

## New Program Proposal

Date Submitted: 04/11/18 3:37 pm

### Viewing: **SPTSGC : Special Education Transition Services, Graduate Certificate**

Last edit: 09/12/18 12:19 pm

Changes proposed by: pschaefe

Submitter:	User ID:	pschaefe	Phone:
479 387-2380			
Program Status	Active		
Academic Level	Graduate		
Type of proposal	Certificate		
Select a reason for this new program	Adding New Graduate Certificate (12-21semester hours)--(LON 10)		
Effective Catalog Year	Fall 2019		
College/School Code	College of Education and Health Professions(EDUC)		
Department Code	Department of Curriculum and Instruction(CIED)		
Program Code	SPTSGC		
Degree	Graduate Certificate		
CIP Code			

#### In Workflow

1. EDUC Dean Initial
2. GRAD Dean Initial
3. Provost Initial
4. Director of Program Assessment and Review
5. Registrar Initial
6. Institutional Research
7. CIED Chair
8. EDUC Curriculum Committee
9. EDUC Faculty
10. EDUC Dean
11. Global Campus
12. Provost Review
13. University Course and Program Committee
14. Graduate Committee
15. Faculty Senate
16. Provost Final
17. Provost's Office-- Documentation sent to System Office
18. Higher Learning Commission
19. Board of Trustees
20. ADHE Final
21. Provost's Office-- Notification of Approval
22. Registrar Final
23. Catalog Editor Final

## Approval Path

1. 05/15/18 5:05 pm  
Ketevan  
Mamiseishvili  
(kmamisei):  
Approved for EDUC  
Dean Initial
2. 05/16/18 7:52 am  
Pat Koski (pkoski):  
Approved for GRAD  
Dean Initial
3. 05/17/18 10:18 am  
Terry Martin  
(tmartin): Approved  
for Provost Initial
4. 08/07/18 2:51 pm  
Alice Griffin  
(agriffin): Approved  
for Director of  
Program  
Assessment and  
Review
5. 08/24/18 10:31 am  
Lisa Kulczak  
(lkulcza): Approved  
for Registrar Initial
6. 08/24/18 10:48 am  
Gary Gunderman  
(ggunderm):  
Approved for  
Institutional  
Research
7. 08/24/18 1:42 pm  
Cheryl Murphy  
(cmurphy):  
Approved for CIED  
Chair
8. 09/05/18 4:15 pm  
Ketevan

- Mamiseishvili  
(kmamisei):  
Approved for EDUC  
Curriculum  
Committee
9. 09/05/18 4:30 pm  
Ketevan  
Mamiseishvili  
(kmamisei):  
Approved for EDUC  
Faculty
10. 09/05/18 4:32 pm  
Ketevan  
Mamiseishvili  
(kmamisei):  
Approved for EDUC  
Dean
11. 09/07/18 5:48 pm  
Miran Kang (kang):  
Approved for Global  
Campus
12. 09/10/18 10:08 am  
Terry Martin  
(tmartin): Approved  
for Provost Review
13. 09/30/18 2:52 pm  
Alice Griffin  
(agriffin): Approved  
for University  
Course and Program  
Committee
14. 10/26/18 2:16 pm  
Pat Koski (pkoski):  
Approved for  
Graduate  
Committee

13.1001 - Special Education and Teaching, General.

Program Title

Special Education Transition Services, Graduate Certificate

## Program Delivery

## Method

Online/Web-based

Is this program interdisciplinary?

No

Does this proposal impact any courses from another College/School?

No

What are the total 15  
hours needed to  
complete the  
program?

## **On-line/Web-based Information**

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Reason for offering

Web-based Program

Given the transition needs of people with disabilities across the state, we are hoping to recruit people outside of Northwest Arkansas for this Special Education Transition Services Certificate.

Maximum Class Size 25  
for Web-based  
Courses

Course delivery  
mode

<b>Method(s)</b>
Online

Class interaction  
mode

<b>Method(s):</b>
E-mail
Other

Specify Other

Interaction Methods

Blackboard

Collaborate

Percent Online

100% with Required Campus Component

100% with No Required Campus Component

Provide a List of  
Services Supplied by  
Consortia Partners or  
Outsourced  
Organization

The development of this graduate certificate is supported by an U.S. Department of Education grant (OSERS).

