LETTER OF NOTIFICATION - 10

GRADUATE CERTIFICATE PROGRAM

(12-21 semester credit hours)

1. Institution submitting request: University of Arkansas Fayetteville

1. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs
2. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
3. Proposed effective date: Fall 2019
4. Name of proposed Graduate Certificate Program (Program must consist of 12-21 semester credit hours from existing graduate courses).

Special Education Transition Services Graduate Certificate

1. Proposed CIP Code: CIP 13.1001 Special Education and Teaching, General.
2. Reason for proposed program implementation: Arkansas teachers are wanting coursework on how best to work with special education students who are transitioning out of high school. This graduate certificate will provide transcript verification that they have completed 15 hours in teaching preparing people with disabilities for transition.

The Office of Special Education (OSEP) has determined there is great need for professionals across disciplines that are prepared to work with young adults and adults with disabilities. OSEP has funded 1.1 million dollars to the University of Arkansas to educate professionals on the needs of people with disabilities transitioning to adulthood. This grant will fund professionals taking this coursework for five years.

The state of Arkansas has determined there is a great need for this program. Currently, the Arkansas Department of Education employs transition specialists across the state; however, they have difficulty-finding professionals with transition credentials. Currently, Bonnie Boas is discussing the possibility of an endorsement in transition at the state teacher licensure level. Our program would be a model for endorsement.

Arkansas is closing out the Promise Grant. Recommendations from the findings of the grant suggested that schools and teachers need education to assume the roles of the Promise grant connectors. The professionals we educate will be prepared to assume these roles.

1. Provide the following:
   1. Curriculum outline - List of courses in new program – Underline required courses
      1. SPED 6433 Legal Aspects of Special Education
      2. SPED 5783 Professional and Family Partnerships
      3. SPED 5763 Teaching Individuals with Severe Disabilities
      4. SPED 5713 Career Development and Transition for People with Disabilities
      5. SPED 532V Practicum in Special Education (Cross listed with other programs discipline specific course but practicum must focus on transition)
   2. Total semester credit hours required (Program range: 12-21 graduate semester credit hours) 15
   3. New courses and course descriptions

SPED 5713: Career Development and Transition for People with Disabilities

This is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of the transition process for students with disabilities including transition plan development, work based learning opportunities, developing skills in self-advocacy and self-determination using evidence based practices, family engagement, collaborative program planning and evaluation.

* SPED 5713 course was approved and being developed for this graduate certificate. All other coursework is currently offered. The OSEP grant will fund scholars for all five courses thereby, funding the program for at least five years. Course assignments and workloads will be readjusted to include the new course.
  1. Program goals and objectives

The Scholar Practitioner model at this level will pursue an in-depth study of the transition process for students with disabilities including transition plan development, work based learning opportunities, developing skills in self-advocacy and self-determination using evidence based practices, family engagement, collaborative program planning and evaluation.

e. Expected student learning outcomes

1. Students will demonstrate knowledge and implementation of evidence-based transition research and practices by identifying EBP practices and applying these based on knowledge of an individual and their needs. *Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 2, 3, 5*
2. Students will link known challenges faced by youth with disabilities and their families in school-to-work adulthood transition to evidence based supports and services. *Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 2, 3, 5, 7*
3. Students will determine appropriate school-to-adulthood assessments for individuals, implement assessments, analyze results, and plan accordingly based on their observation of a young adult with disabilities. *Related to CEC Initial Preparation Standard Dev Disabilities and Autism 4, 1, 5*
4. Students will identify the methods, materials, and instructional strategies that promote self-determination and self-advocacy in the transition years. *Related to CEC Initial Preparation Standards 2, 3, 5, 6*
5. Students will advocate for specific strategies for actively including parents in their child’s transition and as co-equals on interdisciplinary teams. *Related to CEC Initial Preparation Standards 7.1, 7.2*
6. Students will describe the components of an IEP transition plan and student learning plan, identify high quality markers, and edit components as appropriate. Students will evaluate existing IEPs and determine quality. *Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 4, 5, 7*
7. Students will identify disability and culturally specific challenges to transition and consider supports to address students’ needs. *CEC Initial Preparation Standard Dev Disabilities and Autism 1, 6*
8. Students will seek out various community resources to support the diverse needs of students and families through the transition process. *Related to CEC Initial Preparation Standard Dev Disabilities and Autism 5, 6, 7*
9. Students will link the needs of children and youth with disabilities with environmental supports, assistive technology, communication supports, and other resources to support and individualize learning and generalization of skills. *Related to CEC Initial Preparation Standard Dev Disabilities and Autism 2, 5, 6; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 3*
10. Students will reflect on ways in which systems encourage and inadvertently create barriers to actively including parents in their child’s education and as co-equals on interdisciplinary teams. Further, students will create opportunities for engagement of students in their own advocacy, self-determination, and educational planning. *Related to CEC Initial Preparation Standards 7.1, 7.2; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 5.3, 6.4*
11. Students will identify variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. *Related to CEC Initial Preparation Standard Dev Disabilities and Autism 6, 7; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 6.5, 6.6, 7.3*
12. Students will link family and child/youth needs with various community resources to support the diverse needs of students and families. *Related to CEC Initial Preparation Standard Dev Disabilities and Autism 5, 6, 7*; *Related to CEC Advanced Preparation Standard Dev Disabilities and Autism*
13. Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

14. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

15. Special education specialists model high professional expectations and

ethical practice, and create supportive environments that safeguard the

legal rights and improve outcomes for individuals with exceptionalities

and their families.

16. Special education specialists actively participate in professional

development and learning communities to increase professional

knowledge and expertise.

f. Documentation that program meets employer needs

As evidenced by the attached letters of support, Arkansas high school principals, special education directors, and the Arkansas Department of Education Transition Services Director face significant teacher shortage, lack of knowledge specific to transition, and limited experience working in effective IEP (Individualized Education Program) teams. Each of these will be addressed by creating this opportunity for professionals seeking specialized knowledge and skills in transition.

g. Student demand (projected enrollment) for program – 10-20 students per year

h. Name of institutions offering similar program and the institution(s) used as a

model to develop the proposed program – No other similar programs

i. Scheduled program review date (within 10 years of program implementation) – 2023-2024

1. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (A graduate certificate offered for teacher/educator administrator licensure must be reviewed/approved by the Arkansas Department of Education prior to consideration by the Coordinating Board; therefore, the Education Protocol Form must be submitted to ADHE along with the Letter of Notification.)

N/A

1. Institutional curriculum committee review/approval date: December 5, 2018
2. Will this program be offered on-campus, off-campus or via distance delivery? If yes, indicate mode of distance delivery.

Distance Delivery via Global Campus 100%

1. Identify off-campus location. Provide a copy of e-mail notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.

sharlee.crowson@arkansas.gov

Hi Sharlee,

I wanted to let you know that UA special education is planning a graduate certificate in Special Education Transition Services. This GC does not lead to endorsement or licensure. Can you inform the other teacher preparation programs that we are planning this graduate certificate. To my knowledge there are no others like this in the state. If the other prep programs have questions, they can email me directly!

Thank you.

Peggy Schaefer Whitby, Ph.D., BCBA-D

Associate Professor

Program Coordinator

Special Education

[pschaefe@uark.edu](mailto:pschaefe@uark.edu)

1. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date: January 21, 2019

Board of Trustees Notification Date: March 28, 2019

Chief Academic Officer: James S. Coleman Date: January 10, 2019