

**State Board of Education & Early Development
Tentative Agenda
September 14 & 15, 2017
State Board Room
801 West 10th Street, Juneau, AK**

Mission Statement: An excellent education for every student every day.

Thursday, September 14, 2017

1:30 PM

Call to Order and Roll CallJames Fields, Chair
Oath of Office, Lt. Col. Spencer Van Meter.....James Fields, Chair
Pledge of AllegianceJames Fields, Chair
Adoption of Agenda for September 14, 2017James Fields, Chair
Disclosures of potential conflicts of interest.....James Fields, Chair

1:45 PM

Public Comment

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public’s concerns. The board will not engage in discussions with members of the public during the comment period.

Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085. This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 1:30 PM on September 14, 2017. Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 1:25 PM who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

2:15 PM

- 1. Executive Session, FY2018 Legislative Intent Language & FY2019 Budget Priorities
Dr. Michael Johnson, Commissioner
Sana Efird, Deputy Commissioner
Pat Pitney, Director, Office of Management and Budget
Heidi Teshner, Director

Special Presentations

3:15 PM

- 2. Education Reform PresentationAlan Dick

Work Session

3:45 PM

- 3. Joint Committee of UA/SBOE UpdateVice-Chair Sue Hull
Deputy Commissioner Sana Efird

4:00 PM

- 4. Every Student Succeeds Act Plan ReviewDr. Michael Johnson, Commissioner
Margaret MacKinnon, Federal Programs Coordinator
Sondra Meredith, Education Administrator

5:00 PM RECESS

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Friday, September 15, 2017

9:00 AM

5. Board Self EvaluationJames Fields, Chair
.....Dr. Michael Johnson, Commissioner

9:30 AM

6. Board ProcessesJames Fields, Chair
.....Dr. Michael Johnson, Commissioner

9:45 AM

7. High School Testing UpdateDr. Michael Johnson, Commissioner
.....Deborah Riddle, Division Operations Manager
.....Margaret MacKinnon, Federal Programs Coordinator

10:00 AM

8. Alaska's Education Challenge Update.....Dr. Michael Johnson, Commissioner
.....Jerry Covey, Alaska's Education Challenge Coordinator

11:00 AM BREAK

11:15 AM

9. Approval for UAA Early Childhood Special Education Program.....
.....Dr. Michael Johnson, Commissioner
.....Sondra Meredith, Education Administrator

11:45 AM LUNCH

1:00 PM

10. Regulations to go out for public comment.....Dr. Michael Johnson, Commissioner

- 10A. Praxis II Content Area Exams.....Sondra Meredith, Education Administrator
- 10B. Guidelines for inclusion of students with disabilities and English learners.....
.....Margaret MacKinnon, Federal Programs Coordinator

11. Adoption of Proposed RegulationsDr. Michael Johnson, Commissioner

- 11A. Alaska Standards for School BusesHeidi Teshner, Director
.....Elwin Blackwell, School Finance Manager
- 11B. Career and Technical Education (CTE)Paul Prussing, Director

Business Meeting

1:45 PM

12. Approval for UAA Early Childhood Special Education Program.....
.....Dr. Michael Johnson, Commissioner
.....Sondra Meredith, Education Administrator

13. Regulations to go out for public comment.....Dr. Michael Johnson, Commissioner

- 13A. Praxis II Content Area Exams.....Sondra Meredith, Education Administrator
- 13B. Guidelines for inclusion of students with disabilities and English learners.....
.....Margaret MacKinnon, Federal Programs Coordinator

14. Adoption of Proposed RegulationsDr. Michael Johnson, Commissioner

- 14A. Alaska Standards for School BusesHeidi Teshner, Director
.....Elwin Blackwell, School Finance Manager
- 14B. Career and Technical Education (CTE)Paul Prussing, Director

2:00 PM

15. Standing Reports (written only).....Dr. Michael Johnson, Commissioner

- 15A. Libraries, Archives & MuseumsPatience Frederiksen, Director
- 15B. Student LearningPaul Prussing, Acting Director
- 15C. Educator & School Excellence.....Bob Williams, Director
- 15D. Federal ProgramsMargaret MacKinnon, Federal Programs Coordinator
- 15E. Mt. Edgecumbe High SchoolJanelle Vanasse, Director
- 15F. Data Management.....Brian Laurent, Data Management Supervisor
- 15G. Attorney General.....Rebecca Hattan, Assistant Attorney General

2:35 PM

16. Commissioner's ReportDr. Michael Johnson, Commissioner

3:00 PM

17. Approval Director of Student LearningDr. Michael Johnson, Commissioner

3:15 PM

18. Consent AgendaJames Fields, Chair

18A. Approve the minutes of the June 7 & 8, 2017, meeting;

18B. Approve the minutes of the July 14, 2017, meeting;

18C. Approve the minutes of the August 1, 2017, meeting.

3:30 PM

Board Comments

4:00 PM ADJOURN

**To: Members of the State Board of
Education & Early Development**

September 14, 2017

From: Dr. Michael Johnson, Commissioner

Oath of Office

◆ ISSUE

Chair Fields will administer the oath of office to a member of the State Board of Education & Early Development.

◆ BACKGROUND

- Lieutenant General Kenneth S. Wilsbach, Commander of the Alaskan Command, has appointed Lieutenant Colonel (LTC) Spencer T. Van Meter to the military advisor seat on the State Board of Education & Early Development.
- Behind this cover memo is the appointment letter.
- AS 39.05.040 requires members of each board within state government to take an oath of office before entering duties of office.
- Chair Fields will conduct the swearing in.

“I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska, and that I will faithfully discharge my duties as a member of the State Board of Education and Early Development to the best of my ability.”



HEADQUARTERS ALASKAN COMMAND (ALCOM)
JOINT BASE ELMENDORF-RICHARDSON, ALASKA 99506

10 July 2017

Lieutenant General Kenneth S. Wilsbach
Commander, Alaskan Command
9480 Pease Avenue, Suite 110
Joint Base Elmendorf-Richardson AK 99506-2101

Mr. James Fields
Chairman, Alaska State Board of Education
801 West Tenth Street, Suite 200
P.O. Box 110500
Juneau AK 99811-0500

Dear Chairman Fields

I am pleased to appoint Lieutenant Colonel Spencer T. Van Meter as the new military advisor to the Alaska State Board of Education and Early Development. Lt Col Van Meter is Alaskan Command's Deputy Director for Logistics and Engineering. He has over 20 years of military experience in a variety of command and staff positions that span the globe. He holds both a Masters of Business Administration from Drake University and a Masters of National Security Affairs from the Naval Postgraduate School, and has two children currently attending Eagle River High School.

You will find Lt Col Van Meter a very welcome addition to the State Board of Education and Early Development. He is dedicated to serving our nation and our military. He is anxious to serve the great state of Alaska and I am proud to have him represent us.

Sincerely

A handwritten signature in black ink, appearing to read "Kenneth S. Wilsbach".

KENNETH S. WILSBACH
Lieutenant General, USAF
Commander

**To: Members of the State Board of
Education & Early Development**

September 14, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 1

◆ ISSUE

The board will consider going into an executive session to review and discuss the department's draft responses to the fiscal year (FY) 2018 operating budget legislative intent language and to discuss the FY 2019 budget priorities for the department.

◆ BACKGROUND

- Under AS 44.62.310(c)(4) of the Open Meetings Act, the following subject may be considered in an executive session: matters involving consideration of government records that by law are not subject to public disclosure.
- Under AS 44.62.310(c)(1) of the Open Meetings Act, the following subject may be considered in an executive session: matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the Department of Education and Early Development.
- Under AS 44.62.310(b) of the Open Meetings Act, the question of holding an executive session for the consideration of the subjects listed in AS 44.62.310(c) shall be determined by a majority vote of the board.
- The Governor's draft budget is confidential under AS 37.07.020 and the deliberative process privilege.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development convene in executive session to review and discuss the department's draft responses to the fiscal year 2018 operating budget legislative intent language and to discuss Governor Walker's draft budget for fiscal year 2019. Under the Open Meetings Act, AS 44.62.310(c)(4) and (1), these are matters involving government records that by law are not subject to public disclosure, and the immediate knowledge of which would clearly have an adverse effect upon the finances of the Department of Education & Early Development.

**To: Members of the State Board of
Education and Early Development**

September 14, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 2

◆ ISSUE

The board will receive a presentation from Alan Dick a former legislator and educator.

- Behind this memo is Mr. Dick's presentation.

◆ OPTIONS

This is an information item. No action is necessary.

Presentation of Alan Dick To Alaska State School Board

September 14, 2017



**Alan Dick
Mailing address
35555 Kenai Spur Highway #177
Soldotna, AK**

Residence: Headwaters of the Stony River.

**alancanyon@yahoo.com
907-953-8963**

Simple Data

Of Alaska's current 9th graders,
Approximately—

1/3 will attempt a two year, four year or certificate program. (Only 7% will finish a four year degree program.)