Estimate Costs of the 0  
Program over the  
First 3 Years

List Courses Taught  
by Adjunct Faculty

Upload  
Memorandum of  
Understanding Forms  
(if required)

## Program Requirements and Description

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### Requirements

Special Education Transition Services Graduate Certificate is designed to prepare school based professionals (social workers, school psychologists, educational leaders, school counselors, special education teachers, and general education teachers) to provide transition services to students with disabilities. To be admitted, applicants must have a 3.0 GPA or higher in their last 60 hours of course work.

<a href="#"><u>SPED 5713</u></a>	Career Development and Transition for People with Disabilities	3
<a href="#"><u>SPED 5763</u></a>	Teaching Individuals with Severe Disabilities	3
<a href="#"><u>SPED 5783</u></a>	Professional and Family Partnerships	3
<a href="#"><u>SPED 6433</u></a>	Legal Aspects of Special Education	3
<a href="#"><u>SPED 532V</u></a>	Practicum in Special Education	3
Total Hours		15

Program Costs  
n/a

Library Resources  
n/a

Instructional

Facilities

n/a

Faculty Resources

n/a

List Existing Certificate or Degree Programs  
that Support the Proposed Program

<b>Program(s)</b>
SPEDME - Special Education, Master of Education
EDLEME - Educational Leadership, Master of Education
SCWKMS - Social Work, Master of Social Work
CNSLMS - Counseling, Master of Science

Are Similar Programs available in the area?

No

Estimated Student      10 - 20 per year

Demand for Program

Scheduled Program      2023-2024

Review Date

Program Goals and

Objectives

#### **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.

Learning Outcomes

#### **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

**Learning Outcomes**

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

**Learning Outcomes**

- 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.

Description and Justification for this request

<b>Description of request</b>	<b>Justification for request</b>
<p>Teaming for Transition is an interdisciplinary training program enhancing the discipline and transition specific competencies of special educators and related service providers serving students with significant disabilities. The focus of the graduate certificate is to provide opportunities to become a transition specialist by learning alongside students across disciplines; shared graduate courses in characteristics, transition process, family/professional relationships, and legal aspects of special education; shared internship semester in a high need high school; participation in state-level and University transition summits; and collaborative, interdisciplinary assignments. Therefore, we are requesting a graduate certificate in transition.</p>	<p>AR 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.</p> <p>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 UA to educate professionals on the needs of people with disabilities transitioning to</p>



Description of request	Justification for request
	<p>adulthood. This grant will fund professionals taking this coursework for 5 years.</p> <p>The state of Arkansas has determined there is a great need for this program. Currently, the ADE 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.</p> <p>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.</p>

Upload attachments

[RE\\_SPEDGC\\_Special Education Transition Services, Graduate Certificate.pdf](#)

[SPTSGC - New Grad Certif - Supporting Letters.pdf](#)

[SPTSGC - New Grad Certif - Ltr of Notif.docx](#)

Reviewer Comments

**Alice Griffin (agriffin) (05/21/18 8:57 am):** Adjusted alignment/formatting in learning outcomes field.

**Alice Griffin (agriffin) (08/07/18 2:04 pm):** Added Graduate Certificate to program title.

**Alice Griffin (agriffin) (08/07/18 2:49 pm):** Uploaded revised LON and supporting letters with approval from COEHP.

**Alice Griffin (agriffin) (08/07/18 2:51 pm):** Changed scheduled program review date from 4 years to 2023-2024 to match information listed in LON.

**Lisa Kulczak (lkulcza) (08/24/18 10:29 am):** Per email conversation with Kate, changing

proposed code from SPEDGC to SPTSGC . Documentation attached.

**Lisa Kulczak (lkulcza) (08/24/18 10:31 am):** Attaching email conversation.

**Gary Gunderman (ggunderm) (08/24/18 10:48 am):** Changed CIP Code from 13.1099 to 13.1001. We avoid using "Other" CIP codes whenever possible.

**Alice Griffin (agriffin) (09/12/18 12:15 pm):** Changed title of documents from SPEDGC to SPTCGC to match program code established on campus (see above). Removed SPEDGC from LON. This code is only used on campus. It is not the degree code that ADHE assigns. Uploaded revised copies of documents.

**Alice Griffin (agriffin) (09/12/18 12:19 pm):** Revised CIP Code in LON as noted by G. Gunderman.

Key: 665