

SPECIAL EDUCATION GRADUATE CERTIFICATE

e-Learning

The Graduate Certificate program in Special Education prepares teachers to develop and implement culturally responsive special education services for students with disabilities. The program focuses on the unique needs of:

1. children and youth with disabilities;
2. Alaska's diverse Native and non-Native communities; and
3. Alaska's remote, urban and rural communities.

Candidates who complete the Graduate Certificate program in Special Education can receive an Endorsement in Special Education (Grades K-12) from the Alaska Department of Education & Early Development.

The Graduate Certificate in Special Education program is designed to accommodate practicing teachers, paraprofessionals, and other school-based professionals. Courses offered year-round in the evenings and online through a variety of virtual platforms. This e-learning format allows candidates who live and work in Alaska's remote and rural communities to remain in their home communities while completing their graduate studies. Program assessment plans and student learning outcomes are posted at the Program Assessment website (<https://uas.alaska.edu/provost/academic-affairs/assessment/>).

Requires membership in the SOE data management system. Refer to the FAQ in the Student Services page of the SOE website for additional information <https://www.uas.alaska.edu/education/student-services/index.html> (<https://www.uas.alaska.edu/education/student-services/>).

Admission Requirements Education Certificate

1. Application for admission and \$60 non-refundable admission fee.
2. Copy of a current Alaska teaching certificate.
3. Two Letters of Recommendation on UAS form.
4. Official transcript(s) indicating a baccalaureate degree and a GPA of 3.00. degree.
5. Please write an essay of three to five pages (1500 words maximum) describing the following topics:
 - a. Describe your rationale for applying to a graduate program in special education and your professional goals related to this course of study.
 - b. What are some of the challenges that face educators in public education today? How might continued study support you in mediating these challenges or supporting possible solutions in your context?
 - c. Describe a trend in education and your perception of its effects for learners and systems of education.
 - d. Reflect on your career in education to this point.

- e. Describe a success that you experienced and why you considered this experience a success.
- f. Describe a situation that did not result in a positive outcome and what you might have done differently.

Exit Requirements

1. Satisfactory completion of all courses
2. GPA of 3.00 or higher
3. An approved Special Education Portfolio
4. Praxis II exam (Special Education Core Knowledge and Application exam 5354), with scores meeting Alaska Department of Education & Early Development requirements. The score report must be sent to UAS admissions and to DEED.

Requirement	Hours
Minimum Credit Hours	24
Foundation	6
Certificate Requirements	24

Code	Title	Credits
Foundation		
EDSE S482	Inclusive Education for Students with Disabilities	3
EDSE S486	Special Education through the Lens of Alaska Native Peoples	3
Certificate Requirements		
EDSE S605	Early Childhood Special Education	3
EDSE S610	Assessment of Students with Disabilities	3
EDSE S612	Curriculum and Strategies: Low Incidence	3
EDSE S622	Curriculum and Strategies: High Incidence	3
EDSE S677	Language & Literacy: Assessment & Intervention	3
EDSE S685	Transition Planning for Secondary Students	3
EDSE S694	Special Education Practicum (Special Education Practicum)	3
EDSE S695	Professional and Ethical Practice	3
Total Credits		30

Exit Requirements

1. Satisfactory completion of all courses
2. GPA of 3.00
3. An approved Special Education Portfolio
4. Praxis II exam (Special Education Core Knowledge and Application exam 5354), with scores meeting Alaska Department of Education & Early Development requirements. The score report must be sent to UAS Admissions and to DEED.

Council for Exceptional Children Standard 1 Engaging in Professional Learning and Practice within Ethical Guidelines: Candidates practice within ethical and legal

guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Council for Exceptional Children Standard 2 Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high-quality learning experiences reflective of each individual's strengths and needs.

Council for Exceptional Children Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Council for Exceptional Children Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making: Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Council for Exceptional Children Standard 5 Supporting Learning Using Effective Instruction: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Council for Exceptional Children Standard 6 Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Council for Exceptional Children Standard 7 Collaborating with Team Members: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines

and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.