1/3 will graduate from H.S. most of whom will have little or no idea what they want to do post H.S.

1/3 will drop out before graduation. A few will become fifth-year grads, and some will later attain GED's. The remainder will be, for the most part, unprepared for life.

Based upon almost four decades of educational experience, I personally believe that most drop-outs are simply very practical people with a low tolerance for irrelevance, which is actually a desirable personal quality.

Fact: 100% of previous Alaska State Standards were considered inadequate to the point that they have been replaced.

More Data— Re: Choices

If you want to buy a vehicle, you have choices of:

- **8 American major manufacturers.**
- **28 foreign manufacturers.**

Each manufacturer has numerous models, with a grand total of well over 180, with nearly endless choices of colors, accessories and payment plans.

How many choices do we offer in educational pathways?

One!

If you want to read or write a book, you have a choice of at least thirty-one genre's, millions of titles by millions of authors.

How many choices do we offer in educational pathways?

One!

If you want to eat out, there are five major types of restaurants, with countless variations in each type, all in multiple locations. In Anchorage alone, there are literally hundreds of restaurants to choose among.

How many choices do we offer in educational pathways?

One!

If you want to put condiments on a simple hot dog, you have over 7 choices!

How many choices do we offer in educational pathways?

One!

A vast diversity of students coming from vastly different ethnic, economic, and social backgrounds, with a brilliant variety of personalities, capabilities, interests and propensities arrive on day-one of school.

For the most part, that brilliant diversity of students are painfully drawn through one template (State Standards) designed by college graduates primarily for the college-bound, which becomes, for the remainder, a monotonous monologue.

And what about the 2/3 MAJORITY who are NOT going to college?

Do not our most precious resource, i.e. all of our children, deserve more than one choice in educational pathways?

I believe:

ALL students deserve a life-preparation-pathway that is suited to their personal skills, abilities, interests, and propensities.

How could that ever come to pass?

Simple:

- **Retain the current college-bound pathway for those who aspire to attend college.**
- **Create at least one new pathway designed by and for those who will not attend college.**

How could that second pathway be created?

Simple:

Go to (at least) ten individuals in each of the sixteen major Alaskan career paths and at least five of the major Alaskan avocations.

Present those individuals with the current standards and ask them to vet/rate the standards for usefulness.

Ask them to add to the list of standards those skills which they deem necessary.

The result will be the foundation for the second pathway.

Example	Never	Sometimes	Often	Quite often	Daily
Adding fractions					
Proper punctuation					

How did we get here?

1) One Track. When I was a student in the 50's and 60's there were three pathways:

- College bound
- Business
- Voc Ed.

When the Russians sent Sputnik into space, nationwide panic arose. Great focus and energy went to directing students towards college in math and science so the US could catch up with the Russians. Business and Voc. Ed. pathways, for the most part, vanished.

2) Developers. All previous standards have been developed by committees of academic domain specialists: math, science, language etc, who determine what standards should be taught at what grade levels. That process has brought several iterations of standards that have failed to produce the way they were intended. The primary problem is that if students do not see the relevance to their lives or their future they do not engage. Pragmatic students fail to see the usefulness, the applications, and therefore disengage in the short term, and drop-out in the long term.

The Fix

Experienced people in vocational and avocational destinations must identify and vet all standards for usefulness.

3) Missing element: In the Cognitive Domain of Bloom's Taxonomy there are six elements, each contingent upon the previous:

- **Comprehension**
- **Recall**
- **Application**
- **Analysis**
- **Synthesis**
- **Evaluation**

Recall is dependent upon **comprehension**.

Application is dependent upon **recall** and **comprehension**.

Analysis is dependent upon understanding the **application**.

Synthesis is dependent upon understanding the **analyzed** parts, then reassembling and reconfiguring them with new component parts.

Evaluation for functionality is dependent upon understanding how the process was first **analyzed, synthesized** and **applied**.

Previous State standards have failed because they have skipped or skimmed the most important element— **APPLICATION**. Scant few applications are taught because there are often few or no real-life applications for many of the mandated standards.

The fix for education lies in insisting upon demonstrating the **Application** and relevance for every single standard to every single student.

Any new iteration of standards for the non-college bound will also fail (by Einstein's definition of insanity) until the standards are identified and vetted by non-educators, i.e. successful individuals who live in the real world, in the pathways to which the majority of students aspire. Real-life application is the sine qua non for success.

We Must Acknowledge

- **Educators know how to deliver knowledge**
- **Educators know about pre-requisite skills and developmental processes.**
- **Educators do not know WHAT is needed for non-college-bound lifepaths. That knowledge is beyond their experiential expertise.**

Biggest Obstacles

Education has, for so long:

- **Assumed that “the crumbs that fall from the table” of the college-bound are adequate fare for those who do not so aspire.**
- **Been entrenched in the notion that educators must design all aspects of curriculum.**
- **Mistakenly assumed that while educators know how to deliver knowledge, they also know WHAT knowledge is necessary to be successful in other than college-bound life-paths.**

Without understanding and addressing these obstacles, there is little hope for meaningful, durable change.

My Proposal

If you, the Alaska State School Board, will agree to allowing the design and adoption of an alternative pathway for the non-college-bound, I will, pro bono:

- **Design the survey to vet current standards.**
- **Personally conduct that survey with at least ten successful individuals in each of the sixteen major Alaskan vocations and at least five major avocations.**
- **Solicit suggestions for additional standards that are practical in their field of expertise.**
- **Submit the results to you so the identified priorities of knowledge and skills can become educational priorities and standards for the practical pathway— serving the majority of students who do not aspire to attend a two or four year post secondary institution.**

In Sum

- **The needs of a majority of our 130,000 students are not being fulfilled. One pathway cannot possibly meet the needs of all students.**
- **All previous sets of State and Federally mandated standards, by their own admission, have not met expectations.**
- **A strong possible solution is to offer at least two sets of standards, one by and for college graduates, and at least one other by and for those who have chosen other pathways to success.**
- **I offer, pro-bono, my professional experience to design the survey and carry out the identification of the standards for the alternative, practical pathway.**

My Further Proposal

If you, the Alaska State School Board, would agree that the current fragment-based paradigm does not meet student needs—

I will apply my decades of professional educational experience, and work with you to create a holistic, theme-based, project-based approach to education that will meet the needs of ALL students.

I highly recommend your reading my latest books, written under the nom de plume— Alan MacLean: The Emancipation Proclamation of Education and Sage Insight,

Copies are provided for each of you free at this meeting. Read about the difference between aspirational and essential standards, Theme-based vs. Fragment-based education, accurate assessment/evaluation of student performance, causes of village suicide, what students are REALLY learning in school, the essence of cross-cultural education for Native students, and very practical topics vital to success in life.

I would at least beg you to allow me to design the curriculum for the 43,000 who are now failing and will likely drop out. I can help them recover and succeed. I can prove the validity of the ideas in the above books and in this proposal.

If education is to be the ladder for social mobility for all students, then that ladder must not have missing rungs, nor should it lead to destinations that do not fit students' personal aspirations. Thank you for your attention on this matter.

**To: Members of the State Board of
Education and Early Development**

September 14, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 3

◆ ISSUE

The board will receive an update on the work of the joint committee of University of Alaska regents and board members.

◆ BACKGROUND

- The joint committee meets periodically to discuss issues of mutual concern regarding the K-12 school system and the university system.
- Vice-Chair Sue Hull and Deputy Commissioner Sana Efird will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.

**To: Members of the State Board of
Education and Early Development**

September 14, 2017

From: Dr. Michael Johnson Commissioner

Agenda Item: 4

◆ **ISSUE**

The board will receive an update of the department's progress in developing Alaska's state plan and gathering stakeholder input and feedback required by the federal Every Student Succeeds Act.

◆ **BACKGROUND**

- In December 2015, the Every Student Succeeds Act (ESSA), the bill that reauthorized the Elementary and Secondary Education Act (ESEA), was passed by Congress and signed by the President.
- ESSA requires the department to develop a State Plan addressing standards and assessment; state, district, and school accountability; school support and improvement; educator quality; preparing, training, and recruiting high-quality educators; and instruction for English language learners.
- In developing the State Plan, the department must engage in meaningful consultation with the Governor, members of the state legislature and state board of education, local educational agencies, representatives of Indian tribes located in the state, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.
- The department's ESSA development team has completed Alaska's Final Draft Application for the Every Student Succeeds Act and has shared the plan with stakeholders and the Honorable Bill Walker, Governor of Alaska.
- The final draft of the state application and an executive summary will be presented at the meeting. These documents will also be available at <https://education.alaska.gov/akessa/#c3gtabs-stateplan>.
- Sondra Meredith, Administrator of Teacher Education & Certification, and Margaret MacKinnon, Federal Programs Coordinator, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is necessary.

**To: Members of the State Board of
Education & Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 5

◆ ISSUE

The State Board of Education and Early Development is looking for a tool to use for self-evaluation.

