar North and Antarctica. Subject bibliographers, archivists, anthropologists and historians on the APR staff are available for reference and research assistance.

The online library catalog ([Goldmine](#)) can be used to locate books, videos, government documents, and other materials owned by the UAF Rasmuson & BioSciences Libraries, the Keith Mather Geophysical Institute Library, and other libraries throughout the state. Librarians and library staff assist students in using library resources and can give guidance on how to best locate research and information resources both in the library and beyond, regardless of format. As always, seeking out help and assistance from reference staff early in the research process can save many hours of frustrating work. Contact the Rasmuson Library at:

310 Tanana Loop, P.O. Box 756807 Fairbanks, AK. 99775-6807
Phone: (907) 474-7481
Email: fyref@uaf.edu

The Financial Aid Office **(<http://www.uaf.edu/finaid/>)**

The Financial Aid Office helps students identify possible loans, grants, or scholarships that may help with costs associated tuition, textbooks, materials, and living expenses. Funding opportunities can change from semester to semester. Candidates are encouraged to contact the Financial Aid Office directly.

101 Eielson Building (888) 474-7256
Fairbanks, AK
99775-6360

Other Helpful Contacts

Office of Admissions and Registrar	P.O. Box 757480, Fairbanks, AK 99775-7480	(907) 474-7500
School of Education	P.O. Box 756480 Fairbanks, AK 99775-6480	(907) 474-7341
Ms. Jane Monahan	Graduate Advisor School of Education	(907) 474-5362
Dr. Joanne Healy	Assistant Professor of Special Education School of Education	(907) 474-1557
Dr. Philip Patterson	Associate Professor Of Special Education School of Education	(907) 474-6133

PART VII

PERSONAL CHARACTERISTICS FEEDBACK FORM

The Personal Characteristics Feedback Form (PCFF) is a way for the program to monitor candidates. The form is completed by instructors and fieldwork supervisors associated with each program course (except EDSE F678, F680, and F681). The completed forms are then reviewed by faculty and staff to help in identifying struggling candidates who may need support and intervention. Below is a copy of a PCFF form:

**UAF School of Education
Special Education Graduate Program
PCFF: Professional Characteristics Feedback Form**

Candidate _____ Date _____

Name of person completing this form _____

Please indicate the semester and year of interaction with this candidate (e.g. Fall-2008) _____

In what capacity do you know this candidate (e.g. course instructor, administrator, building teacher)? _____

Duration of interaction: 0-15 hours _____ 16-45 hours _____ 46-135 hours _____
 136-270 hours _____ 271-405 hours _____ Over 406 hours _____

Listed are characteristics commonly found in effective professional educators. For each characteristic, please provide a rating between 0 and 2 based on the following criteria:

0 = individual rarely exhibits this characteristic—does not meet expectations
 1 = individual sometimes exhibits this characteristic—meets expectations
 2 = individual typically exhibits this characteristic—exceeds expectations
 N/O = Characteristic was not observed during your time with the candidate

I observed this individual to:

Rating:

Recognize that all individuals can learn *No matter their age, race, ethnicity, gender, class sexual orientation, religious beliefs, abilities or exceptionalities	2	1	0	N/O
Demonstrate respect for students, colleagues and community members	2	1	0	N/O
Work collaboratively with families, school staff and communities	2	1	0	N/O
Demonstrate and promote respect for cultural, ethnic, racial and linguistic diversity building on the local knowledge within Alaska *particularly those of Alaska Native communities	2	1	0	N/O
Demonstrate knowledge of special education law and proficiency in all IDEA forms and paperwork.	2	1	0	N/O
Demonstrate professional and ethical behavior Be on time Professional appearance Responsible for his/her own actions Respectful of colleagues, children, families, other professionals.	2	1	0	N/O
Scholarly Practitioner: Demonstrates intellectual curiosity and has the qualities of a life long learner.	2	1	0	N/O

Average Rating _____

**If you have marked any area with a "0" please provide a brief explanation in the space provided. Indicate specific behaviors, actions or language that contributed to the rating.

Signature of person completing form _____

Please return the completed form to Jane Monahan
 UAF School of Education, 7th floor Gruening Building
 E-mail: jmonahan@alaska.edu Phone: 474-5362 Mail: PO Box 756480, Fairbanks, Alaska 99775-6480
 Revised April 2009

PART VIII

CEC INITIAL LEVEL SPECIAL EDUCATOR PREPERATION STANDARDS

Standard 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

- 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Key Elements

- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3.0 Beginning special education professionals use knowledge of general³ and specialized curricula⁴ to individualize learning for individuals with exceptionalities.

Key Elements

- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Key Elements

- 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with

exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

Key Elements

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

Standard 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

6.6 Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers.

Standard 7.0 Beginning special education professionals collaborate with families, other

educators, related service providers, individuals with exceptionalities, and personnel community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3. Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.