

Special Education Student Handbook

2017 - 18



We Learn
We Teach
We Inspire



School of Education



Date: June 1, 2017

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

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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. General university information can be found in the University of Alaska Fairbanks Catalog (<http://www.uaf.edu/catalog/>).

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 UAF 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

Program Options, Mission, and Goals

Introduction

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

Program Options

- K-12 Post-Baccalaureate Special Education Certification – Additional SPED Endorsement
 - 24 graduate credits
 - for students who have a regular teaching certificate and want to add the endorsement only
- M. Ed. in Special Education (with Additional Endorsement)
 - 36 graduate credits
 - for students who have a regular teaching certificate and want to add the endorsement and earn the Master of Education degree
- K-12 Post-Baccalaureate Special Education Certification – Initial SPED Teaching Certificate
 - 27 graduate credits
 - for students who do not have a regular teaching certificate and want the SPED certificate only
- M. Ed. in Special Education (with Initial SPED Teaching Certificate)
 - 39 graduate credits
 - for students who do not have a regular teaching certificate and want the SPED certificate and the Master of Education degree
- M. Ed. in Special Education (without certification)
 - 36 graduate credits
 - for students who are already certified special education teachers and would like a master's degree in the field; or students who are not certified special education teachers but work with students with special needs outside of the school setting where a teaching certificate is not required.
 - No clinical practice is required with this option

Master of Education Degree

The coursework used to earn certification is also used in the M. Ed. degree. Students need only four additional classes beyond the certification coursework, and a culminating comprehensive exam to earn the M. Ed.

Special Education Alternate Program Certificate

If a school district superintendent is unable to recruit and hire a new-to-the-district teacher who holds a valid teacher certificate under 4 AAC [12.305](#) with a special education endorsement, or a related services specialist who holds a special services certificate (Type C) with an endorsement in speech language pathology, the superintendent may request the commissioner to grant a special education

alternate program certificate for the hiring of a person who does not have the required endorsement. See Appendix for the full Alaska statute.

Mission Statements

UAF's Mission

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

Core Themes

- **Educate:** Undergraduate and graduate students and lifelong learners
- **Research:** Create and disseminate new knowledge, insight, technology, artistic and scholarly works
- **Prepare:** Alaska's career, technical and professional workforce
- **Connect:** Alaska Native, rural and urban communities by sharing knowledge and ways of knowing
- **Engage:** Alaskans through outreach for continuing education and community and economic development

UAF School of Education Vision, Mission, Goals

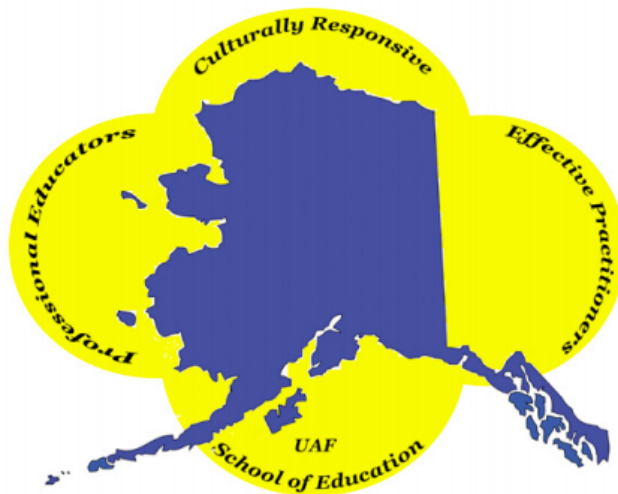
We Teach, We Learn, We Inspire!

Mission

The UAF School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska's diverse communities.

Vision

The vision of schooling in Alaska shared by the faculty of the UAF School of Education is of schools that function as an integral part of the community; schools in which children, teachers, school administrators, school counselors, parents, elders, and other community members become interdependent. We share the vision that a highly-qualified educator is one who not only has a deep understanding of academic and pedagogical knowledge, but also has a deep understanding of the cultural, environmental, and emotional context of the children for whom they share responsibility with the family and the community. We envision schools in which the cultural and linguistic backgrounds of the professional school staff reflect the diversity of the students in the community.



Goals

Through our programs and professional development courses, we promote the following goals:

1. Increase the number of qualified educators for Alaska's schools by:

- Providing licensure programs at undergraduate and graduate levels
 - Providing education programs to place-bound educators in rural Alaska
 - Recruiting Alaska Native candidates
 - Aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework
2. Enhance the professional skills of Alaska's K-12 educators by:
 - Providing professional development opportunities throughout their careers
 - Providing graduate degree programs statewide
 - Developing partnerships with public schools
 3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
 - Respond to the needs and interests of youth, families, and communities
 - Better serve Alaska's diverse populations
 - Enhance learning opportunities for individuals with exceptionalities
 4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:
 - The quality of Alaska's K-12 schools
 - The curriculum of the UAF School of Education
 - The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska

UAF Special Education Program Philosophy and Mission

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

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, technology, 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. Candidates are reflective practitioners, able to draw upon a variety of skills and models in order to effectively apply them in diverse educational settings including rural Alaskan communities.
2. Candidates abide by ethical standards, professional practices, laws and regulations related to the provision of services to students with exceptionalities and their families.

3. Candidates work competently with students from diverse backgrounds by understanding and accepting the differences in culture, ethnicity, gender, age, religion, socioeconomic status, lifestyle orientation, language, abilities, exceptionalities, and aspirations of individual learners.
4. Candidates examine 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 are competent 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 address characteristics and unique needs of students with exceptionalities.
7. Candidates exhibit behaviors representing the high standards demanded of the teaching profession and participate in learning communities throughout their careers.
8. Candidates provide positive behavior and environmental supports for students with exceptionalities.
9. Candidates adapt technology for their students who have exceptionalities.
10. Candidates plan and implement transitional life experiences for students with exceptionalities.

The Special Education Program endeavors to prepare educators to work K-12 students from various backgrounds in urban and rural Alaska, and outside of Alaska. 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.

PART II

Program Elements

The Special Education Program at the University of Alaska Fairbanks incorporates the standards established by the Council for Exceptional Children (CEC) Full CEC Standards documents in the appendix. All required components of the certificate program: subject matter competency (e.g., PRAXIS I & II exams), course co-requisites, field experiences, and clinical practice, are congruent with the expectations set forth by CEC. Specific objectives and student learning opportunities to meet each CEC standard are assigned to particular courses.

Professional Characteristics Feedback

This Professional Characteristics Feedback form is designed to evaluate the characteristics and dispositions of pre-service teachers in relation to those characteristics and dispositions found in effective practicing teachers. Based on reviews of national and state standards, a group of teachers and teacher educators developed a list of characteristics that are commonly considered to be important to success in the classroom. At key points during our teacher preparation programs, we ask individuals who work with our pre-service teachers to reflect on the characteristics and dispositions of the pre-service teachers. The Professional Characteristics Feedback form will be used in the following classes: EDSE 612, EDSE 622, EDSE 625, EDSE 677, EDSE 678, and EDSE 680. The completed forms are reviewed by faculty to help identify candidates' strengths and needs. A copy of the Professional Characteristics Feedback form is in the appendix.

Fieldwork

Practical experience is critical to effective preparation of future special education teachers. Conducting supervised observations and participating in educational settings for students with disabilities provides 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 UAF Special Education Program, embeds the requirement of fieldwork into all courses (except EDSE F632, Special Education Law and EDSE 648, FASD).

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 and recommendations to the school district or agency. In some instances, fieldwork may result in candidates being later hired at the site or by the school district.

Procedure:

1. Candidates participate fieldwork assignments given by the university course instructor. They do not arrange their own placements. UAF follows strict protocols for placement established by each school district or agency.
2. The course instructor is responsible for identifying appropriate schools, service providers, and cooperating teachers. Efforts will be made to accommodate work and school schedules. For those residing outside of the Fairbanks area, candidates and the course instructor will collaborate to determine approved fieldwork experiences.

3. 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. Alaska Department of Education and Early Development Applications and Forms page contains the student teaching authorization form: <https://education.alaska.gov/TeacherCertification/apply.html>
4. Fieldwork involves observation of student characteristics and educational practices in an educational setting. Candidates are encouraged to participate, at the cooperating teacher's 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. See course syllabi for specific requirements during fieldwork.

General Guidelines:

- Candidates contact their assigned cooperating teachers to develop a consistent schedule (i.e., dates and times) for fieldwork. A schedule of approximately 10 sessions (1 – 2 hours each) over 15 weeks is recommended. Long observation sessions (3 hours or more) should be avoided.
- Candidates introduce themselves to the school principal and key school staff members.
- Candidates must notify their cooperating teachers and the university instructor if they are going to be absent from their fieldwork.
- Candidates submit weekly journal observations about student characteristics and teaching practices. These reflections should not be written while in the classroom.
- Candidates maintain an attendance log signed by the cooperating teacher.
- Candidates must dress professionally. Jeans, t-shirts, sneakers, and sandals may not be considered appropriate attire. Please pay attention to personal hygiene.
- Candidates should 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 must exercise caution in disciplining or intervening in student misbehavior.
- Candidates must accept direction about interacting with students from their cooperating teachers.

Requirements (e.g., due dates for journal entries and time logs) as well as related fieldwork assignments 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. According to the Alaska Department of Education and Early Development, as an institution, UAF must assure that the applicant will be required to serve as a student teacher or participate in a supervised clinical practice in an Alaska public school for a minimum of 500 hours over a period of 15 weeks. In addition, UAF must assure that the applicant will be under the general supervision of a teacher who:

- 1) holds a valid certificate issued under 4 AAC 12;
- 2) has at least one year of teaching experience in the district where the applicant is serving;
- 3) has at least three years of total teaching experience; and

4) meets or exceeds the standards described in 4 AAC 04.200 as verified by the district where the applicant is serving.

Settings for clinical practice may include: resource classrooms; intensive resource classrooms; extended resource classrooms; 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. 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 regulation to accept interns.

In some instances, the intern possesses a general education certificate and has met the qualifications to be hired by a school district as a special education teacher using alternative certification, granted by the Alaska Department of Education and Early Development. As such, the intern will do the clinical practice in his or her own special education classroom, 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 in a public school. The first experience (EDSE 678) requires 120 hours supervised fieldwork. The second experience (EDSE 680), entails the completion of 15 weeks of full-time (5 days a week) clinical practice/student teaching -- a minimum of 500 hours is required by the State of Alaska Department of Education and Early Development.

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).

General Clinical Practice Guidelines

Below are some general guidelines about the clinical practice experiences (complete information is in the Clinical Practice Handbook):

- Candidates must submit a Clinical Practice Application to the program head (by March 1st for summer or fall enrollment and by October 1st for spring enrollment) Only Initial Certification candidates enrolling in EDSE 678 are eligible for a summer placement.
- Candidates not doing the clinical practice experience in their own special education classrooms (those not holding waivers) need to complete a State of Alaska Intern/Student Teacher Authorization and Fingerprint Card at least one semester before doing the experience. Communicate with your advisor about these documents.
- Note that individual districts may have 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 'meets expectations' evaluations in all areas from school site

supervisors and university supervisors in order to pass the clinical practice experience(s).

- Candidates will maintain ongoing and detailed reflective journals concerning their clinical practice experiences. Topics of weekly two-page journal reflections, noted in the course syllabi, will be assigned and can also 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

In order to enroll in the clinical practice, candidates must have completed or are concurrently completing all the special education certificate course requirements. Candidates must have at least an overall grade point average 'B' within the program and should have not earned a grade lower than a 'C' in any required courses (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. Candidates complete the *Clinical Practice Application* the semester before doing clinical practice. This form can be obtained from the program head or graduate advisor. A copy is attached in the proceeding pages.