◆ BACKGROUND

- Behind this cover memo is an example of a tool that can be used by the board for self-evaluation.

◆ OPTIONS

This is an information item. No action is required.

BOARD SELF-EVALUATION

This evaluation is based on the six dimensions of board competency, a description of successful board practices uncovered during the Trustee Demonstration Project. This five-year study involved trustee boards from more than 20 colleges, schools, and non-profit organizations in the United States. Listed under each of the six major headings are statements describing a variety of related board actions. You will score each action according to how frequently it occurs. At the end of each section, you will tabulate the scores and assign a grade for each of the six dimensions of competency. At the end of the evaluation, you will assign your board an overall grade.

DIMENSION I: CONTEXTUAL												
This action occurs:	Frequently			Occasionally			Rarely			Never		
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	10	9	8	7	6	5	4	3	2	1	0	
2. Board discusses and researches events and trends in the larger community that may affect schools.	10	9	8	7	6	5	4	3	2	1	0	
3. Board reviews district's mission statement.	10	9	8	7	6	5	4	3	2	1	0	
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	10	9	8	7	6	5	4	3	2	1	0	
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	10	9	8	7	6	5	4	3	2	1	0	
6. Board communicates its decisions to all affected by them.	10	9	8	7	6	5	4	3	2	1	0	
7. Board keeps abreast of policies mandated by state and federal law, Department of Public Instruction, attorney general opinions, and the courts.	10	9	8	7	6	5	4	3	2	1	0	
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	10	9	8	7	6	5	4	3	2	1	0	

9. Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	10 9 8 7 6 5 4 3 2 1 0	
10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.	10 9 8 7 6 5 4 3 2 1 0	
DIMENSION I SCORE:	_____ /100 _____ %	* GRADE:

DIMENSION II: EDUCATIONAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board assigns new members a mentor to help them learn the ropes and provides new members with detailed explanation of the board's mission.	10 9 8	7 6 5	4 3 2	1 0
2. Board requests a decision be postponed until further information can be obtained.	10 9 8	7 6 5	4 3 2	1 0
3. Board conducts an explicit examination of its responsibilities, discussing its role in district management.	10 9 8	7 6 5	4 3 2	1 0
4. At least once every two years, the board has a retreat or special session to examine its performance.	10 9 8	7 6 5	4 3 2	1 0
5. Board is given and reads the agenda and background materials well in advance of meeting.	10 9 8	7 6 5	4 3 2	1 0
6. Board participates in in-service programs at regional, state, and national levels.	10 9 8	7 6 5	4 3 2	1 0
7. I have participated in board discussions about what the board should do differently as a result of the mistakes made.	10 9 8	7 6 5	4 3 2	1 0
8. Board leadership goes out of its way to make sure that all members have the same information on important issues.	10 9 8	7 6 5	4 3 2	1 0
9. I read through the board's policies, procedures, and employee contracts.	10 9 8	7 6 5	4 3 2	1 0
10. Board has discussions about the effectiveness of its performance.	10 9 8	7 6 5	4 3 2	1 0

DIMENSION II SCORE:	_____ /100 _____ %	GRADE:
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DIMENSION III: INTERPERSONAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board's split decisions do not result in a split board.	10 9 8	7 6 5	4 3 2	1 0
2. Board members are able to hold confidential items in confidence.	10 9 8	7 6 5	4 3 2	1 0
3. Board president and superintendent confer so that differences of opinion are identified.	10 9 8	7 6 5	4 3 2	1 0
4. Board members are able to speak their minds without fear of being ostracized.	10 9 8	7 6 5	4 3 2	1 0
5. I have discussed with fellow members common interests we share outside the boardroom.	10 9 8	7 6 5	4 3 2	1 0
6. Once a decision is made, the board works together to see that it is accepted and carried out.	10 9 8	7 6 5	4 3 2	1 0
7. At our board meetings, there is at least as much dialogue among members as there is among members and staff.	10 9 8	7 6 5	4 3 2	1 0
8. Board has adopted some explicit goals for itself, distinct from district goals.	10 9 8	7 6 5	4 3 2	1 0
9. Board provides biographical information that helps members get to know one another better.	10 9 8	7 6 5	4 3 2	1 0
10. Board handles conflict openly and constructively.	10 9 8	7 6 5	4 3 2	1 0
DIMENSION III SCORE:	_____ /100			GRADE:
	_____ %			

DIMENSION IV: ANALYTICAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. I have been in board meetings where subtleties of issues dealt with escaped the board.	0 1 2	3 4 5	6 7 8	9 10
2. Board explicitly examines the “downside” or possible pitfalls of any important decision it is about to make.	10 9 8	7 6 5	4 3 2	1 0
3. Board questions administrative proposals, requiring the superintendent to defend or reconsider his/her recommendations.	10 9 8	7 6 5	4 3 2	1 0
4. Board is attentive to how it reaches conclusions.	10 9 8	7 6 5	4 3 2	1 0
5. Decisions of the board on one issue tend to influence how it handles other issues.	10 9 8	7 6 5	4 3 2	1 0
6. When faced with an important issue, the board often “brainstorms,” generating a list of creative approaches or solutions to the problem.	10 9 8	7 6 5	4 3 2	1 0
7. Board seeks outside assistance from consultants or other districts when considering its work.	10 9 8	7 6 5	4 3 2	1 0
8. Board does not present new issues of a complex nature for immediate action.	10 9 8	7 6 5	4 3 2	1 0
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	10 9 8	7 6 5	4 3 2	1 0
10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research.	10 9 8	7 6 5	4 3 2	1 0
DIMENSION IV SCORE:	_____ /100			GRADE:
	_____ %			

DIMENSION V: POLITICAL

This action occurs:	Frequently	Occasionally	Rarely	Never
1. Board shows an awareness of the impact its decisions will have on the community.	10 9 8	7 6 5	4 3 2	1 0
2. Board encourages the public to attend board meetings.	10 9 8	7 6 5	4 3 2	1 0
3. Board actively cooperates with the news media to spread information about schools programs.	10 9 8	7 6 5	4 3 2	1 0
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	10 9 8	7 6 5	4 3 2	1 0
5. Board offers committees referenced in #4 opportunities to report at meetings.	10 9 8	7 6 5	4 3 2	1 0
6. Board and its members maintain channels of communication with key community leaders.	10 9 8	7 6 5	4 3 2	1 0
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	10 9 8	7 6 5	4 3 2	1 0
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	10 9 8	7 6 5	4 3 2	1 0
9. Board withstands the pressure of special interest groups.	10 9 8	7 6 5	4 3 2	1 0
10. Board is actively involved in state and federal education legislation.	10 9 8	7 6 5	4 3 2	1 0
DIMENSION V SCORE:	_____ /100			GRADE:
	_____ %			

DIMENSION VI: STRATEGIC												
This action occurs:	Frequently			Occasionally			Rarely			Never		
1. Board devotes more time to putting out fires than it devotes to preparing for the future.	0	1	2	3	4	5	6	7	8	9	10	
2. Board sets clear organizational priorities for the year ahead.	10	9	8	7	6	5	4	3	2	1	0	
3. At least once a year, board asks the superintendent to articulate his/her vision for the school district's future and offer strategies to realize that vision.	10	9	8	7	6	5	4	3	2	1	0	
4. Board discusses where the school district will be five years from now.	10	9	8	7	6	5	4	3	2	1	0	
5. Within the past year, board has reviewed school district strategies for attaining long-term goals.	10	9	8	7	6	5	4	3	2	1	0	
6. I have been at board meetings where discussion focused on identifying or overcoming school district weaknesses.	10	9	8	7	6	5	4	3	2	1	0	
7. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	10	9	8	7	6	5	4	3	2	1	0	
8. Board compares reports on schools' progress with the district's long-term goals.	10	9	8	7	6	5	4	3	2	1	0	
9. Board has a procedure in place for conducting superintendent evaluations.	10	9	8	7	6	5	4	3	2	1	0	
10. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	10	9	8	7	6	5	4	3	2	1	0	
DIMENSION VI SCORE:										GRADE:		
	_____ /100											
	_____ %											

**To: Members of the State Board of
Education & Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 6

◆ ISSUE

The State Board of Education and Early Development will review board protocol and processes.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 7

◆ ISSUE

The board will be briefed on the plans for high school testing in spring 2018.

◆ BACKGROUND

- The board adopted changes to Alaska regulation 4 AAC 06.737 in July. These changes allow the department to administer the standards-based tests in English language arts and mathematics annually in only one grade in high school.
- Alaska has previously administered these tests to students in both grades 9 and 10.
- The board will be briefed on the results of stakeholder input and plans for testing students in high school beginning in spring 2018.
- Margaret MacKinnon, Federal Programs Coordinator, and Deborah Riddle, Student Learning Division Operations Manager, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.

**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 8

◆ ISSUE

The board will receive an update on the work of Alaska's Education Challenge committees.