Mentor Teacher Qualifications and Expectations

Qualifications: To serve as a mentor teacher for a UAF intern, a teacher must:

- Be a regularly employed teacher.
- Possess the appropriate standard license or certificate.
- Have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

- Be a responsible and willing participant in their school and the teaching profession.
- Be willing to complete and submit university feedback forms.
- Be willing to give the intern necessary time and effort, and to support him/her as a learning professional.
- Be willing to provide the intern with multiple opportunities to assume teaching responsibilities.
- Be willing to accommodate required activities for intern program within their classroom schedule.

Expectations: The mentor teacher can support the intern by:

- Providing an atmosphere of acceptance and readiness to accept the intern as a co-worker in the teaching staff.
- Introducing the intern to administrators, teachers, building personnel, parents, resource personnel, and other professionals.
- Becoming familiar with the intern's personal and educational background.
- Supplying the intern with essential information concerning the students with whom he/she will be working.
- Providing the intern with information concerning the state, district and school, policies, regulations, codes of ethics, available teaching materials, sources of school supplies, handbooks, curriculum guides, etc.
- Assigning classroom activities to the intern as soon as possible in addition to preparation and setting up of teaching materials and helping individual students.
- Including the intern in long-range unit and daily planning.
- Making certain that the intern is well prepared for class instruction. Interns should share their plans for classroom experiences/activities with the mentor teacher far enough in advance to allow time for checking and consultation. Mentor teachers should refuse to allow the intern to proceed with the class until this planning is done and approved.
- Establishing regular periods for conference and discussion of classroom teaching issues in which the intern can receive feedback.
- Modeling effective classroom management strategies.
- Conferencing with the university mentor and the teacher candidate on a regular basis.
- Be willing to observe formally and informally and be observed.
- Providing both oral and written feedback (e.g. university feedback forms, email, etc.)
- Helping the intern reflect on his/her own progress.
- Being an active listener and collaborator with parents, school and staff.

Special Education Clinical Practice Application
SPECIAL EDUCATION
CLINICAL PRACTICE APPLICATION

Placement requests are due by October 1 for spring placement; March 1 for summer and fall placement
(the semester preceding placement)

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

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 to work with?
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 (e.g., Fairbanks, Anchorage, Wasilla, etc.), what part of town would you prefer to work?
5. Are there any other considerations in finding you a placement?

DO NOT attempt to find your own clinical practice placement. We must follow district protocols. You will not be able to do the clinical practice/internship unless you have completed the following requirements:

- ____ Alaska approved Basic Competency Exam (see SPED Handbook Appendix or Alaska DEED, <https://education.alaska.gov/TeacherCertification/> for accepted tests)
- ____ Alaska approved Subject Matter Competency Exam (see SPED Handbook Appendix or AK DEED, <https://education.alaska.gov/TeacherCertification/> for accepted tests)
- ____ Valid general education certificate or accepted equivalent (**not** applicable to initial licensure candidates)
- ____ Hire through Special Education Alternate Certification or Student Teaching Authorization along with a new finger print clearance and background check (see page 2)
- ____ All requisite courses completed (see page 2)

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 required to enroll in EDSE F680 Special Education Clinical Practice. Candidates must successfully complete both courses with a grade no lower than a 'B' in order for the university to recommend them for certification.

Check (✓) the classes below, which you have completed with a minimum grade of a 'B.'

EDSE F610 Assessment of Students with Exceptionalities	_____
EDSE F612 Curriculum, Management, and Strategies I: Low Incidence	_____
EDSE F622 Curriculum, Management, and Strategies II: High Incidence	_____
EDSE F625 Teaching Mathematics to Special Learners	_____
EDSE F632 Special Education Law: Principles and Practices	_____
EDSE F677 English/Language Arts Assessment, Curriculum, and Strategies for Special Learners	_____

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 Interventions	_____
EDSE F640 Culturally Responsive Collaboration: Working with Parents, Colleagues, and Paraprofessionals	_____
EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Social and Behavioral Interventions	_____
EDSE F648 FASD: Diagnosis, Interventions, and Strategies	_____

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

What approved Alaska Studies course have you taken? _____

Please Note: Placement requests are due by October 1 for spring placement; March 1 for summer and fall placement (the semester preceding placement). Note: EDSE 680 is not available in the summer. Submit your request to the School of Education, Graduate Program. Also, be aware that unless you have a special education alternative certificate, you will need to complete a Student Teaching Authorization form along with fingerprinting for the State Department of Education. Individual school districts may have additional requirements and timelines. Contact Dr. Joanne Healy (jhealy7@alaska.edu) for this information.

(For Special Education Department Use Only)

Approved Placement at _____

Cooperating Teacher _____

Denied _____ Reason: _____

Field Experience Coordinator's Signature

Date

Clinical Practice/Student Teaching Informed Consent Agreement

CLINICAL PRACTICE/STUDENT TEACHING INFORMED CONSENT AGREEMENT

1. I will complete the Clinical Practice Request form the preceding semester (October 31 for spring placement; March 1 for summer and fall placement) before I intend to do clinical practice (EDSE 678 and EDSE 680). Additionally, if I do not possess an Alaska Special Education Type A certificate and alternative special education certification, I will complete the necessary background check forms (e.g., fingerprinting, student teaching authorization) for clinical practice. Note: This background check is different than the one required for fieldwork.
2. I will abide by the host school district's rules and regulations.
3. I will be on time for clinical practice seminars (EDSE 678 and EDSE 680), clinical practice in the classroom, district professional development activities, parent conferences, IEP meetings other activities.
4. If student teaching in the Fairbanks North Star Borough School District, I understand that I must attend a one-day substitute teacher training and that I may be called upon to substitute teach (with pay). This may not be a requirement for student teaching in other districts.
5. In case of illness or unavoidable absence, I will notify the school and/or supervising teacher as well as the university supervisor before the beginning of the school day.
6. I accept responsibility for completing assignments from university courses and from the host teacher/school by the times specified.
7. I have read and will abide by the State of Alaska, Code of Ethics of the Education Profession (<http://education.alaska.gov/teachercertification/20aac10.html>) or the codes of conduct and ethics from other states where I may be doing clinical practice.
8. I will conduct myself in a professional manner at all times.
9. I will preserve the confidentiality of all activities and relationships that are part of my clinical practice/student teaching. I understand that I may be required by law to disclose certain information. I may also discuss, in a professional manner, situations or problems that may arise in the schools with my university faculty as part of my teacher education program.
10. I recognize that school districts are not obliged to accept a student teaching candidate or candidates. They allow candidates in their schools as a courtesy and may choose, for unknown reasons, to deny some candidates.
11. I recognize that clinical practice/student teaching is a privilege and that if I violate any district or university policies or if my performance is deemed unsatisfactory, my placement can be revoked.
12. I understand that the university will remove a student teacher/intern if the district deems it in the best interest of students and the school.
13. I understand and accept the fact that there can be physical risks associated in working with some students who have disabilities. Such risks include being scratched, hit, kicked, and bit. Furthermore, in light of these risks I understand the importance of being current on tetanus and hepatitis vaccinations.

Name: _____ Date _____

Course Sequence and Transitions

The Special Education Program is designed for candidates to progress through five developmental transitions: (1) Admission, Prerequisites, and Co-requisites; (2) Foundation and Basic Understanding; (3) Skill Development; (4) Clinical Practice and Content Exam; and (5) Master of Education Degree (optional).

Transition I: Admission, Prerequisites and Co-Requisites

- A bachelor's degree from an accredited institution
- Acceptable undergraduate GPA; graduate GPA, and GRE Scores (if requested)
- Submission of an application packet including: a statement of academic goals addressing the applicant's motivations, personal characteristics, experience, education and intentions; three letters of recommendation that discuss the applicant's work, education or character; a resume that details work, volunteer, educational, and life experience
- Prerequisites for candidates who hold a general education teaching certificates:
 - Evidence of an Alaska elementary, middle school, or high school teaching certificate or approved equivalency
 - Subject matter competence demonstrated through passing scores on the Praxis Core Academic Skills for Educators Exam and applicable Praxis II content area exam(s) - or other competency exams accepted by the State of Alaska Department of Education and Early Development (see Appendix or Alaska DEED, <https://education.alaska.gov/TeacherCertification/> for accepted tests)
 - Successful completion of an approved introductory level special education overview course
- Prerequisites for candidates who **do not** hold general education teaching certificates:
 - Subject matter competence demonstrated through passing scores on the Praxis Core Academic Skills for Educators Exam or other competency exams accepted by the State of Alaska Department of Education and Early Development (see Appendix or Alaska DEED, <https://education.alaska.gov/TeacherCertification/> for accepted tests)
- Co-requisites for candidates who **do not** hold general education teaching certificates:
 - Success completion of an approved course related to child development
 - Successful completion of an approved introductory education 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)
 - Passing scores on applicable Praxis II content area exam(s) - or other competency exams accepted by the State of Alaska Department of Education and Early Development prior to beginning clinical practice (see Appendix or Alaska DEED, <https://education.alaska.gov/TeacherCertification/> for accepted tests)
- *Recommended* co-requisites for candidates who **do not** hold general education teaching certificates include (these classes are required by the State of Alaska in order to receive a professional teaching certificate. They can be completed during the degree program or after completion):
 - Successful completion of an approved Alaska studies course
 - Successful completion of an approved multicultural course
 - Download approved course lists here:
<https://education.alaska.gov/TeacherCertification/>

Transition II: Foundation and Basic Understanding

During the second program transition, “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. Transition II courses include:

- EDSE F610 Assessment of Students with Exceptionalities
- EDSE F612 Curriculum, Management, and Strategies I: Low Incidence
- EDSE F622 Curriculum, Management, and Strategies II: High Incidence
- EDSE F625 Teaching Mathematics to Special Learners
- EDSE F632 Special Education Law: Principles and Practices
- EDSE F677 English Language Arts Assessment, Curriculum, and Strategies for Special Learners

Transition III: Skills Development

This transition allows candidates to delve deeper into effective curriculum and instructional methodology. Certificate only candidates complete one of the following courses. M. Ed. candidates will complete four of the following courses.

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

Transition IV: Clinical Practice Experience and Institutional Content Exam

The fourth transition of the program is clinical practice. During clinical practice candidates will 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. *Note: candidates earning the M. Ed. in Special Education without certification do not complete clinical practice.* Transition IV courses are:

- 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)
- Portfolio Preparation (work samples and future classroom guidelines)
- Institutional Content Knowledge exam, taken during the semester EDSE 680 is completed

Transition V: Master of Education in Special Education

Revised June 2017

The Special Education Program at the University of Alaska Fairbanks allows candidates to earn a master's degree in addition to special education certification. To earn a master's degree, complete the following:

- Apply and be admitted to the M. Ed. program concurrently with the certification program
- Successfully complete three additional 600-level EDSE courses (besides those taken for certification)
- Successfully complete ED F601 *Introduction to Applied Social Science Research*
- Successfully complete a comprehensive examination

Program Delivery

Hybrid Classes

The UAF Special Education program utilizes hybrid courses taught through a blended, online delivery method. In an online/hybrid course most of the participation is online with scattered synchronous* class meetings throughout the semester. Class meetings are held in various formats (in person, audio, video, Blackboard Collaborate) but will always be available for distance students. Sometimes class meetings are mandatory; other times students may attend or listen to the recorded class at a later time. Participation requirements will be in the class syllabus and on the Blackboard course site.

*Synchronous – occurring at the same time

Several UAF Special Education blended, online courses have been recognized and certified by Quality Matters to include quality online activities and evaluations that are research supported and practice-based. Many courses have been peer-reviewed as a part of the certification. The UAF Special Education program is in the process of gaining a *Quality Matters Online Program* designation.



<https://www.qualitymatters.org/>

Quality Matter's Mission Statement:

Promote and improve the quality of online education and student learning nationally and internationally through:

- Development of current, research-supported, and practice-based quality standards and appropriate evaluation tools and procedures.
- Recognition of expertise in online education quality assurance and evaluation.
- Fostering a culture of continuous improvement by integrating QM standards and processes into organizational plans to improve the quality of online education.
- Providing professional development in the use of rubrics, tools and practices to improve the quality of online education.
- Peer review and certification of quality in online education.

Praxis Exams

The Praxis exams are a series of exams developed for teacher licensure. Praxis Core Academic Skills for Educators Exam (formerly Praxis I) is a basic skills test required for admission to the Special Education Program. Reading, writing, and mathematics skills are tested.

Reading:	Test # 5712
Writing:	Test # 5722
Math:	Test # 5732

Alternate tests may be accepted. See the Appendix or the Alaska DEED, <https://education.alaska.gov/TeacherCertification/> for accepted tests.

The Alaska Department of Education and Early Development requires candidates to pass Praxis II in an academic content area.

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.

Elementary Content Knowledge Exam:	Test # 5018
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If candidates wish to work at middle school or high school they should pass the appropriate exams in middle school or high school English Language Arts and Math.

Middle School Language Arts:	Test # 5047
Middle School Mathematic:	Test # 5169
English Language Arts: Content Knowledge:	Test # 5038
Mathematics: Content Knowledge:	Test # 5161

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>

Alternate tests may be accepted. See the Appendix or the Alaska DEED, <https://education.alaska.gov/TeacherCertification/> for accepted tests.

Part III

K-12 Post-Baccalaureate Certification Program Requirements

Overview

Special Education K-12 Post-Baccalaureate Certificate of Completion

Prepares K-12 special educators at the graduate level with specific training in the areas of disabilities, assessment, interventions strategies, current law and the implementation of programs including development of legally defensible federal IDEA documents.

Graduates will have mastery of the Council for Exceptional Children (CEC) standards for special education teachers: learner development and individual learning differences, learning environments, curricular content knowledge, assessment, instructional planning and strategies, professional learning and ethical practice and collaboration. The program will provide individuals who already possess, or are eligible for, a current Alaska teaching certificate or a bachelor's degree and the necessary prerequisites, with specific training in the area of special education. The program prepares K-12 special education teachers who can effectively understand state and national education issues and respond appropriately. Special education candidates will progress through a series of developmentally sequenced field experiences for all ages, types and levels of abilities, including collaborative opportunities.

The program provides development in collaboration/consultation models and program development in multicultural settings. Completion of this program meets requirements for Alaska licensure as a K-12 special education teacher.

Admission Requirements

Admissions Requirements for Certified Teachers

1. Complete the following admission requirements:
 - a. Admission requirements for the graduate program.
 - b. Current teaching certificate or equivalent course work towards an Alaska teaching certificate.
 - c. Prerequisite or co-requisite: EDSE F482 or comparable transfer course from another institution

Admissions Requirements for Initial Certification

1. Complete the following admission requirements:
 - a. Admission requirements for the graduate program.
 - b. Baccalaureate degree along with the following prerequisites:
 - i. Documented recent experience (minimum 12 hours) in an educational setting with children experiencing disabilities.
 - ii. Submit ACT, SAT or GRE scores.
 - iii. UAF prerequisite or co-requisite courses or comparable transfer courses. Courses may be completed prior to admission or during the program:

ED F245	Child Development
EDSE F482	Inclusive Classrooms for All Children

Select one of the following:

ED F201	Introduction to Education
EDSC F205	Introduction to Secondary Education
EDSC F415	Foundations of Modern Educational Practice
ED F624	Foundations of Education in Alaska

- iv. Passing scores on the Praxis Core Academic Skills for Educators text (or Praxis I) or another test acceptable to the Alaska Department of Education and Early Development before or during the first semester of classes. Current test numbers and minimum scores can be found at www.eed.state.ak.us/teacherscertification/prof.html (<http://www.eed.state.ak.us/teacherscertification/prof.html>).
- v. Passing scores on the appropriate Praxis II Exam(s) required before entering EDSE F678. Current test numbers and minimum scores can be found at www.eed.state.ak.us/teacherscertification/prof.html. Candidates should consult the employing school district to determine preferred tests based on teaching assignment.

2. The following are recommended prior to admission or during the program. They are not required for the degree, but they are required for Alaska teacher certification:

- a. An Alaska studies course approved by the Alaska Department of Education and Early Development. See <http://education.alaska.gov/teacher certification/>.
- b. A multicultural education/cross-cultural communication course approved by the Alaska Department of Education and Early Development. See <http://education.alaska.gov/teacher certification/>.

3. All prerequisite or co-requisite courses must be completed with a minimum final grade of B

General Program Requirements

In order to earn a graduate certificate, students must be admitted to the program and complete the requirements listed in program plan (see plans in Part II) and in this handbook. The Special Education Post-Baccalaureate Certificate is 24 credits (additional endorsement) or 27 credits (initial certification). You must have a cumulative GPA of at least 3.0 in all course work and be registered in the semester you plan to graduate.

Students pursuing the K-12 special education certificate must complete clinical practice in a public school setting.

Note: Students who do not have a current Alaska teacher certificate must take 6 credits of clinical practice. Clinical practice courses are taken the last two semesters of the program. To enter the clinical practice, students must apply for authorization from the State of Alaska. This includes fingerprinting and a background check. Fingerprint clearance may take up to six months to complete. Submit the clinical practice application two semesters prior to the desired placement. Failure to comply with the requirement, falsification of information, or evidence of a criminal conviction that is named in the law or the Professional Teaching Practices Commission is considered an ethics violation. This will result in denied access to field placement in Alaska school districts. Authorization is required before clinical practice can begin.

University of Alaska Fairbanks School of Education
Special Education

K-12 Post-Baccalaureate Certificate (24 credits) Additional Endorsement

Prerequisite Course (3 credits)

EDSE F482 Inclusive Classrooms for All Children or comparable course

Certification Courses (24 credits)	Credits	Semester	Grade	Notes
EDSE F610 Assessment of Students with Exceptionalities	3			
EDSE F612 Curriculum, Management, and Strategies I: Low Incidence	3			
EDSE F622 Curriculum, Management, and Strategies II: High Incidence	3			
EDSE F625 Teaching Mathematics to Special Learners	3			
EDSE F632 Special Education Law: Principles and Practices	3			
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies for Special Learners	3			
Complete one of the following: <ul style="list-style-type: none"> • EDSE F605 Early Childhood Special Education • EDSE F624 Social/Emotional Development, Assessment, and Intervention • EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Interventions • EDSE F640 Culturally Responsive Collaboration: Working with Parents, Colleagues, and Paraprofessionals • EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Social and Behavioral Interventions • EDSE F648 FASD: Diagnosis, Intervention, and Strategies • ED F603 Field Study Research Methods OR ED F604 Documenting Indigenous Knowledge 	3			
EDSE F680 Special Education Clinical Practice *+ (Special Education Institutional Content Exam)	3			
TOTAL CREDITS FOR CERTIFICATE	24			

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

+ Students pursuing certification in special education must complete clinical practice in an approved public school setting.

*****Students may apply for special education endorsement upon completion of the above program.*****
Additionally, for the Master of Education in Special Education, students must complete:

University of Alaska Fairbanks School of Education
Special Education
K-12 Post-Baccalaureate Certificate (27 credits) Initial Certification

Prerequisite requirements (before admission) <ul style="list-style-type: none"> • Bachelor's degree from an accredited university • Minimum of 12 hours of current/recent experience working with children having disabilities. Specify experience in resume and provide supervisor information. • Passing Praxis Academic Skills for Educators Test (or Praxis I) • Qualifying application packet (GPA above 3.0 or GRE, three letters of reference, resume, statement of goals) 	
Co-requisite Courses (can be completed after admission) *	Prerequisite satisfied (course number, title, credits, university, date, grade)
ED F245 Child Development or approved equivalent	
EDSE F482 Inclusive Classrooms for All Children or approved equivalent	
Complete one of the following <ul style="list-style-type: none"> ○ ED F201 Introduction to Education ○ ED F624 Foundations of Education in Alaska ○ EDSC F205 Introduction to Secondary Education ○ EDSC F415 Foundations of Modern Educational Practice ○ Or approved equivalent 	
An Approved Alaska Studies Course (recommended before degree completion, not required)	
An Approved Multicultural Course (recommended before degree completion, not required)	

*Co-requisite requirements may have been satisfied in a previous degree. Consult Special Education advisor for an evaluation of previous coursework.

Certification Courses (27 credits)	Credits	Semester	Grade	Notes
EDSE F610 Assessment of Students with Exceptionalities	3			
EDSE F612 Curriculum, Management, and Strategies I: Low Incidence	3			
EDSE F622 Curriculum, Management, and Strategies II: High Incidence	3			
EDSE F625 Teaching Mathematics to Special Learners	3			
EDSE F632 Special Education Law: Principles and Practices	3			
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies for Special Learners	3			
Complete one of the following: <ul style="list-style-type: none"> • EDSE F605 Early Childhood Special Education • EDSE F624 Social/Emotional Development, Assessment, and Intervention • EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Interventions • EDSE F640 Culturally Responsive Collaboration: Working with Parents, Colleagues, and Paraprofessionals • EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Social and Behavioral Interventions • EDSE F648 FASD: Diagnosis, Intervention, and Strategies • ED F603 Field Study Research Methods OR 	3			

ED F604 Documenting Indigenous Knowledge				
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Additional requirements

- Passing Praxis II Exam Scores (Elementary Content for elementary teachers; English and Math for middle and high school teachers). Required before EDSE F678 Special Education Clinical Practice: Initial.
- Fingerprinting/Background check. Required before EDSE F678 Special Education Clinical Practice: Initial.

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

+ Students pursuing certification in special education must complete Clinical Practice in an approved public school setting.

****Students may apply for special education initial teacher certification upon completion of the above program.****

Part IV

Master of Education Degree Requirements

Overview

Master of Education in Special Education

Prepares K-12 special educators at the graduate level with specific training in the areas of disabilities, assessment, interventions strategies, current law and the implementation of programs including development of legally defensible federal IDEA documents.

Graduates will have mastery of the Council for Exceptional Children (CEC) standards for special education teachers: learner development and individual learning differences, learning environments, curricular content knowledge, assessment, instructional planning and strategies, professional learning and ethical practice and collaboration.

The program will provide individuals who already possess, or are eligible for, a current Alaska teaching certificate or a bachelor's degree and the necessary prerequisites with specific training in the area of special education if desired. The program prepares K-12 special education teachers who can effectively understand state and national education issues and respond appropriately. Special education candidates will progress through a series of developmentally sequenced field experiences for all ages, types and levels of abilities including collaborative opportunities.

An option is available for individuals who are already certified special education teachers or individuals who want the special education knowledge and master's degree to perform professional duties that do not include being a special education classroom instructor. These individuals will not complete special education clinical practice, and no institutional recommendation for special education teacher certification will be issued.

The Master of Education in Special Education provides development in collaboration/consultation models and program development in multicultural settings. Completion of this program meets requirements for Alaska licensure as a K-12 special education teacher.

Admission Requirements

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

Admission Requirements

Applications will be reviewed on March 1 and Oct. 1 for admission in the following semester. Faculty may vote to admit, not admit or admit with stipulations. Stipulations are specified when additional development in particular areas is needed before beginning a graduate degree program.