◆ BACKGROUND

- Governor Bill Walker introduced Alaska's Education Challenge in his State of the State Address in January 2017. He challenged Alaskans to establish an efficient, sustainable, and comprehensive system to provide an excellent education for every student.
- The board, in its strategic planning, had established five priorities: increase student learning, inspire community ownership of educational excellence, modernize the education system, ensure excellent educators, and promote safety and well-being.
- For each of the priorities, a committee of parents, students, educators, tribal members, legislators and others -- co-chaired by board members -- are meeting periodically into September in public meetings. The committees will submit their recommendations to the board, which will prepare a report for the Governor and Legislature by year-end.
- Alaskans can follow the process at <https://gov.alaska.gov/administration-focus/alaskas-education-challenge/>
- Education consultant Jerry Covey, who facilitated the board's strategic planning and is facilitating Alaska's Education Challenge, will be present to address the board.

◆ OPTIONS

This is an information item. No action is necessary.

**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 9

◆ **ISSUE**

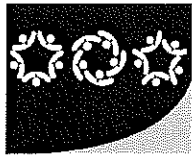
The University of Alaska Anchorage (UAA) has expanded its offerings to teaching candidates completing their bachelor's program in Early Childhood Education to include an optional minor in Early Childhood Special Education. In order for UAA to recommend candidates completing the Early Childhood Special Education minor for an additional endorsement area on their teaching certificates, the State Board must approve the program.

◆ **BACKGROUND**

- Responding to the need for additional Early Childhood Special Education teachers who can provide effective learning experiences for young children with special needs, UAA has designed an additional endorsement program that can be earned in conjunction with the Early Childhood Education major.
- The program was developed with stakeholder input and addresses the Council for Exceptional Children standards and the Alaska Teaching standards.
- Behind this cover are 1) the request for approval from Dr. Paul Deputy, Dean, UAA College of Education, 2) Approval from the Northwest Commission on Colleges and Universities, 3) University of Alaska approvals, 4) UAA Catalog description for the Minor in Early Childhood Education, and 5) Course Descriptions.
- Sondra Meredith, Administrator for Teacher Education and Certification will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken under the Business Meeting item 12.



**UAA College
of Education**
UNIVERSITY of ALASKA ANCHORAGE

Office of the Dean
3211 Providence Drive, PSB 234
Anchorage, AK 99508-4614
T 907.786.4613, F 907.786.4474
www.uaa.alaska.edu/coe

July 26, 2017

Sondra Meredith
Teacher Education and Certification
Alaska State Department of Education and Early Development
801 West 10th Street, Suite 200
Juneau, Alaska 99811-0500

Dear Administrator Meredith:

There is an on-going shortage of teachers currently qualified and prepared to provide effective learning experiences for students with special needs. Conversations with districts throughout the state have highlighted a continuing need for classroom teachers who are qualified to work in special education. The College of Education (COE), at the University of Alaska Anchorage (UAA), started a minor in Early Childhood Special Education in the 2013-2014 academic year. The program has received approval through governance procedures at UAA. University of Alaska Regents Policy and University Regulation require approval of degree and certificate programs by Regents, but are silent regarding the approval authority of minors.

Due to a change in COE administration, we did not request the proper State board approval to recognize the Minor in Early Childhood Special Education as an "approved program" that results in a special education endorsement on an initial teacher certification. We are requesting a retroactive approval of this program, UAA College of Education graduates who completed the program from 2016 to the present should receive this endorsement.

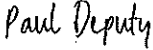
The content of the Minor in Early Childhood Special Education addresses the Alaska Teacher Standards, the Special Education Standards and the CAEP Standards.

Attached please find the following materials to support this request:

- Approval from the Northwest Commission on Colleges and Universities.
- UAA Approval
- UAA Catalog Copy for the Minor in Early Childhood Special Education
- Course Descriptions

Thank you for your consideration of COE's request. Please contact me if you have any questions.

Sincerely,

DocuSigned by:

E25753EF60024FC...

Paul N. Deputy, PhD
Dean, UAA College of Education
University of Alaska Anchorage
pdeputy@alaska.edu



RECEIVED
NOV 28 2012
AVP/AA

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

November 20, 2012

Ms. Megan Carlson
Assistant Vice Provost
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508

Dear Assistant Vice Provost Carlson:

This is in reply to your correspondence dated October 2, 2012, requesting approval from the Northwest Commission on Colleges and Universities for University of Alaska Anchorage (UAA) to add a new Minor in Early Childhood Special Education in the institution's College of Education. The Commission has approved this change as a *minor change* under Policy A-2, *Substantive Change*. Accordingly, the Minor in Early Childhood Special Education is now included under the accreditation of the University of Alaska Anchorage.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of developments and initiatives at the University of Alaska Anchorage. If you have questions, please do not hesitate to contact me.

Sincerely,

Pamela J. Goad
Vice President

PJG:pg

cc: Mr. Thomas R. Case, Chancellor
Dr. Sandra E. Elman, President, NWCCU



UNIVERSITY OF ALASKA ANCHORAGE
Office of Academic Affairs
3211 Providence Drive
Anchorage, AK 99508-4614

October 2, 2012

Dr. Sandra Elman, President
Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 100
Redmond, Washington 98052

Dear Dr. Elman,

We are pleased to report to the Commission the creation of a Minor in Early Childhood Special Education in the College of Education. The proposed minor in Early Childhood Special Education was developed to support the need to educate students with disabilities in the least restrictive environment possible, in compliance with the Individuals with Disabilities Act and No Child Left Behind Act. Students earning a minor in Early Childhood Special Education combined with a degree in teacher education or early childhood education will ensure that Alaska's young children receive the full benefits of early education and intervention including success in the social-emotional, cognitive, and physical developmental domains. The skills learned in this minor will enable students to augment their major degrees with an understanding of the unique needs of students experiencing disabilities.

The Dean of the College of Education, the appropriate curriculum committees, the Interim Provost and Vice Chancellor, and the Chancellor have approved this minor. Regents Policy and University Regulation require approval of degree and certificate programs by the Regents, but are silent regarding the approval authority for minors. Historically, minors have been approved at the Provost level. The approval process for minors has been recently modified to include approval by the Chancellor and Commission in response to clarification by the NWCCU regarding the program levels requiring Commission approval. All offerings are supported, faculty members are identified, and all of the courses are being offered in the coming year. Existing library, student services, and academic services are sufficient and available to enrolling students.

We ask that the Commission add its approval of this new program offering. If you have further questions about this program, please do not hesitate to call me.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M Carlson', with a long, sweeping underline.

Megan Carlson
Assistant Vice Provost
Accreditation Liaison Officer
Phone: (907) 786-1054 / Email: macarlson@uaa.alaska.edu

Cc: Chancellor Case
Interim Provost and Vice Chancellor Baker
Interim Dean McClain

Degree/Certificate Title & Responsible Program

Major Academic Unit: University of Alaska Anchorage	School or College: College of Education	Department: Department of Counseling and Special Education
Complete Program Title Early Childhood Special Education minor		
Type of Program	<input type="checkbox"/> Occupational Endorsement Certificate (OEC)	<input checked="" type="checkbox"/> Minor

1. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

The Early Childhood Special Education Minor responds to state needs (Goal 4 of the University of Alaska System Academic Master Plan), especially Goal 2 “Educate Teachers for the PK-12 school system across Alaska,” by training students for professional positions in early childhood education in settings where children with and without disabilities are served. No other institution in the University of Alaska System offers a minor in early childhood special education, and there are few early childhood educators with any pre-professional training in early childhood special education. Because of the federal laws regulating services for young children with disabilities in general education classrooms or community settings, employers will be motivated to hire those with the additional knowledge and skills that the minor provides.

The minor directly aligns with UAA’s strategic plan, specifically the goals in Strategic Priority A which relate to preparation for high-demand careers in close collaboration with public sector partners. It also aligns with the goals in Strategic Priority C that relate to increased educational opportunity and student success. Students completing the minor will be highly qualified candidates for the M.Ed. in Early Childhood Special Education. Finally, the minor aligns with Strategic Priority E and its focus on building in collaboration with school districts “a coherent, integrated, mutually reinforcing public education program.”

2. History of the development of the proposed program.

When Congress reauthorized the Individuals with Disabilities Act (IDEA) of 2004, they stated a clear preference that children with disabilities be educated in the least restrictive environment. For school-aged young children, this is the regular classroom. For infants, toddlers, and preschool children, this refers to settings and environments where they would normally be if they did not have disabilities. In order for these children to be successful in typical settings, highly qualified caregivers and teachers are necessary. Students earning a

minor in Early Childhood Special Education combined with a degree in early childhood education will ensure that Alaska's young children will receive the full benefits of early education and intervention including success in the social-emotional, cognitive, and physical developmental domains.

In response to these factors, faculty from the B. A. Early Childhood Education program and the M.Ed. Early Childhood Special Education collaborated on the development of the minor. Prospective students are eager to enroll in the program as there are few opportunities for them to acquire this education through a minor in this area. Within the university, students enrolled in the B.A. Early Childhood program have requested this minor to become more highly qualified to work with young children with disabilities in inclusive settings.