Minimum requirements for admission to the M.Ed. program are:

1. Bachelor's degree and a 3.0 GPA.
2. One year of satisfactory teaching or administrative experience. Alternative experience may be accepted.

Complete the following application procedures for the UAF Graduate School:

1. Submit a graduate application form to the UAF Office of Admissions.
2. Submit scores on the general GRE if undergraduate GPA is below 3.0.

3. Submit a four- to five-page essay that describes your career goals and educational philosophy, and how those goals and philosophy are relevant to the School of Education's mission and education graduate degree program.
4. Submit official transcripts.
5. Submit three letters of reference.
6. Submit a resume.

General Program Requirements

In order to earn a Master of Education degree students must be admitted to the program and complete the requirements listed in program plan (see plans in Part II) and in this handbook. The Special Education M. Ed. with additional endorsement is 36 credits. The Special Education M. Ed. with initial certification is 39 credits. The Special Education M. Ed. without certification is 36 credits. You must have a cumulative GPA of at least 3.0 in all course work and be registered in the semester you plan to graduate.

Students pursuing the K-12 special education certificate must complete clinical practice in a public school setting.

Note: Students who do not have a current Alaska teacher certificate must take 6 credits of clinical practice. Clinical practice courses are taken the last two semesters of the program. To enter the clinical practice, students must apply for authorization from the State of Alaska. This includes fingerprinting and a background check. Fingerprint clearance may take up to six months to complete. Submit the clinical practice application two semesters prior to the desired placement. Failure to comply with the requirement, falsification of information, or evidence of a criminal conviction that is named in the law or the Professional Teaching Practices Commission is considered an ethics violation. This will result in denied access to field placement in Alaska school districts. Authorization is required before clinical practice can begin.

Steps Required for Master's Degrees

1. Formulate a unified degree program, in cooperation with your graduate advisory committee. See degree checklists for acceptable courses.
2. Master's degree students must:
 - a. Meet all requirements set forth in the General University Requirements section.
 - b. Submit an Appointment of Committee form by the end of the first semester of study.
The committee consists of three members. The committee chair must possess a doctoral degree and work within the Special Education Program. The second committee person must be a teaching 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 education community who possess a master's degree.
 - c. Submit a Graduate Study Plan by the end of the second semester of study.
 - d. Submit a Report of Advisory Committee form by May 15 of every year.
 - e. Pass a written and/or oral comprehensive examination.
 - f. Submit an Advancement to Candidacy form to the Graduate School. Once submitted, this form supplants the GSP and formally establishes specific degree requirements.

- g. Register as necessary (*6 credits per academic year – fall, spring, summer required*) and apply to for graduation: <http://www.uaf.edu/reg/grad/> (*must be registered for 3 graduate credits the semester of graduation.*)
- h. Complete all degree requirements within the seven-year time limit.

Comprehensive Exam

Students enrolled in the Master of Education in Special Education Program take a comprehensive exam at the end of their coursework to fulfill the requirements for a UAF Master of Education

The comprehensive examination constitutes a synthesis and application of knowledge, skills, and dispositions acquired during the course of study leading to the Master of Education 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.

Eligibility

In order to take the comprehensive exam, candidates must meet the following requirements:

- Be enrolled in three graduate credits during the term in which the comprehensive examination is taken
- Additional Endorsement + M. Ed. candidates must have accumulated at least 36 credit hours (including the final semester's enrollment), and have a committee form and approved plan of study on file with the Graduate School. Initial Licensure + M. Ed. candidates must have accumulated at least 39 credit hours (including the final semester's enrollment), and have a committee form and an approved plan of study on file with the Graduate School.
- A candidate must be in good academic standing and have committee approval to take the exam.
- Candidates are strongly discouraged from completing their clinical practice experience and comprehensive exam during the same semester.

Planning for the Exam

Candidates must meet with their committee chair one semester prior to taking the comprehensive exam to discuss the exam content. After meeting with the committee chair, complete and submit the Advancement to Candidacy form. The comprehensive exam is given in a take-home format in fall (3rd weekend in October) and spring (third weekend in March) 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 four 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 10:00 am to electronically submit 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 (UAF Student Code of Conduct - <http://uaf.edu/usa/student-resources/conduct/#condu>). During the exam period, all work must be done individually. By accepting the Comprehensive Exam email students certify 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 VII 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 offering study tips, scheduling study sessions, and so forth.

Exam Directions

Instructions: The Special Education Masters comprehensive exam will consist of three short responses (1,000-1,500 words) and 2 longer ones (2,200-2,700 words).

*Questions 1, 2, and 3 are short answer responses 3-5 pages, 1,000-1,500 words, **excluding** the reference page.*

Q1 Must address the following CEC and CAEP Standards: Learner Development and Individual; Curricular Content Knowledge; Ability to teach college- and career-ready standards; Content Knowledge; and Integration of Technology

Q2 Must address the following CEC and CAEP Standards: Learning Environments; Curricular Content Knowledge; Assessment; Content Knowledge; Pedagogical Content Knowledge; and Pedagogical Skills

Q3 Must address the following CEC and CAEP Standards: Learner Development and Individual; Assessment; Instructional Planning and Strategies; Ability to teach college- and career-ready standards; Pedagogical Skills; and Integration of Technology

Questions 4 and 5 are longer more in depth responses requiring 8-10 pages, between 2,200-2,700 words, excluding the reference page.

Q4 Must address the following CEC and CAEP Standards: Learning Environments; Professional Learning and Ethical Practice; Collaboration; Pedagogical Content Knowledge; Pedagogical Skills; and Integration of Technology

Q5 Must address the following CEC and CAEP Standards: Instructional Planning and Strategies; Professional Learning and Ethical Practice; Collaboration; Ability to teach college- and career-ready standards; Content Knowledge; and Pedagogical Content Knowledge

- Answer the following questions thoroughly and succinctly.
- Double-space your responses using 12-point font (Times, Times New Roman, Arial, Geneva or Verdana).
- Copy and paste each question before your responses.
- Be sure to cite sources (a minimum of 10 different sources per question) by embedding them within your narrative (in-text). Additionally, include a separate reference list of sources cited,

following the latest APA formatting style, for each question.

- The collected references should be at the end of **each** response and will not be counted in your total word count.
- Use academic voice in your response; AVOID first and second person references (e.g., I, you, etc.) in your responses unless the question prompts you to do otherwise.
- Be sure to frame your responses within the context of the questions being posed: use the vocabulary of the questions in your responses.
- Make sure your responses address the required Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards as well as the CAEP standard 3.4, in each response. Additionally, do not use outlining or bullets: respond in expository text. **DO NOT** use direct quotes in any of your response. You need to interpret and synthesize the current special education law and practices personally.
- DO NOT use a word processing program other than Microsoft Word.
- Finally, DO NOT include a cover sheet: put your name, post your questions, and then answer them with collected references at the end of each answer.
- **Note for the exam:** Your responses will be processed through SafeAssign, an electronic plagiarism detection program. Be sure to cite your sources correctly.

If you have questions, email your committee chair. **Do not** communicate with other candidates during the exam. **Do not** use the Writing Center for any aspect of this exam. If you have questions, contact your committee chair.

P.S. Periodically save what you do. Also consider backing up your computer. Another thing you can do is save what you've done to Dropbox or some other cloud-system or email the response to yourself.

Evaluation

Exams will be graded by the candidate's committee 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?"

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.

University of Alaska Fairbanks School of Education

Special Education

K-12 Post-Baccalaureate Certificate (24 credits) Additional Endorsement

Master of Education (36 credits)

Prerequisite Course (3 credits)

EDSE F482 Inclusive Classrooms for All Children or comparable course

Certification Courses (24 credits)	Credits	Semester	Grade	Notes
EDSE F610 Assessment of Students with Exceptionalities	3			
EDSE F612 Curriculum, Management, and Strategies I: Low Incidence	3			
EDSE F622 Curriculum, Management, and Strategies II: High Incidence	3			
EDSE F625 Teaching Mathematics to Special Learners	3			
EDSE F632 Special Education Law: Principles and Practices	3			
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies for Special Learners	3			
Complete one of the following: <ul style="list-style-type: none"> • EDSE F605 Early Childhood Special Education • EDSE F624 Social/Emotional Development, Assessment, and Intervention • EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Interventions • EDSE F640 Culturally Responsive Collaboration: Working with Parents, Colleagues, and Paraprofessionals • EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Social and Behavioral Interventions • EDSE F648 FASD: Diagnosis, Intervention, and Strategies • ED F603 Field Study Research Methods OR ED F604 Documenting Indigenous Knowledge 	3			
EDSE F680 Special Education Clinical Practice *+ (Special Education Institutional Content Exam)	3			
TOTAL CREDITS FOR CERTIFICATE	24			

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

+ Students pursuing certification in special education must complete clinical practice in an approved public school setting.

*****Students may apply for special education endorsement upon completion of the above program.*****

Additionally, for the Master of Education in Special Education, students must complete:

Master of Education Courses (12 credits)	Credits	Semester	Grade	Notes
EDSE Elective (Choose additional course from above)	3			
EDSE Elective (Choose additional course from above)	3			
EDSE Elective (Choose additional course from above)	3			
ED F601 Introduction to Applied Social Science Research	3			
Culminating Comprehensive Exam (Students must be enrolled in at least one course during exam semester)	n/a			
TOTAL CREDITS FOR CERTIFICATE + M. Ed.	36			

Course Rotation

Fall	Spring	Summer
EDSE 622	EDSE 612	EDSE 482
EDSE 605 odd years	EDSE 622	EDSE 622
EDSE 610	EDSE 633 odd years	EDSE 632
EDSE 624 even years	EDSE 640 even years	EDSE 642
EDSE 625	EDSE 648	EDSE 648
EDSE 680	EDSE 677	ED 601
ED 601	EDSE 680	ED 603
	ED 601	
	ED 603	

University of Alaska Fairbanks School of Education

Special Education

K-12 Post-Baccalaureate Certificate (27 credits) Initial Certification

Master of Education (39 credits)

Prerequisite requirements (before admission)	
<ul style="list-style-type: none"> • Bachelor's degree from an accredited university • Minimum of 12 hours of current/recent experience working with children having disabilities. Specify experience in resume and provide supervisor information. • Passing Praxis Academic Skills for Educators Test (or Praxis I) • Qualifying application packet (GPA above 3.0 or GRE, three letters of reference, resume, statement of goals) 	
Co-requisite Courses (can be completed after admission) *	Prerequisite satisfied (course number, title, credits, university, date, grade)
ED F245 Child Development or approved equivalent	
EDSE F482 Inclusive Classrooms for All Children or approved equivalent	
Complete one of the following <ul style="list-style-type: none"> ○ ED F201 Introduction to Education ○ ED F624 Foundations of Education in Alaska ○ EDSC F205 Introduction to Secondary Education ○ EDSC F415 Foundations of Modern Educational Practice ○ Or approved equivalent 	
An Approved Alaska Studies Course (recommended before degree completion, not required)	
An Approved Multicultural Course (recommended before degree completion, not required)	

*Co-requisite requirements may have been satisfied in a previous degree. Consult Special Education advisor for an evaluation of previous coursework.

Certification Courses (27 credits)	Credits	Semester	Grade	Notes
EDSE F610 Assessment of Students with Exceptionalities	3			
EDSE F612 Curriculum, Management, and Strategies I: Low Incidence	3			
EDSE F622 Curriculum, Management, and Strategies II: High Incidence	3			
EDSE F625 Teaching Mathematics to Special Learners	3			
EDSE F632 Special Education Law: Principles and Practices	3			
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies for Special Learners	3			
Complete one of the following: <ul style="list-style-type: none"> • EDSE F605 Early Childhood Special Education • EDSE F624 Social/Emotional Development, Assessment, and Intervention • EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Interventions • EDSE F640 Culturally Responsive Collaboration: Working with Parents, Colleagues, and Paraprofessionals • EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Social and Behavioral Interventions • EDSE F648 FASD: Diagnosis, Intervention, and Strategies 	3			

<ul style="list-style-type: none"> ED F603 Field Study Research Methods OR ED F604 Documenting Indigenous Knowledge 				
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Additional requirements

- Passing Praxis II Exam Scores (Elementary Content for elementary teachers; English and Math for middle and high school teachers). Required before EDSE F678 Special Education Clinical Practice: Initial.
- Fingerprinting/Background check. Required before EDSE F678 Special Education Clinical Practice: Initial.

EDSE F678 Special Education Clinical Practice: Initial*+	3			
EDSE F680 Special Education Clinical Practice *+ (Special Education Institutional Content Exam)	3			
TOTAL CREDITS – CERTIFICATION	27			

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

+ Students pursuing certification in special education must complete Clinical Practice in an approved public school setting.

****Students may apply for special education initial teacher certification upon completion of the above program.****

Additionally, for the Master of Education in Special Education, students must complete:

Master of Education Courses (12 credits)	Credits	Semester	Grade	Notes
EDSE Elective (Choose additional course from above)	3			
EDSE Elective (Choose additional course from above)	3			
EDSE Elective (Choose additional course from above)	3			
ED F601 Introduction to Applied Social Science Research	3			
Culminating Comprehensive Exam (Students must be enrolled in at least one course during exam semester)	n/a			
TOTAL CREDITS – Certification + M. Ed.	39			

Course Rotation

Fall	Spring	Summer
EDSE 622	EDSE 612	EDSE 482
EDSE 605 odd years	EDSE 622	EDSE 622
EDSE 610	EDSE 633 odd years	EDSE 632
EDSE 624 even years	EDSE 640 even years	EDSE 642
EDSE 625	EDSE 648	EDSE 648
EDSE 680	EDSE 677	ED 601
ED 601	EDSE 680	ED 603
	ED 601	
	ED 603	

University of Alaska Fairbanks School of Education
Special Education
Master of Education (36 credits) **No Certification**

Prerequisite Course (3 credits)

EDSE F482 Inclusive Classrooms for All Children or comparable course

Program Courses	Credits	Semester	Grade	Notes
EDSE F610 Assessment of Students with Exceptionalities	3			
EDSE F612 Curriculum, Management, and Strategies I: Low Incidence	3			
EDSE F622 Curriculum, Management, and Strategies II: High Incidence	3			
EDSE F625 Teaching Mathematics to Special Learners	3			
EDSE F632 Special Education Law: Principles and Practices	3			
EDSE F677 English Language Arts Assessment, Curriculum, and Strategies for Special Learners	3			
ED F601 Introduction to Applied Social Science Research	3			
Complete <i>five</i> of the following: <ul style="list-style-type: none"> EDSE F605 Early Childhood Special Education EDSE F624 Social/Emotional Development, Assessment, and Intervention EDSE F633 Autism and Other Developmental Disabilities: Communication and Social Interventions EDSE F640 Culturally Responsive Collaboration: Working with Parents, Colleagues, and Paraprofessionals EDSE F642 Autism Spectrum Disorders and Other Developmental Disabilities: Social and Behavioral Interventions EDSE F648 FASD: Diagnosis, Intervention, and Strategies ED F603 Field Study Research Methods (Prerequisite: ED 601) 	15			
TOTAL CREDITS FOR Master's degree	36			

Course Rotation

Fall	Spring	Summer
EDSE 622	EDSE 612	EDSE 482
EDSE 605	EDSE 622	EDSE 622
EDSE 610	EDSE 633 alternate years	EDSE 632
EDSE 624	EDSE 640 alternate years	EDSE 642
EDSE 625	EDSE 648	EDSE 648
EDSE 680	EDSE 677	ED 601
ED 601	EDSE 680	ED 603
	ED 601	
	ED 603	

PART V

General Requirements, Policies, and Procedures

General Requirements

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. New candidates will be instructed how to purchase an account from the UAF Bookstore or the LiveText website. The one-time purchase cost varies and allows access to the account for five years. Mentors, Supervisors and Interns will utilize the Fieldwork Module of LiveText to finalize feedback with the Professional Characteristics Form (PCF) and other forms, as given. See the appendix for more information

Reference Management Software

It is highly encouraged for student to begin using a reference management software program when they begin their certification/M. Ed. degree. Reference management software, also called citation management software is used to store research articles and citations. After a citation has been recorded, it can be accessed for use in writing papers and your comprehensive exam. Some programs allow the user to annotate the article. There are several free online reference management software programs and others you may purchase. Some examples include:

Mendeley

<https://www.mendeley.com/>

Zotero

<https://www.zotero.org/>

EasyBib

<http://www.easybib.com/>

Endnote

<http://endnote.com/>

Available for download from the UAF Office of Information Technology. Requires user to be on UA Network to run.

APA Manual – required for each course

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

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. Candidates must have a GPA of 3.0 or higher in order to do their clinical practice 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 earning their degree or certificate.

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 the opportunity to correct the assignment in order to receive credit.

UAF School of Education Shared Assessments

The UAF School of Education utilized a set of shared assessments to follow intern progress and growth in both pedagogy and content area knowledge, document program effectiveness and develop plans for continuous improvement to best support our interns and the P-12 students they serve. All assessments are aligned with the [National InTASC Model Core Teaching Standards](#) and the [Alaska Teacher Standards](#).

UAF School of Education

Shared Assessments for Elementary, Music, Secondary and Special Education

See the following Google Folder ~ http://bit.ly/uaf_shared_assessments

The following shared assessments enable the UAF SOE follow intern progress and growth in both pedagogy and content area knowledge, document program effectiveness and develop plans for continuous improvement to best support our interns and the P-12 students they serve. All assessments are aligned with the [National InTASC Model Core Teaching Standards](#) and the [Alaska Teacher Standards](#).

PCF – Professional Characteristics Form

Pre-Internship and Internship

The PCF is a confidential assessment that is designed to evaluate the characteristics and dispositions of pre-service teachers in relation to those characteristics and dispositions found in effective practicing teachers. At key points during the teacher preparation programs, we ask instructors, cooperating teachers, mentor teachers and university supervisors to provide feedback on the demonstrated characteristics and dispositions of the pre-service teachers, both before and during the internship.

FOF – Fieldwork Observation Form

Internship

The FOF is designed provide meaningful, clear feedback to interns about their teaching skills, demonstrated content area understanding, and professionalism. Mentor teachers and university supervisors complete multiple FOFs for an intern over the course of the Internship.

ATCAT – Alaska Teacher Culminating Assessment Task

Internship

The ATCAT is intended to assess beginning teacher knowledge of planning, teaching, assessment and reflection near the end of the internship. Each intern includes the following: plans for a 2-5 day lesson set, video of instruction, reflections after teaching, student work samples, and assessment data. A team of faculty and university supervisors scores the ATCAT.

All rubrics for the shared assessments include four levels of difficulty: Expectations *Unmet*, Expectations *Met with Revisions*, Expectations *Met* and Expectations *Exceeded*.

For any rating of *Expectations Unmet*, comments will be provided to help the intern improve their practice. A more formal Plan of Improvement (POI) may be developed if an intern repeatedly does not meet expectations. If an intern completes the Plan of Improvement, a rating of *Expectations Met with Revisions* will be noted. Failure to meet the requirements of multiple Plans of Improvement can be grounds for dismissal from the program in consultation with faculty members, one of the Coordinators of Fieldwork Experiences, the chair of the intern's department and the Dean of the School of Education.

The *Expectations Met with Revisions* level will explicitly document when a candidate needed to revise a submission to meet expectations.

Instructors will be able to use this data to note expectations that give multiple students challenge to consider changes in instruction.

General Policies

Transfer Credit

Students with coursework from other institutions may request course substitutions by using the Graduate Study Plan and Petition forms after admission. Official transcripts from the transfer university must be sent to the UAF Admission Office. 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.

Catalog and 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 appropriate, acting on the contents of all University communications sent to their official UAF email account.

Codes of Conduct and Ethics

UAF Student Code of Conduct



UAF Student Code of Conduct

UAF students are subject to the Student Code of Conduct. In accordance with board of regent's policy 09.02.01, UAF will maintain an academic environment in which freedom to teach, conduct research, learn and administer the university is protected. Students will benefit from this environment by accepting responsibility for their role in the academic community. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion and expression across the university community.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited. Students and student organizations are responsible for ensuring that they and their guests comply with the code while on property owned or controlled by the university or at activities authorized by the university.

The university may initiate disciplinary action and impose disciplinary sanctions against any student or student organization found responsible for committing, attempting to commit or intentionally assisting in the commission of any of the following prohibited forms of conduct:

1. cheating, plagiarism or other forms of academic dishonesty
2. forgery, falsification, alteration or misuse of documents, funds or property
3. damage or destruction of property
4. theft of property or services
5. harassment
6. endangerment, assault or infliction of physical harm
7. disruptive or obstructive actions
8. misuse of firearms, explosives, weapons, dangerous devices or dangerous chemicals
9. failure to comply with university directives
10. misuse of alcohol or other intoxicants or drugs
11. violation of published university policies, regulations, rules or procedures
12. any other actions that result in unreasonable interference with the learning environment or the rights of others.

This list is not intended to define prohibited conduct in exhaustive terms, but rather offers examples as guidelines for acceptable and unacceptable behavior.

Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams or take-home exams that contribute to their grade in a course unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit www.alaska.edu/bor/.

Alaska DEED Code of Ethics and Teaching Standards



Alaska Department of Education and Early Development Code of Ethics and Teaching Standards

<https://education.alaska.gov/teachercertification/20aac10.html>

20 AAC 10.010. Coverage.

All members of the teaching profession (as defined in AS 14.20.370) are obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission. (Repealed

01/30/75) Authority: AS 14.20.480

20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS.