3. Impact of the proposed program on existing UA programs, including the GER.

There is no impact on the GERs because they are not required for the minor. The minor is a pathway to the M.Ed. in Early Childhood Special Education for those who seek advanced knowledge and skills.

4. State needs met by the proposed program.

The state is obliged to hire teachers who are highly qualified according to the IDEA and the No Child Left Behind Act. The minor in Early Childhood Special Education will qualify UAA's teacher preparation graduates for this status.

5. Student opportunities, outcomes, and enrollment projections.

Student Learning Outcomes

Upon completion of the program students will be able to:

1. Design learning environments that promote child development.
2. Develop intervention practices which consider the individual learning needs of the child.
3. Evaluate outcomes of intervention and use the information to modify intervention.

**Table 5.1
Student Learning Outcomes and Plan for Assessment**

Outcome	Plan for Assessment
1. Design learning environments that promote child development.	Students will complete an environmental assessment analyzing modifications and accommodations that may be needed for selected disabilities.
2. Develop intervention practices which consider the individual learning needs of the child.	Students will create lesson plans that include specific objectives for engaging students in active learning.
3. Evaluate outcomes of intervention and use the information to modify intervention.	Students will take assessment data on adult –child interaction, the child, the environment, and curriculum. Students will determine how to use the data to support learning for all children.

Completion of the B.A. in Early Childhood Education with a minor in early childhood special education is a pathway to professional positions in schools and community settings that serve children with and without disabilities. Students who complete the minor in Early Childhood Special Education with a teacher preparation B.A. will be qualified to work with young children with disabilities in inclusive settings such as public school programs and preschool through grade three, as well as non-profit agencies, such as State of Alaska Infant Learning Programs and Head Start. Faculty in the Early Childhood Special Education program will assume responsibility for collecting and analyzing data on student learning outcomes.

Initially enrollment will be low as students usually declare the minor later in their degree programs.

**Table 5.2
Enrollment Projections**

	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Enrollment	0	1	2	3	5
Enrollment Headcount	0	1	2	3	5
Graduates	0	0	1	2	3

6. Faculty and staff workload implications.

Advising will be done jointly by the advisor in the College of Education Office of Student Engagement, and by the faculty advisor in the M.Ed. in Early Childhood Special Education program. Because enrollment will be low, no additional advisors will be needed.

SPECIAL EDUCATION

Professional Studies Building (PSB), Room 206, (907) 786-6317

**Minor,
Early Childhood Special Education**

The minor in Early Childhood Special Education provides candidates with the knowledge of intervention strategies and learning environments that support the development of young children with disabilities in the birth to age 5 range.

Student Learning Outcomes

Upon completion of the program students will be able to:

1. Design learning environments that promote child development.
2. Develop intervention practices which consider the individual learning needs of the child.
3. Evaluate outcomes of intervention and use the information to modify intervention.

Students majoring in another subject who wish to minor in Early Childhood Special Education must complete the following requirements. A total of 18 credits are required for the minor.

EDEC A303	Young Children in Inclusive Settings	3
EDSE A212	Human Development and Learning	3
EDSE A474	Special Children from Birth through Five	3
EDSE A482	Inclusive Classrooms for All Children	3
EDSE A422Y	Strategies for Young Children with Special Needs in Inclusive Settings	3
EDSE A490	Special Topics: Early Childhood Special Education	3

Course Descriptions

EDSE A212 Human Development and Learning	Emphasizes cognitive, physical, emotional, social and communicative development of children and youth. Patterns and sequences of development are explored in terms of learning that is occurring in the home, school or neighborhood. Students will become familiar with the major categories of disability. The information provided will be reviewed in relation to formal and informal school learning, including the need for accommodations, teaching and curricular requirements and modifications.
EDED A303 Young Children in Inclusive Settings	Examines the principles, issues, concepts, and teaching practices to support young children with disabilities in community childcare settings and primary classrooms. Special Note: Field experience is required.
EDSE A422Y Strategies for Young Children with Special Needs in Inclusive Settings	Note: This is a new class which is stacked with EDSE A622Y. Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.
EDSE A474 Special Children from Birth through Five	Apply knowledge of child development and theories to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education. Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods. Special Note: Field experience required.
EDSE A482 Inclusive Classrooms for All Children	Provides an in-depth understanding of concepts, strategies, and issues that surround supporting the needs of students who experience disabilities in the general education classroom.
EDSE A490 Special Topics in Early Childhood Special Education	Note: This is a new class which is stacked with EDSE A690. Focuses on milestones in the developmental domains of communication, early literacy, and play.

EDSE A212 Human Development and Learning 3 Credits

Emphasizes cognitive, physical, emotional, social, and communicative development of children and youth. Patterns and sequences of development are explored in terms of learning that is occurring in the home, school, or neighborhood. Students will become familiar with the major categories of disability. The information provided will be reviewed in relation to formal and informal school learning, including the need for accommodations, teaching, and curricular requirements and modifications.

Registration Restrictions: Department approval.

EDEC A303 Young Children in Inclusive Settings 3 Credits

Examines the principles, issues, concepts, and teaching practices to support young children with disabilities in community child care settings and primary classrooms.

Special Note: Field experience is required.

Registration Restrictions: Departmental approval required: admission to College of Education, pre-major status or admission to Associate of Applied Sciences in Early Childhood.

EDSE A422Y Strategies for Young Children with Special Needs in Inclusive Environments 3 Credits

Provides an understanding of best practices in intervention strategies for children with special needs who are in inclusive settings.

Registration Restrictions: Junior or senior standing

May Be Stacked With: [EDSE A622Y](#)

EDSE A474 Special Children from Birth Through Five 3 Credits

Apply knowledge of child development and theories to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education. Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods.

Special Note: Field experience required.

Registration Restrictions: Junior, senior or graduate standing

EDSE A482 Inclusive Classrooms for All Children 3 Credits

Provides an in-depth understanding of concepts, strategies, and issues that surround supporting the needs of students who experience disabilities in the general education classroom.

Registration Restrictions: Junior standing or higher

EDSE A490 Selected Topics: Early Childhood Special Education 3 Credits

Focuses on milestones in the developmental domains of communication, early literacy and play.

Registration Restrictions: Junior or senior standing.

May Be Stacked With: [EDSE A690](#)

Minor in Early Childhood Special Education

Council for Exceptional Children (CEC)	Alaska Teacher Standards	COE Courses that fulfill standards	Other professional experiences/comments
<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>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.</p>	<p>A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.</p>	<ul style="list-style-type: none"> • EDSE A212 Human Development and Learning • EDSE A303 Young Children in Inclusive Settings • EDSE A474 Special Children from Birth through Five • EDSE A482 Inclusive Classrooms for All Children • EDSE A490 Selected Topics: Early Childhood Special Education 	<ul style="list-style-type: none"> • Discuss philosophical, legal, historical contexts of inclusion and special education. • Explain and compare characteristics and types of disabilities, including risk & protective factors for birth-age 8. • Relate knowledge of human growth and development to formal and informal learning contexts, especially in relation to language competence and literacy achievement. • Describe the categories of educational exceptionalities and correlate the impact on a child's development, social relationships, family adjustment, and school/academic needs. • Analyze language development theories. • Analyze milestones of communication development. • Analyze stages of play development. • Synthesize the relationship among communication, early literacy, and play. • Integrate child observations with child development theory.

<p>Standard 2: Learning Environments</p> <p>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</p>	<p>A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</p>	<ul style="list-style-type: none"> EDSE A303 Young Children in Inclusive Settings EDSE A482 Inclusive Classrooms for All Children EDSE A490 Selected Topics: Early Childhood Special Education 	<ul style="list-style-type: none"> Compare and contrast the characteristics of students with high and low incidence disabilities. Describe classroom and behavior management strategies to support all learners.
<p>Standard 3: Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>A teacher knows the teacher's content area and how to teach it.</p>	<ul style="list-style-type: none"> EDSE A422Y Strategies for Young Children with Special Needs in Inclusive Environments EDSE A482 Inclusive Classrooms for All Children EDSE A212 Human Development and Learning 	<ul style="list-style-type: none"> Provide examples of competent and maladaptive behaviors in terms of social interaction, moral development, and interpersonal relationships. Select instructional strategies for learners with high and low incidence disabilities Demonstrate knowledge of intervention strategies for young children with special needs served in inclusive settings
<p>Standard 4: Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p>	<p>A teacher facilitates, monitors, and assesses student learning.</p>	<ul style="list-style-type: none"> EDSE A303 Young Children in Inclusive Settings EDSE A474 Special Children from Birth through Five 	<ul style="list-style-type: none"> Identify procedures of the referral process and key components of an IFSP & IEP.