(a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

(b) In fulfilling obligations to students, an educator:

- (1) repealed 10/25/2000;
- (2) may not deliberately distort suppress, or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;
- (3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
- (4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
- (5) may not expose a student to unnecessary embarrassment or disparagement;
- (6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
- (7) may not use professional relationships with students for private advantage or gain;
- (8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;
- (9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

(c) In fulfilling obligations to the public, an educator:

- (1) repealed 10/25/2000;
- (2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
- (3) shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;
- (4) repealed 10/25/2000;
- (5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
- (6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;
- (7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
- (8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

(d) In fulfilling obligations to the profession, an educator:

- (1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;
- (2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
- (3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;

- (4) may not sexually harass a fellow employee;
- (5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
- (6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;
- (7) may not deliberately misrepresent the educator's or another's professional qualifications;
- (8) repealed 10/25/2000;
- (9) may not falsify a document, or make a misrepresentation on a matter related to licensure, employment evaluation, test results, or professional duties;
- (10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;
- (11) may not intentionally file a false or malicious complaint with the commission;
- (12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;
- (13) shall cooperate fully and honestly in investigations and hearings of the commission;
- (14) repealed 10/25/2000;
- (15) may not unlawfully breach a professional employment contract;
- (16) shall conduct professional business through appropriate channels;
- (17) may not assign tasks to unqualified personnel;
- (18) may not continue in or seek professional employment while unfit due to (A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues; (B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;
- (19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities

(Eff. 1/30/75, Register 53; am 8/10/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150; am 10/25/2000, Register 156)
 Authority: AS 14.20.030 (a), AS 14.20.370, AS 14.20.450, AS 14.20.460, AS 14.20.480

20 AAC 10.035. MORAL TURPITUDE.

For the purpose of [AS 14.20.030\(a\)\(2\)](#),

- 1) "moral turpitude" means conduct that is wrong in itself even if no statute were to prohibit the conduct; and
- (2) a crime involving moral turpitude includes:
 - (A) homicide;
 - (B) manslaughter;
 - (C) assault;
 - (D) stalking;
 - (E) kidnapping;
 - (F) sexual assault;
 - (G) sexual abuse of minor
 - (H) unlawful exploitation of a minor;
 - (I) robbery;
 - (J) extortion;
 - (K) coercion;
 - (L) theft;

(M) burglary;
(N) arson;
(O) criminal mischief;
(P) forgery;
(Q) criminal impersonation;
(R) bribery;
(S) perjury;
(T) unsworn falsification;
(U) interference with official proceedings
(V) witness tampering
(W) jury tampering;
(X) terroristic threatening;
(Y) possession or distribution of child pornography;
(Z) unlawful distribution or possession for distribution of a controlled substance;
(AA) unlawfully furnishing alcohol to a minor. (Eff 4/8/99, Register 150)
(BB) felony possession of a controlled substance. (History: Eff. 4/8/99, Register 150; am 12/25/2005, Register 176)
Authority: AS 14.20.030, AS 14.20.450, AS 14.20.460
20 AAC 10.900. DEFINITIONS.

In this chapter,

- (1) “sexual conduct” includes solicitations for sex; explicit sexual jokes and stories; discussion of the educator’s sexual feelings or activities; discussion, outside of a professional teaching or counseling context, of a student’s sexual feelings or activities; and ‘sexual penetration’ and ‘sexual contact’ as those terms are defined in AS 11.81.900(j).
- (2) “physical abuse” is an action beyond reasonable discipline that results in an adverse physical effect upon a student.
PTPC Regs (Eff. 10/25/00)

PART VI

Graduation and Teacher Certification

Graduation

Responsibility

You are responsible for meeting all requirements for graduation. You must be registered for a minimum of 3 graduate credits within your discipline and maintain enrollment in the semester that you successfully defend your thesis or take your comprehensive exam, and you must be registered for a minimum of 1 graduate credit within your discipline and maintain enrollment during the semester that you graduate. Your Advancement to Candidacy must be received by the Graduate School the semester before you intend to graduate.

Application for Graduation

You must file an application for graduation and a non-refundable fee with the Office of Admissions and the Registrar. We encourage you to work with your advisor/committee chair before applying for graduation to meet any departmental deadlines. Applications for graduation filed after the published deadline will be processed for graduation the following semester. You need not have all requirements met before you apply for graduation. The application is an indication that you are planning to finish all degree requirements during the intended graduation semester. Students who apply for graduation and who do not complete degree requirements by the end of the semester must reapply for graduation and pay the fee again.

Diplomas and Commencement

UAF issues diplomas to graduates three times each year: in September, January and June. All students who complete degree requirements during the academic year are invited to participate in the annual commencement ceremony at the end of spring semester. Names of students receiving degrees appear in the commencement program and are released to the media unless the student has a confidential hold on file with the Office of the Admissions and the Registrar. Students who do not want their names to be released may so indicate on the application for graduation form. Graduates are responsible for ordering caps and gowns through the UAF bookstore in early spring.

Transcripts

After graduation, your degree will be verified by the UAF Graduation Office and posted to your university transcript. You will need an official copy of your transcript to send to the Alaska Department of Education and Early Development, or other state certification agencies, with your application for initial teacher certification or to add an additional endorsement. It is important to wait until your certificate or degree is posted before you order the transcript. AK DEED, and other state departments of education will use the transcripts as proof you completed an approved program. It can take up to six weeks for certificate and degree completion to be posted to your transcript.

State Approved Program Verification

When your certificate is posted, you are ready to request a State Approved Program Verification Form be completed by the UAF School of Education. This form is completed by a certification officer in the School of Education, signed by the Dean, and mailed to you at your current address. The form shows that you graduated from an accredited program and are eligible to apply for K-12 special education

certification. Email the graduate advisor with your request for the form, jimmonahan@alaska.edu.

Applying for the Additional Endorsement

Download the application to add the additional endorsement here:

<https://education.alaska.gov/TeacherCertification/>

Read the directions carefully and be sure to include all supporting documents in the same packet.

Applying for Initial Teacher Certification

Download the application to apply for initial teacher certification here:

<https://education.alaska.gov/TeacherCertification/>

Read the directions carefully and be sure to include all supporting documents in the same packet.

PART VII
Resources and Contact Information

Resources

Council for Exceptional Children Student Chapter <http://www.cec.sped.org/>

Enhance your educational résumé regardless of your major (elementary, secondary or special education)

- Discuss areas of need across the state, our community, and even our own classrooms
- Access to resources available through CEC, including the Pioneer Mentor Program
- Access to cutting edge assistive technology
- Opportunities for discounted or free professional conferences
- Become an educational leader

Contact Faculty advisor: Dr. Joanne Healy jhealy7@alaska.edu

See organizational flyer in Appendix.

State of Alaska Department of Education and Early Development <https://education.alaska.gov/>

- **State Data Website:**
<https://education.alaska.gov/tls/SPED/618data.html>
- **Governors Counseling on Disabilities and Special Education Website:**
<http://www.dhss.alaska.gov/GCDSE/Pages/default.aspx>
- **Teacher Certification Website**
<https://education.alaska.gov/TeacherCertification/>

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.

The Financial Aid Office

107 Eielson Building
P.O. Box 756360
Fairbanks, AK 99775

Phone: 907-474-7256

Fax: 907-474-7065

uaf-financialaid@alaska.edu

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:

Elmer E. Rasmuson Library

310 Tanana Loop
PO Box 756800
Fairbanks, Alaska 99775-6800

Tel: 907-474-7481

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

Rural Student Services

Main Floor Brooks Building
P.O. Box 756320
Fairbanks, AK 99775-6320

(888) 478-1452 (Toll Free Within Alaska)

(907) 474-7871 (Local)

uaf-rss@alaska.edu

The Writing Center <http://www.uaf.edu/english/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 (distance or face-to-face) 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. Technicians and tutors are on hand to assist with computer-related questions. There is no charge for printing.

The Writing Center

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314

Fax: 1-800-478-5246

uaf-writing-center@alaska.edu

The Math and Stats Lab

305 Chapman
Fairbanks, AK 99775-6660
907-474-7332
<http://www.uaf.edu/dms/mathlab/>

The Math and Stat Lab is available to any student registered for a UAF MATH or STAT course. This is a drop-in tutoring lab, so no appointment is necessary. Students can use the area to work on homework with tutors nearby. Tutors can help with understanding concepts, reviewing prerequisite material, or helping to clarify problems. The lab also has computers and a printer for student use.

UAF 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

Whitaker Building, Room 208
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

uaf-disabilityservices@alaska.edu

Other Helpful Contacts

Office of Admissions and Registrar
www.uaf.edu/admissions/
www.uaf.edu/reg/

PO Box 757480
Fairbanks, AK 99775

(907) 474-7500
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Appendix

2017 Comprehensive Exam CEC Standards Matrix

Comprehensive Exam Questions must address	New CEC Standards	CAEP 3.4 Requirements Candidate Demonstrates
Q1 - 1, 3, A, B, E	1. Learner Development and Individual Learning Differences	A. Ability to teach college- and career-ready standards
Q2 - 2, 3, 4, B, C, D	2. Learning Environments	B. Content Knowledge
Q3 - 1, 4, 5, A, D, E	3. Curricular Content Knowledge	C. Pedagogical Content Knowledge
Q4 - 2, 6, 7, C, D, E	4. Assessment	D. Pedagogical Skills
Q5 - 5, 6, 7, A, B, C	5. Instructional Planning and Strategies	E. Integration of Technology
	6. Professional Learning and Ethical Practice	
	7. Collaboration	

Questions 1, 2, and 3 are short answer responses 3-5 pages, 1,000-1,500 words, excluding the reference page.

Q1 Must address the following CEC and CAEP Standards: Learner Development and Individual; Curricular Content Knowledge: Ability to teach college- and career-ready standards: Content Knowledge; and Integration of Technology

Q2 Must address the following CEC and CAEP Standards: Learning Environments; Curricular Content Knowledge; Assessment; Content Knowledge; Pedagogical Content Knowledge; and Pedagogical Skills

Q3 Must address the following CEC and CAEP Standards: Learner Development and Individual; Assessment; Instructional Planning and Strategies; Ability to teach college- and career-ready standards; Pedagogical Skills; and Integration of Technology

Questions 4 and 5 are longer more in depth responses requiring 8-10 pages, between 2,200-2,700 words, excluding the reference page.

Q4 Must address the following CEC and CAEP Standards: Learning Environments; Professional Learning and Ethical Practice; Collaboration; Pedagogical Content Knowledge; Pedagogical Skills; and Integration of Technology

Q5 Must address the following CEC and CAEP Standards: Instructional Planning and Strategies; Professional Learning and Ethical Practice; Collaboration; Ability to teach college- and career-ready standards; Content Knowledge; and Pedagogical Content Knowledge

Special Education Alternate Program Certification

29th Legislature (2015-2016)

Special Education Alternate Program Certificate

4 AAC 12.340.

<http://www.law.state.ak.us/doclibrary/doclib.html>

4 AAC 12.340. Special education alternate program certificate

(a) If a school district superintendent is unable to recruit and hire a new-to-the-district teacher who holds a valid teacher certificate under 4 AAC [12.305](#) with a special education endorsement, or a related services specialist who holds a special services certificate (Type C) with an endorsement in speech language pathology, the superintendent may request the commissioner to grant a special education alternate program certificate for the hiring of a person who does not have the required endorsement.

(b) The commissioner may grant a special education alternate program certificate under this section only if the chief school administrator of the district requests it through formal action of the school board.

(c) An application for a special education alternate program certificate under this section must be submitted on a form provided by the department and include

(1) proof that the person for whom the special education alternate program certificate is requested holds

(A) a teacher certificate under 4 AAC [12.305](#), if the position will be teaching students with disabilities; or

(B) a teacher certificate under 4 AAC [12.305](#) or a special services certificate (Type C), if the position will be performing the duties of a speech language pathologist;

(2) a letter from the school district superintendent that details the actions taken by the district to recruit a person who holds a teacher certificate under 4 AAC [12.305](#) with a special education endorsement, including, at a minimum, either

(A) recruiting through the University of Alaska Fairbanks Alaska Teacher Placement program; or

(B) advertising in one or more newspapers of general circulation; and

(3) official transcripts and a letter from a teacher training program approved under 4 AAC [12.330\(a\)](#), evidencing that the person for whom the special education alternate program certificate is requested

(A) has completed a minimum of nine semester or 12 quarter hours of special education coursework; and

(B) is enrolled in an individualized special education training program that will qualify the person to receive a special education endorsement under 4 AAC [12.330](#) within three years after the date of the application.

(d) A special education alternate program certificate under this section is valid for up to three school years, contingent on the annual submission by the district of evidence from the teacher training program that the teacher for whom the special education alternate program certificate was granted continues to be enrolled in and is making satisfactory yearly progress on the individualized special education program set out in the application, and can complete the program within three years after the date of the application for a special education alternate program certificate under this section.

(e) A special education alternate program certificate issued under this section is valid only in the district to which it is granted. No extension of time on the special education alternate program certificate will be granted.