<p>Standard 5: Instructional Planning and Strategies</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies (15) to advance learning of individuals with exceptionalities.</p>	<p>A teacher teaches students with respect for their individual and cultural characteristics.</p>	<ul style="list-style-type: none"> • EDSE A303 Young Children in Inclusive Settings • EDSE A482 Inclusive Classrooms for All Children • EDSE A490 Selected Topics: Early Childhood Special Education • EDSE A212 Human Development and Learning 	<ul style="list-style-type: none"> • Analyze evidence-based programs, practices and strategies for young children with disabilities; and those from diverse cultural and linguistic backgrounds. • Design an early literacy program for families. • Develop an accurate matrix for the principal domains of development (cognitive, physical, emotional, social, and communicative) in infancy, early and middle childhood, and adolescence.
<p>Standard 6: Professional Learning and Ethical Practice</p> <p>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.</p>	<p>A teacher participates in and contributes to the teaching profession.</p> <p>A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</p>	<ul style="list-style-type: none"> • EDSE A474 Special Children from Birth Through Five • EDSE A212 Human Development and Learning 	<ul style="list-style-type: none"> • Use evidence based research to describe developmentally appropriate practices for culturally diverse infants, children and adolescents. • Articulate the basic tenets of IDEA and compare requirements of Part B and C. • Review the framework of early intervention and early childhood special education services.
<p>Standard 7: Collaboration</p> <p>Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally</p>	<p>A teacher works as a partner with parents, families, & the community.</p>	<ul style="list-style-type: none"> • EDSE A303 Young Children in Inclusive Settings • EDSE A482 Inclusive Classrooms for All Children 	<ul style="list-style-type: none"> • Articulate the collaborative roles between special education teachers, related service providers, families, and early childhood educators. • Identify community and school-based resources for families of young children with

responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences			disabilities and those from diverse cultural and linguistic backgrounds.
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Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A212	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Human Development and Learning					
Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete			9. Repeat Status No # of Repeats Max Credits		
If a change, mark appropriate boxes:			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			11. Implementation Date semester/year From: Spring/2011 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. BAEL		145-146	7/23/2010	Tim Jester; Jim Powell	
2. BAEC/AAS		141-144	7/23/2010	Hilary Seitz	
3.					
Initiator Name (typed): <u>Dean Konopasek</u>			Initiator Signed Initials:		Date: <u>10-11-10</u>
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Emphasizes cognitive, physical, emotional, social and communicative development of children and youth. Patterns and sequences of development are explored in terms of learning that is occurring in the home, school or neighborhood. Students will become familiar with the major categories of disability. The information provided will be reviewed in relation to formal and informal school learning, including the need for accommodations, teaching and curricular requirements and modifications.					
16a. Course Prerequisite(s) (list prefix and number) NA		16b. Test Score(s) NA		16c. Co-requisite(s) (concurrent enrollment required) NA	
16d. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) Departmental approval			
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Since EDSE A212L is no longer required by the Bachelor of Arts in Early Childhood (BAEC) or the Bachelor of Arts, Elementary Education (BAEL), it needs to be "unlinked" from EDSE A212.					
 Initiator (faculty only) _____ Date: <u>10-11-10</u> Dean Konopasek Initiator (TYPE NAME)		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		 Dean/Director of School/College _____ Date: <u>10/12/10</u>	
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		Undergraduate/Graduate Academic Board Chairperson _____ Date: _____	
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		 Provost or Designee _____ Date: <u>10/20/10</u>	

MINOR CHANGE ... CORRIG. HANDBOOK 3.2.2

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION**

I. Date Initiated: March 4, 2004 Revised October 7, 2010

II. Information from the Course Action Request

College/School: College of Education

Department: Special Education

Course Subject: EDSE

Course Number: A212

Credits: 3

Contact Hours: 3 + 0

Course Title: Human Development and Learning

Grading Basis: A-F

Course Description: Emphasizes cognitive, physical, emotional, social and communicative development of children and youth. Patterns and sequences of development are explored in terms of learning that is occurring in the home, school or neighborhood. Students will become familiar with the major categories of disability. The information provided will be reviewed in relation to formal and informal school learning, including the need for accommodations, teaching and curricular requirements and modifications.

Course Prerequisites: N/A

Test Scores: N/A

Other Restrictions: N/A

Corequisites: N/A

Registration Restrictions: Departmental Approval

Alignment with College of Education Vision, Mission, and Conceptual Framework

The College's mission is to employ diverse ways of knowing, learning, and viewing the world in order to promote the intellectual, social, creative, emotional, and physical development of students, families, and communities.

The Mission of the Special Education Program (EDSE) is to prepare candidates for teaching roles that support the educational growth and development of children experiencing disabilities. This mission is consistent with the mission of the School of Education and emphasizes: Innovation, Excellence, and Collaboration.

Our commitment is to all students of Alaska but especially those who have disabilities. We believe in the intrinsic value of all people, regardless of their abilities or disabilities. We recognize the importance of educating teachers so that students with and without disabilities flourish within their classrooms. We are committed to inclusive attitudes and practices on the part of all who interact with people with disabilities. In terms of teacher development, we are committed to developing teacher skills to maximize learning outcomes for students with disabilities.

III. Instructional Goals (includes Alaska and NCATE Standards) and Defined Outcomes

- 1.0 **Goal:** To understand perspectives underlying, and research forming the empirical basis for, human development and learning, especially for the periods, Infancy, Early Childhood, Childhood, and Early Adolescence (AS 1, 2, 3, 9; NCATE 1).
Outcome:
 - 1.1 Students will be able to describe, using evidence, research in human development and learning and ways of interacting in developmentally appropriate ways with children and adolescents.

- 2.0 **Goal:** To understand the principal theories of human growth and development and relate these to the different stages of development (AS 2, 3; NCATE 1).
Outcomes:
 - 2.1 Students will be able to develop an accurate matrix for each of the principal areas of development (physical, social, emotional, language, and cognitive) for the four developmental levels under study.
 - 2.2 Students will be able to explain the major developmental theorists for each of the developmental areas and levels under study.

- 3.0 **Goal:** To understand social and social cognitive factors that demonstrate different levels of developmental ability and growth (AS 2, 3; NCATE 1).
Outcomes:
 - 3.1 Students will be able to describe communicative and language competence, including literacy, and factors promoting motivation and self-regulation.
 - 3.2 Students will be able to explain and give examples of competent and maladaptive behaviors in terms of social interaction, moral development, and interpersonal relationships.

4.0 **Goal:** To understand the nature and impact of developmental delays and disorders in the way children and adolescents grow and learn (AS 2, 3; NCATE 1, 4).

Outcome:

4.1 Students will be able to define the principal developmental delays and disorders and comment on the impact of the disorders on development, social relationships, family adjustment, and school accommodations.

5.0 **Goal:** To develop an awareness of ways of making accommodations in formal and informal learning environments based on knowledge of development (AS 2, 3, 5, 6; NCATE 1, 4).

Outcome:

5.1 Students will be able to relate their growing knowledge of human growth and development to formal and informal learning contexts, especially in relation to language competence and literacy achievement, and will be able to explain accommodations that could be made in formal settings (pre-schools, school, etc.).

IV. Assessment of Learning and Grading System

The course employs seven different methods of assessing knowledge and/or skill. Candidates MUST achieve a passing grade in each piece of assessment to be eligible for a pass in the course. The course is marked out of 500 points and grades (A to F) are based on meeting specified criteria. The Class Projects are compulsory also but are graded Pass/Fail. The following tables show the grading requirements and standards.

Assignment	Total Marks	%
2 video chapter reviews	120	24%
3 examinations	300	60%
Participation	80	16%
TOTAL	500	
Class Project	Pass/Fail	

Grades	Low %	High %	Low Point	High Point
A	92%	100%	460	500
B	84%	91.9%	420	459
C	76%	83.9%	380	419
D	69%	75.9%	345	379
F		68.9%		344

V. Course Level Justification

The knowledge and skills acquired in this course are prerequisites to the 300-level education courses. This is the companion lecture course to EDSE 212L Human Development and Learning Lab.

VI. Outline

Session	Topic	Chapter *	Assessment				
			Video Reviews	Exams	Class Exercise	Precis	Attendance
1	Perspectives on human growth and learning	1, 2			1. As set during class	X	X
2	Physical development	3				X	X
3	Intelligence and cognition	4, 5				X	X
4				1		X	X
5	Language and communication	7, 8	1		2. As set during class	X	X
6						X	X
7	Social, emotional and moral development	9, 10				X	X
8				2		X	X
9	Social and cognitive characteristics for learning	11	2		3. As set during class	X	X
10	Diversity, disorders and delay	Readings				X	X
11	The child/adolescent in context – family, school and neighborhood	12, 14				X	X
12				3		X	X

* The chapter headings are shown in the table below.

1	Making a difference in the lives of infants, children and adolescents	8	Development of literacy: Reading and writing
2	Methods of inquiry in child development	9	Personal and emotional development
3	Physical development	10	Social understanding and moral development
4	Cognitive development 1: Piaget and Vygotsky	11	Development of motivation and self-regulation
5	Cognitive development 2: Cognitive processes	12	Families
6	Intelligence	13	Interpersonal relationships
7	Language development	14	Growing up in context

VII. Suggested Text

McDevitt, T., & Ellis-Ormrod, J. (2004). *Child development: Educating and working with children and adolescents* (2nd Ed.). Columbus, OH: Merrill Prentice Hall (including the Multimedia Guide and the accompanying multimedia material).

VIII. Bibliography

Daniels, D., Beaumont, L., & Doolin, C. (2002). *Understanding children: An interview and observation guide for educators*. Burr Ridge, IL: McGraw Hill.

Lefrancois, G. R. (2001). *Of children: An introduction to child development* (9th Ed.). Belmont, CA: Wadsworth.

Meece, J. (2002). *Child and adolescent development for educators*. Burr Ridge, IL: McGraw Hill.

Seifert, K., & Hoffnung, R. (2000). *Child and adolescent development*. New York: Houghton Mifflin Company.

Vander-Zanden, J. W. (1997). *Human development* (6th Ed.). St. Louis, MO: McGraw Hill.

Journals and Periodicals

Child Development

Child and Youth Care Quarterly

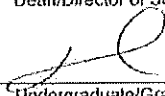
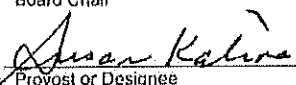
Child Care, Health and Development

Early Child Development

Developmental Psychology

Exceptional Children

Monographs of the Society for Research in Child Development

Initiator (faculty only) <u>Hattie Harvey</u> Initiator (TYPE NAME)	Date	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
<input type="checkbox"/> Approved		<input checked="" type="checkbox"/> Approved			<u>5-5-15</u>
<input type="checkbox"/> Disapproved	Department Chair	<input type="checkbox"/> Disapproved		Undergraduate/Graduate Academic Board Chair	Date
<input type="checkbox"/> Approved		<input checked="" type="checkbox"/> Approved			<u>5-20-15</u>
<input type="checkbox"/> Disapproved	College/School Curriculum Committee Chair	<input type="checkbox"/> Disapproved		Provost or Designee	Date

Initiator (faculty only) Walter Haug 3/6/15		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Dean/Director of School/College [Signature] 19 March 2015
Initiator (TYPE NAME) Halle Harvey		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chair [Signature]
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Department Chair [Signature] 3.6.15	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Date
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	College/School Curriculum Committee Chair [Signature] 3/17/15	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Provost or Designee Date

**Course Content Guide
University of Alaska Anchorage
College of Education**

I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education

Department: Early Childhood Education

Subject: EDEC

Course Number: A303

Title: Young Children in Inclusive Settings

Credits: 3 + 0

Grading Basis: A-F

Implementation Date: Spring 2016

Course Description: Examines the principles, issues and concepts of inclusive teaching practices to support young children from birth through age 8. A primary focus is on children with disabilities and those from diverse cultural and linguistic backgrounds. Special note: This course requires up to 15 hours of classroom observation.

Course Prerequisites(s): EDEC A242, and EDEC A206 or EDEL A206

Test Scores(s): N/A

Corequisite(s) N/A

Registration Restrictions:

Course Fee: Yes No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Introduce the philosophical, legal, historical, and cultural contexts of inclusion.
2.	Examine characteristics and types of disabilities, including risk factors for children birth –age 8.
3.	Describe the referral process for 1) infants/toddlers, 2) young children in early care and education settings, and 3) young children in public school settings, and introduce the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP)
4.	Discuss the collaborative roles between special education teachers, related service providers, families, and early childhood educators.
5.	Examine evidence-based programs, practices, and teaching strategies that support inclusion for children with disabilities, and for those from diverse cultural and linguistic backgrounds.
6.	Introduce community and school resources available for families of young children with disabilities, and for those from diverse cultural and linguistic backgrounds.

B. Student Learning Outcomes/Assessment Procedures

<i>Student Learning Outcomes</i>	<i>Assessment Procedures</i>	<i>Standards</i>	<i>Core Values</i>
<i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>This outcome will be assessed by one or more of the following:</i>	<i>This outcome meets the following state and/or national standard:</i>	<i>This outcome addresses the following core value: Intellectual Vitality (IV), Inclusiveness and Equity (IE), Collaborative Spirit (CS), Leadership (L)</i>

1.	Discuss philosophical, legal, historical, and cultural contexts of inclusion	Written Journal	NAEYC* 5	IV IE
2.	Explain and compare characteristics and types of disabilities, including risk and protective factors for birth – age 8	Final Written Paper Final Presentation	NAEYC 1,4 AK***3	IV

3.	Identify procedures of the referral process for special education (birth-3, PreK, and K-3) and key components of an IFSP and IEP	Written Examination	NAEYC 3,	IV
4.	Articulate the collaborative roles between special education teachers, related service providers, families, and early childhood educators	Personal Philosophy Statement on Inclusion	NAEYC 3,6 AK I CR**D	IV IE
5.	Analyze evidence-based programs, practices and strategies for young children with disabilities; and for those from diverse cultural and linguistic backgrounds	Class Presentation Analysis Paper	NAEYC 4 CR E	IE
6.	Identify community and school-based resources for families of young children with disabilities and those from diverse cultural and linguistic backgrounds	Written Resource Paper/ Presentation	NAEYC CR B	IV IE

* NAEYC = National Association of Education for the Young Children (NAEYC)

** CR = Alaska Standards for Culturally Responsive Schools (CR)

*** AK = Alaska Standards for Beginning Teachers (AK)

IV. Course Level Justification

This course requires knowledge of family and community relationships, curriculum planning, and the connection to early care and education and public school programs. This course also builds upon and extends foundational knowledge of child development and learning.

V. Course Outline

1. Philosophical, Legal, Historical and Cultural Contexts for the Social Construction of Disability

1.1	Inclusive early childhood education -- historical and cultural contexts
1.2	Legislation and litigation (i.e., Least Restrictive Environment, Section 504, ADA, IDEA 2004)
1.3	Service delivery models and systems
1.4	Response to intervention

2. Characteristics of Children with Special Needs

2.1	Children with high-incidence disabilities
2.2	Children with low-incidence disabilities
2.3	Children who are gifted and talented
2.4	Children who are culturally and linguistically diverse
2.5	Risk and protective factors

3. Referral Process for Young Children in Early Care and Education Settings and in the Public School Setting

3.1	Procedures of screening, referral and assessment for infants/toddlers
3.2	Procedures of screening, referral and assessment for preschool
3.3	Procedures of screening, referral and assessment for K-3 in public school settings, including response to intervention
3.4	Family partnerships in the referral process
3.6	Collaboration with special educators, and related service providers
3.5	Models of assessment (standardized norm-referenced, curriculum-based, play-based)

4. Evidence-based Programs, Practices, and Teaching Strategies to Support Diverse Learners

4.1	Principles of developmentally appropriate practice
4.2	Positive behavioral supports (models and approaches)
4.3	Activity-based and routines-based interventions
4.4	Modifications and accommodations to curriculum, environment, methods, and materials
4.5	Translate assessment information into meaningful curriculum and intervention planning
4.6	Goals and objectives on IFSPs and IEPs and the teacher's role
4.7	Strategies and curriculum to support English Language Learners

5. Resources and Support

4.1	Community resources for families of children with disabilities
4.2	Community resources for families from diverse cultural and linguistic populations
4.3	Resources in the school system
4.4	Advocacy for children and families

VI. Suggested Text(s)

Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources and practices* (6th ed.). Belmont, CA: Wadsworth.

VII. Bibliography

Cook, R. E., Klein, M. D., & Chen, D. (2012). *Adapting early childhood curricula for children with special needs* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Copple, C., & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs serving children birth through age 8* (3rd ed.). Washington, DC: NAEYC.

Denno, D. M., Carr, V., & Bell, S. H. (2010). *Addressing challenging behaviors in early childhood settings*. Baltimore, MD: Paul Brookes.

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-sped.org/recommendedpractices>.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practice for teaching young children in inclusive settings*. Baltimore, MD: Paul Brookes.

Gruenberg, A. M., & Miller, R. M. (2010). *Practical guide to early childhood inclusion: Effective reflection*. Upper Saddle River, NJ: Pearson Education.

Kaiser, B., & Rasminsky, J. S. (2012). *Challenging behavior in young children: Understanding, preventing, and responding effectively* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

NAEYC/NAECS/SDE. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf>.*

- Nind, M., Flewitt, R., & Payler, J. (2009). Social constructions of young children in 'special', 'inclusive', and home environments. *Children and Society*, 25, 259-370.
- Perry, G. (2005). Blended practices for teaching young children in inclusive settings. *Journal of young children*, 60, 96-99.
- Richey, D. D., & Wheeler, J. J. (2000). *Inclusive early childhood education: merging positive behavior supports, activity-based intervention, and developmentally appropriate practices*. Albany, NY: Delmar/Thompson Learning.*
- Runswick-Cole, K. (2011). Time to end the bias towards inclusive education? *Journal of special education*, 38, 112-119.
- Winter, S. M. (2006). *Inclusive early childhood education: A collaborative approach*. Upper Saddle River, NJ: Pearson.