CEC Initial Level Special Education Preparation Standards

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 general and specialized curricula 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 strategies 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.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

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

Revised June 2017

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.

UAF SOE Professional Characteristics Form

PCF - UAF SOE Professional Characteristics Form

Completed Online via LiveText

To: Individuals completing the PCF: Professional Characteristics Form

From: The UAF School of Education Departments of Elementary, **K-12 Music**, Secondary, and Special Education

RE: The Professional Characteristics Form for UAF Education Students

OVERVIEW: This form is designed to evaluate the characteristics and dispositions of pre-service teachers in relation to those characteristics and dispositions found in effective practicing teachers. Based on reviews of national and state standards, a group of teachers and teacher educators developed a list of characteristics that are commonly considered to be important to success in the classroom. At key points during our teacher preparation programs, we ask individuals who work with our pre-service teachers to reflect on the characteristics and dispositions of the pre-service teachers.

Each form is a **confidential** assessment of a student between the assessor (UAF Instructor, UAF Supervisor or Liaison, or Classroom teacher) and the UAF School of Education. Once submitted to the School of Education. The forms are kept in a secure location; only select faculty and staff members have access to the completed forms. No copies of a completed PCF should be distributed, by either the School of Education or by individual assessors, to the student, or any other school faculty or administrators.

If a pattern of low ratings is observed in a student's compiled ratings, the Department Chair and a designated faculty member will meet with the student and develop a Plan of Improvement to address the area(s) of difficulty. When a student meeting is warranted, ratings are aggregated so students will **not** know the scores given by individual assessors. Please be very candid in your assessment. Plans of Improvement are filed in a student's permanent files. If the student does not meet the requirements in the Plan of Improvement, a second and final Plan of Improvement is developed by a faculty member, one of the Coordinators of Fieldwork Experiences, the chair of the student's department and the Dean of the School of Education. Failure to meet the requirements of this second Plan of Improvement can be grounds for dismissal from the program. If a student completes the Plan of Improvement, a rating of "Meets with Revision" will be noted.

If you have questions please contact the School of Education or the course instructor.

DIRECTIONS:

The rubric will be completed online at <http://www.livetext.com>. The PCF form will be available to you after log-in. You can view the rubric off-line on the following pages.

Please click on the appropriate rubric criteria for this student. For each characteristic, choose a rating of 1-Unmet, 3-Met, or 4-Exceeds based on the following criteria - UAF School of Education Faculty will give Ratings of 2 as applicable. Please use the "N/O" column if the characteristic was not observed.

For any rating of 1, please add comments to provide guidance in advising the student by clicking the following icon on the LiveText rubric: Please share specific behaviors, actions or language that contributed to that rating.

	Expectations Unmet (1)	Expectations Met with Revisions (2)	Expectations Met (3)	Expectations Exceeded (4)	N/O
Motivated to become an effective practitioner and committed to his/her decision to teach.	Displays low motivation for becoming an effective teacher. Seems disinterested in learning from others.	See Comments This column is for UAF use only.	Shares interest in becoming an effective teacher and commitment to their decision to teach. Interested in learning from others.	Seeks out advice to be successful as a teacher. Seeks out ways to expand repertoire of skills and reach all learners in his/her classroom.	Not Observed
Respectful of and committed to meeting the needs of individuals from diverse backgrounds, recognizing that all individuals can learn, no matter their age, race, ethnicity, culture, gender, class, sexual orientation, religious beliefs, abilities, or exceptionalities. InTASC Standards: 1 Learner Development 2 Learning Differences	Excludes or avoids particular students or groups of students. Shows little or no interest in the backgrounds and interests of the students. Displays little or no responsibility for student learning.	See Comments This column is for UAF use only.	Encourages all students to participate in classroom activities. Looks for opportunities to incorporate and promote the diverse backgrounds and ways of knowing of students in the classroom. Assumes personal responsibility for student learning.	Encourages all students to participate and to value classmate participation. Incorporates and promotes the diverse backgrounds and ways of knowing of students in the classroom. Assumes personal responsibility for student learning.	Not Observed
Works collaboratively with all members of the school community. InTASC Standard: 3 Learning Environments	Does not acknowledge that classroom issues exist and often ignores suggestions that these are on going. Displays disrespect or disinterest in the perspectives of others. Listens to feedback respectfully, but implementation of suggestions is not apparent.	See Comments This column is for UAF use only.	Responds in a positive way to feedback from others and suggestions are put into practice. Demonstrates awareness of classroom issues and open to collaborating to solve problems. Demonstrates equity by respecting all members of the school community including students, families, colleagues and community members.	Seeks out and responds in a positive way to feedback from others and that suggestions are put into practice. Thoughtfully addresses classroom issues and promotes collaboration to solve problems. Promotes equity by respecting all members of the school community including students, families, colleagues and community members.	Not Observed

	Expectations Unmet (1)	Expectations Met with Revisions (2)	Expectations Met (3)	Expectations Exceeded (4)	N/O
<p>Demonstrates intellectual curiosity.</p> <p>InTASC Standards: 4 Content Knowledge 5 Application of Content Knowledge</p>	<p>Disinterested in gaining understanding and skill in various content areas.</p> <p>Minimally supportive of student learning.</p> <p><i>Note: If criteria are unmet, comments are required to indicate revisions that need to be completed to achieve an Expectations Met with Revisions rating.</i></p>	<p>See Comments</p> <p><i>This column is for UAF use only.</i></p>	<p>Supports student acquisition of college and career ready content and skills</p> <p>Displays interest in learning new ideas and skills in various content areas.</p>	<p>Promotes student acquisition of college and career ready content and skills</p> <p>Recognizes the potential of bias and seeks to mitigate the effects of bias.</p> <p>Explores different content areas and shares content area ideas and skills.</p>	Not Observed
<p>Flexible in his/her thinking and creative in his/her ideas.</p> <p>InTASC Standard: 8 Instructional Strategies</p>	<p>Disinterested in exploring unfamiliar teaching strategies.</p> <p>Struggles with adapting to change.</p>	<p>See Comments</p> <p><i>This column is for UAF use only.</i></p>	<p>Willing to try new strategies to support student learning, including the use of new technologies.</p> <p>Adapts well as situations change ("thinking on their feet").</p> <p>Willing to collaborate to develop creative resolutions to problems.</p>	<p>Seeks out new strategies to support student learning, including the use of new technologies</p> <p>Adapts well as situations change ("thinking on their feet").</p> <p>Creatively solves problems and addresses issues of concern with attempts to see multiple points of view.</p>	Not Observed
<p>Professional and ethical in his/her behavior.</p> <p>InTASC Standard: 9 Professional Learning and Ethical Practice</p>	<p>Arrives late or is absent without notice.</p> <p>Appearance does not reflect the expectations for professional dress.</p> <p>Does not take responsibility for his/her own actions.</p> <p>Disinterested in learning about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.</p>	<p>See Comments</p> <p><i>This column is for UAF use only.</i></p>	<p>Arrives on time, ready to participate, or provides sufficient notice if absent.</p> <p>Appearance reflects the expectations for professional dress.</p> <p>Takes responsibility for his/her own actions.</p> <p>Demonstrates basic understanding or interest about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.</p>	<p>Arrives on time, ready to participate, or provides sufficient notice if absent.</p> <p>Appearance reflects the expectations for professional dress.</p> <p>Takes responsibility for his/her own actions.</p> <p>Seeks out new understanding about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.</p>	Not Observed

Basic Competency Examination Requirement

DEED - Teacher Certification

<https://education.alaska.gov/TeacherCertification/praxis.html>

State of Alaska

Department of Education & Early Development (<https://education.alaska.gov/>)

STATE OF ALASKA ([HTTP://ALASKA.GOV](http://alaska.gov)) > DEED (/) > TLS (/TLS/) > TEACHER CERTIFICATION (/TEACHERCERTIFICATION/) > BASIC COMPETENCY EXAMINATION REQUIREMENT

Basic Competency Examination Requirement

The exams listed below meet the basic competency exam requirement for teacher certification in Alaska. You must have a passing score for reading, writing and mathematics. Scores from exams with a reading, a writing, and a math sections that have distinct qualifying scores **may be combined** to form a set of passing scores.

An original score report for a basic competency exam must be submitted with your application or be on file with the Teacher Certification Office. An original score report is the actual report issued by the testing organization; a photocopy will not be accepted. If an original score report is not available from the testing organization, a letter from a college, university or state agency that has previously received the original score report may be substituted. The letter must be written on letterhead and list the sub scores of the reading, writing and math portions of the exam.

If you do not have passing scores on one of the exams below, but you have a current and valid teaching certificate issued by another state (United States only), you may qualify for an Out-of-State Initial teaching certificate that can be valid for up to three years. The application for an Out-of-State Initial teaching certificate is located at Applications for Teaching Certificates ([teach02.html](#)).

Praxis

Praxis Core Academic Skills for Educators (CASE)

Subject	Case
Reading (5712)	156
Writing (5722)	162
Math (5732)	150

PRAXIS I Qualifying Test Scores

Subject	PSST*	CBT
Reading	175	322
Writing	174	321
Math	173	318
PPST = PreProfessional Skills Test		
CBT = Computer-Based Test		

*An average score of 174 with no score less than 172 on each of the reading, writing and math sections of the Praxis I PPST is also considered a passing score on a basic competency exam.

Applicants who have passed the Praxis I or the Praxis CASE exams in reading, writing and mathematics may have official scores sent to the Teacher Certification Office directly from Education Testing Services (ETS), or may submit an original Examinee Score Report.

For further information regarding the Praxis CASE, please contact Education Testing Service (ETS) (<http://www.ets.org/>) or (609) 771-7395.

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CBEST

Qualifying Test Scores

Total Score: 123 or higher (no individual score less than 37)
Individual tests: 41 or higher (reading / writing / math)

Passing scores for the CBEST exam must be submitted with the application for Initial teacher certification. Applicants must submit an original Passing Status Verification Card or an original score report showing passing score(s) for individual test(s).

For further information regarding CBEST, please visit California Educator Credentialing Examinations (<http://www.CBEST.nesinc.com>) website.

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WEST-B

Qualifying Test Scores

Subject	Scores
Reading	240
Writing	240
Math	240

Passing scores for the WEST-B exam must be submitted with the application for Initial teacher certification. Applicants must submit an original *Examinee Score Report* showing passing scores.

For further information regarding WEST-B, please visit Washington Educator Skills Tests (<http://www.WEST.nesinc.com>) website.

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National Evaluation Series (NES) Essential Academic Skills

Qualifying Test Scores

Subject	Scores
Reading	220
Writing	220
Math	220

Passing scores for the National Evaluation Series (NES) Essential Academic Skills exam must be submitted with the application for Initial teacher certification. Applicants must submit an *original* examinee score report. More information about the NES Essential Academic Skills Test is available at National Evaluation Series (<http://www.nestest.com/Home.aspx>).

American College Test (ACT) and SAT (Previously known as the Scholastic Assessment Test)

Applicants may substitute a passing score on one or more sections of the SAT or ACT for the equivalent passing scores on the WEST-B. The adopted passing scores for SAT and ACT are listed below.

Cut Score Comparison Tables

Subject	WEST-B	SAT	ACT
Math	PASS	515 (Prior to 3/2016) 530 (After 3/2016)	22
Reading	PASS	500 (Prior to 3/2016) 27 (After 3/2016)	22
Writing	PASS	490 (Prior to 3/2016) 28 (After 3/2016)	8 (2/2005 to 8/2015) 23 (9/2015)

The SAT writing test was added in 2005. This means no writing score will be accepted for SAT before 2005.

SAT Score reports prior to October 2004 will have "verbal" scores which are the critical reading scores. If the score reports are from October 1996 to September 2004, then the verbal scores are the same as the reading scores beyond 2004. Use those scores to see if the candidate has satisfied the requirement.

SAT October 2004 and later score reports will have critical reading, mathematics and writing scores listed if the candidate took the tests.

All other SAT Mathematics, Reading, and Writing scores that equal or exceed the cut scores in the table above meet the entrance criteria, regardless of when the test was taken.

ACT Writing was added Feb. 2005 so no ACT writing score will be accepted before Feb. 2005.

ACT Reading was added Oct. 1989. No ACT reading score will be accepted before Oct. 1989.

ACT Writing subsection was updated and a new version was administered September 2015. (see score as of 9/2015)

All other ACT Mathematics, Reading, and Writing scores that equal or exceed the cut scores in the table above meet the entrance criteria, regardless of when the test was taken.

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Alabama WorkKeys

Qualifying Test Scores

Subject	Scores
Reading for Information	4
Writing	3
Applied Mathematics	4

Passing scores for the Alabama WorkKeys exam must be submitted with the application for Initial teacher certification. Applicants must submit an original examinee score report showing passing scores. Call the Alabama Dept. of Education at (334) 242-9700 for testing information.

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Florida Teacher Certification Exams - General Knowledge

Passing scores for each of the reading, English language skills, and math tests for the Florida Teacher Certification Exams must be submitted with the application for Initial teacher certification (the GK test is **not** the same as the CLAST). Applicants must submit an original examinee score report showing passing scores.

Georgia Assessments for the Certification of Educators

Passing scores for the reading, writing, and math tests for the Georgia Assessments for the Certification of Educators must be submitted with the application for Initial teacher certification. Applicants must submit an original examinee score report showing passing scores.

Illinois Certification Testing System

Qualifying Test Scores

Scaled Total Test Score	240 and Scores of
Reading	50 percent of questions correct
Writing	5 out 12
Math	35 percent of questions correct
Language Arts	50 percent of questions correct

Passing scores for the Illinois Certification Testing System test #96 Basic Skills or TAP 400 must be submitted with the application for Initial teacher certification. Applicants must submit an *original examinee score report* showing passing scores on all four sections of the exam. The subtests on this exam **may not** be combined with other subtests on other exams to create a set of passing scores.

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Michigan Test for Teacher Certification

A scaled score of 220 is the passing score for each of the reading, writing, and math tests for the Michigan Test for Teacher Certification must be submitted with the application for Initial teacher certification. Applicants must submit an *original* examinee score report showing passing scores.

New Mexico Assessment of Teacher Basic Skills

Qualifying Test Scores

Subject	Scores
Reading	240
Writing	240
Math	240

Passing scores for the New Mexico Assessment of Teacher Basic Skills exam must be submitted with the application for Initial teacher certification. Applicants must submit an *original* examinee score report showing passing scores.

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New York State Teacher Certification Liberal Arts and Sciences Test

A qualifying score of 220 on the New York State Teacher Certification Liberal Arts and Sciences Test must be submitted with the application for Initial teacher certification. Applicants must submit an *original* examinee score report. The subtests on this exam **may not** be combined with other subtests on other exams to create a set of passing scores.

Oklahoma General Education Test

A total test score of 240 or more and additionally with passing scores on each of the general studies and liberal arts and sciences tests on the Oklahoma General Education Test must be submitted with the application for Initial teacher certification. Applicants must submit an *original* examinee score report. The subtests on this exam **may not** be combined with other subtests on other exams to create a set of passing scores.

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Content Area Exam Information



CONTENT AREA EXAM INFORMATION



Content area examination(s) are required for the Initial 2 / 3-Year, Professional, and Master teaching certificates. The most current exams are listed in the first table and historical exams, which are no longer be available, can be found in the table below. The procedure for each of these purposes is outlined below.

For Certification

In order to apply for the Initial 2- / 3-Year, Professional, or Master certificate a teacher must provide passing scores on a content area examination.

- Applicants who have already passed a content area exam(s), in another state may submit a copy of the score report(s) with the application.
- Applicants who have taken the Praxis II may submit a copy of the original score report from Education Testing Services (ETS).
- Additionally, Praxis II score reports may also be sent directly to Teacher Certification from ETS (our code is 7027). Contact them through their website: www.ets.org. If using this option, please check your teacher certification account online or email Teacher Certification at tcwebmail@alaska.gov to verify passing Praxis II scores are on file BEFORE sending in the Professional teacher application.
- Applicants who do not have a copy of an original score report may submit an original letter on letterhead written by the state's education department or a university where original scores were reported. The letter must indicate the name of the exam(s) taken, the score(s) earned, and the minimum passing score(s) for the exam(s).
- Certified teachers can also add endorsements to two, five, and 10-year certificates based on a content area test below, and two years' teaching experience in the associated field (not available for Elementary Education, Reading, or Special Education). See the [Endorsements](#) webpage for more information.

5000 series tests indicate that the test was / is computer delivered vs. paper delivered. Example: 5017 computer test = 0017 paper test.

Current Tests Available:

Praxis II Examination - Elementary	Test Code	Required Score
Elementary Education, Curriculum, Instruction and Assessment	5017 or 0017	153
Elementary Education, Content Knowledge	5018 or 0018	163
Elementary Education: Multiple Subjects	5001	Pass all Subtests
Elementary Education: Multiple Subjects Reading & LA subtest	5002	157
Elementary Education: Multiple Subjects Mathematics subtest	5003	157
Elementary Education: Multiple Subjects Social Studies subtest	5004	155
Elementary Education: Multiple Subjects Science subtest	5005	159
Praxis II Examination - Middle School	Test Code	Required Score
Middle School English Language Arts	5047	164
Middle School Mathematics	5169	165
Middle School Science	5440	150
Middle School Social Studies	5089 or 0089	149
Middle School Content Area	5146 or 0146	140

Revised 3/22/2017

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CONTENT AREA EXAM INFORMATION



Praxis II Examination - Secondary	Test Code	Required Score
Art: Content Knowledge	5134 or 0134	158
Biology Content Knowledge	5235 or 0235	144
Business Education	5101 or 0101	154
Chemistry Content Knowledge	5245 or 0245	139
Earth and Space Science Content Knowledge	5571 or 0571	144
Economics	5911 or 0911	150
English: Content Knowledge	5038	167
English Language, Literature, and Composition: Content and Analysis	5039	168
Family & Consumer Science	5122 or 0122	153
French: World Language	5174	162
Fundamental Subjects: Content Knowledge	5511	150
General Science Content Knowledge*	5435 or 0435	146
Geography	5921 or 0921	149
German: World Language	5183	163
Government/Political Science	5931 or 0931	149
Health Education	5551	155
Health & Physical Education Content Knowledge	5857 or 0857	160
Mathematics: Content Knowledge	5161	160
Music Content Knowledge	5113 or 0013	154
Physical Education Content Knowledge	5091 or 0091	146
Physics Content Knowledge	5265 or 0265	127
Social Studies Content Knowledge	5081 or 0081	152
Spanish: World Language	5195	168
Speech Communication	5221 or 0221	146
Technology Education	5051 or 0051	159
Theatre	5641 or 0641	157
World and U.S. History	5941 or 0941	141
American Council on the Teaching of Foreign Languages Oral Proficiency Review AND Written Proficiency Test	NA	Advanced mid-level or higher on both tests



CONTENT AREA EXAM INFORMATION



Historical Tests:

Praxis II Examination Elementary	Test Code	Required Score
Multiple Subject Assessments for Teachers Content Knowledge	0140	146
Elementary Education, Curriculum, Instruction and Assessment	5011 or 0011	156
Elementary Education Content Knowledge	5014 or 0014	143
Praxis II Examination Middle School	Test Code	Required Score
Middle School English Language Arts	5049 or 0049	154
Middle School Mathematics	0069	145
Middle School Science	0439	136
Praxis II Examination Secondary	Test Code	Required Score
Art Content Knowledge	0133	155
Business Education	0100	620
Economics	0910	460
English: Content Knowledge	5041 or 0041	158
English Language, Literature, and Composition: Content and Analysis	0044	166
Family & Consumer Science	0120	629
Family & Consumer Science	5121 or 0121	164
French Content Knowledge	0173	160
General Science Content Knowledge	Part 1 – 0431 Part 2 – 0432	Part 1: 146 Part 2: 144
Geography	0920	590
German Content Knowledge	0181	158
Government/Political Science	0930	610
Health Education	5550 or 0550	670
Health & Physical Education Content Knowledge	5856 or 0856	152
Mathematics: Content Knowledge	5061 or 0061	146
Music Content Knowledge	0113	148
Physical Science Content Knowledge	0481	145
Social Science Content Knowledge	0951	161
Spanish	0191	152
Speech Communication	0220	560
Technology Education	0050	630
Theatre	0640	560
Vocational General Knowledge	0890	640
World and U.S. History	0940	440

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CEC Alaska Student Chapter Brochure



Photo by Sean Holland

Student Chapter Membership Guidelines:

- Have an interest for meeting students' individual needs.
- Attend monthly meetings
- Pay annual dues to the National CEC at a 20% discount for up to 6 years
- Be a current or recently graduated student in the field of education

"Our CEC student chapter gives me the opportunity to discuss current events in research, my classes at UAF and my experiences in the classroom. I look forward to talking with my colleagues each month." –Mercedes, President 2015-2016

Meetings

WHEN: 2nd Saturday of each month
WHERE: Old University Park Building, 1000 University Avenue, Room 162 *OR* videoconference

Due to scheduling of conferences and other events, please email a board member if you are planning to come to ensure our meeting time.

Light snacks and drinks are provided.

Contact Us

2015-2016 Executive Board

President: Mercedes Anderson
mlanderson11@alaska.edu

Vice President: Sanna Turnbough
seturnbough@alaska.edu

Secretary: Elizabeth Smith
easmith16@alaska.edu

Advisor

Joanne Healy
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COUNCIL FOR EXCEPTIONAL
CHILDREN ALASKA
STUDENT CHAPTER

COUNCIL FOR EXCEPTIONAL CHILDREN ALASKA STUDENT CHAPTER



Photo by Sean Holland



ALASKA

The voice and vision of special education



Photo by Sean Holland

Benefits of joining CEC:

- Enhance your educational résumé regardless of your major (elementary, secondary or special education)
- Discuss areas of need across the state, our community, and even our own classrooms
- Access to resources available through CEC, including the Pioneer Mentor Program
- Access to cutting edge assistive technology
- Opportunities for discounted or free professional conferences
- Become an educational leader

What is CEC?

CEC stands for Council for Exceptional Children. As a special educator, this is YOUR professional organization. CEC sets the standard for children and youth with exceptionalities, making sure that their education needs are met in legislation, establishing professional standards, and pushing initiatives forward to improve the field.

Most general education classrooms have 5-6 students with an Individual Education Plan. Membership in the CEC Student Chapter will prepare you for your future classroom.

Alaska Statewide Special Education Conference

In February of every year, there is a statewide special education conference and you have the opportunity to present your research. It's a great opportunity to speak to a more diverse, and welcoming, group of teachers. Club membership may sponsor your travel.

Pioneer Mentor Program

The Pioneer Mentor Program pairs you with a seasoned special educator with 30+ years of experience. Mentors serve as valuable resources no matter where you are in your career. Your mentor can answer questions, reflect on experiences, guide your research, and prepare you for interviewing and your first job.

Alaska Walk for Autism

Each year, our student chapter participates in the Fairbanks Walk for Autism in May. This is one way we show our support for the Autism Society of Alaska