*Classic

CAR EDEC A303

13a. Impacted Courses or Programs (attachment)

Impacted Course/Program	Date of Coordination	Chair/Coordinator Contacted
Bachelor of Arts in Early Childhood	11.17.14	Karen Roth
AAS in Early Childhood	11.17.14	Karen Roth
Post-Baccalaureate Certificate in Early Childhood; PreK-Grade 3	11.17.14	Karen Roth
Early Childhood Special Education Minor	12.3.14	Erin Kinavey-Wennerstrom
Kenai Peninsula campus (courtesy)	11.17.14	Peter Snow
Kodiak campus (courtesy)	11.17.14	Kitty Deal
Matsu campus (courtesy)	11.17.14	Marc Robinson



Curriculum Action Request
University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College CHESW		1b. Division ADEC	1c. Department Teacher Education	
2. Course Prefix EDSE	3. Course Number A482	4. Previous Course Prefix & Number n/a	5a. Credit/CEU 3	5b. Contact hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Inclusive Classrooms for All Children Abbreviated Title for Transcript (30 characters)				
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-Credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development				
8. Type of Action: <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status n/a Limit n/a Max Hours	
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete <small>(mark appropriate boxes)</small>			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG	
<input type="checkbox"/> Prefix Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> Other			11. Implementation Date From: Fall/2002 semester/year To: / semester/year 12. <input type="checkbox"/> Cross-Listed with n/a <input type="checkbox"/> Stacked with n/a	
13. Coordinate with Affected Units: n/a		Department, School, or College Signature Date		
14. List any programs or college requirements that require this course Special Education Minor/Endorsement				
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences				
16. Course Description Provides an in-depth understanding of concepts, strategies, and issues that surround supporting the needs of students who experience disabilities in the general education classroom. Field experience required.				
17a. Course Prerequisite(s) (list prefix and number) PSY A245		17b. Test Score(s) n/a	17c. Corequisite(s) (concurrent enrollment required) n/a	
17d. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Departmental approval required: Admission to the School of Education and the Special Education Program.		
18. <input checked="" type="checkbox"/> Mark if course has fees n/a				
19. Justification for Action This is a required course in the new undergraduate Special Education Minor/Endorsement program.				

Initiator (faculty only) *Chalister* *12/18/00* Date

Approved *St. Lawrence* *12/18/00* Date
 Disapproved: Department Chairperson

Approved *John R. [Signature]* *12/18/00* Date
 Disapproved: Curriculum Committee Chairperson

Approved *[Signature]* *12/18/00* Date
 Disapproved: Dean/Director of School/College

Approved _____ _____ Date
 Disapproved: Undergraduate or Graduate Academic Board Chairperson

Approved _____ _____ Date
 Disapproved: Provost or Designee

**Course Content Guide
University of Alaska Anchorage
School of Education**

I. Date initiated: November 1, 2000

II. Information from the Course Action Request

College/School: CHESW/School of Education

Department: Teacher Education

Program: Special Education Minor for the Bachelor of Arts in
Elementary Education

Course Subject: Special Education

Course Number: EDSE A482

Credits: 3.0

Contact Hours: 3+0

Course Title: Inclusive Classrooms for All Children

Grading Basis: A-F

Course Description: Provides an in-depth understanding of concepts, strategies, and issues that surround supporting the needs of students who experience disabilities in the general education classroom. Field experience required.

III. Instructional Goals and Student Outcomes

1.0 Philosophical, Legal, and Programmatic Foundations

Goal: To introduce the philosophical, legal, and programmatic foundations of the regular education classroom as the foundation for serving all students.

Outcomes:

- 1.1 Students identify and describe philosophical, legal, and programmatic foundations of collaboration and partnerships, including legal implications--Sec 504, P. L. 94-142, PL 101-476 (IDEA), PL 101336 (ADA), how legislation has affected the classroom, confidentiality and parent rights, changes in educational practices, role and responsibilities of the regular education teacher, and service delivery in rural and remote Alaska.

- 2.0 Schooling in the 21st Century
Goal: To explore the process of development of schooling in the 21st Century.
Outcomes:
- 2.1 Students identify, describe, and analyze the development of educational services for the 21st Century, including changing the vision of schooling, creating inclusive learning communities, the need for educational reform, challenges to the special education system, changing organizational structures, quality of life issues, and the influence of culture, language and ethnicity.
- 3.0 Referral to Placement
Goal: To introduce students to the process and importance of referral to placement.
Outcomes:
- 3.1 Students describe the steps, strategies, and outcomes of classroom assessment and evaluation, student assistance teams, prereferral, referral, formal & informal assessment and the role regular education teacher, and eligibility.
- 3.2 Students participate in referral to placement.
- 4.0 Characteristics of Students with Special Needs
Goal: To explain the characteristics of students with special needs.
Outcomes:
- 4.1 Students classify the characteristics of students with special needs, including students with high incidence disabilities, low incidence disabilities, specific disabilities in Alaska, bilingual and bicultural.
- 4.2 Students identify these characteristics in children with whom they work.
- 5.0 Building and Classroom Strategies to Support All Learners
Goal: To introduce building-level and classroom-level strategies to support all learners.
Outcomes:
- 5.1 Students analyze research on best practices that support all learners.
- 5.2 Students examine instances of application of these best practices in buildings and classrooms.
- 6.0 Instructional Strategies for Diverse Learners
Goal: To explore instructional strategies for diverse learners.
Outcomes:
- 6.1 Students participate in collaborative planning.
- 6.2 Students participate in adapting the environment, behavioral environment, lesson plans, teaching techniques, the format of content, technology & media, student evaluation.
- 7.0 Cooperation and Collaboration

Goal: To explain the importance and impact of cooperation and collaboration as teacher roles.

Outcomes:

- 7.1 Students demonstrate skills and knowledge by participating in role-play and field based experiences for problem-solving methods for facilitating collaboration, awareness plans for facilitating creative thinking, collaborating with itinerant specialists in rural Alaska, collaborating with related service personnel, and peer support systems.

IV. Course Prerequisites

PSY A245 Child Development or equivalent

Test Scores

n/a

Other Restrictions

College

Corequisites

n/a

Registration Restrictions

Departmental approval required: Admission to the School of Education and the Special Education Program.

V. Guidelines for Evaluation

- a. Successful completion of all assigned projects, e.g., collaborative lesson plans, partnership projects, reflection papers, reaction papers.
- b. Successful completion of quizzes, examinations, and other written products.
- c. Active participation in class discussion and other process experiences.
- d. Positive recommendation of collaborative partners regarding potential of student in the area of collaboration and partnerships.
- e. Scoring rubrics and guidelines will be provided for each work product.
- f. Appropriate portfolio products.

VI. Course Level Justification

This course requires knowledge of child development and basic content knowledge. It entails extensive use of synthesis and evaluation skills in achieving the student outcomes.

VII. Outline

- 1.0 Philosophical, legal and programmatic foundations of the regular education classroom as the foundation for serving all students

- 1.1 Legal implications including Sec 504, P. L. 94-142, PL 101-476 (IDEA), PL 101336 (ADA)
- 1.2 How legislation has effected the classroom
- 1.3 Confidentiality and parent rights
- 1.4 Changes in educational practices
- 1.5 Role and responsibilities of the regular education teacher
- 1.6 Service delivery in rural and remote Alaska

- 2.0 Schooling in the 21st Century
 - 2.1 Changing the vision of schooling
 - 2.2 Creating inclusive learning communities
 - 2.3 The need for educational reform
 - 2.4 Challenges to the special education system
 - 2.5 Changing organizational structures
 - 2.6 Quality of life issues
 - 2.7 Influence of culture, language and ethnicity

- 3.0 Referral to placement
 - 3.1 Classroom assessment and evaluation
 - 3.2 Student assistance teams
 - 3.3 Prereferral
 - 3.4 Referral
 - 3.5 Formal and informal assessment and the role regular education teacher
 - 3.6 Eligibility

- 4.0 Characteristics of students with special needs
 - 4.1 Students with high incidence disabilities: (learning disabilities, emotional disturbance, speech and language delays)
 - 4.2 Students with low incidence disabilities: (mental retardation, ADD-ADHD, physical disabilities)
 - 4.3 Specific disabilities in Alaska: autism, FAS/FAE, TBI
 - 4.4 Bilingual and bicultural

- 5.0 Developing building and classroom strategies to support all learners (including review of research on best practices in development and instructional design for all students)
 - 5.1 Assumptions about student's behavior
 - 5.2 School personnel can orchestrate the ecology of the classroom
 - 5.3 Building level supports
 - 5.4 Classroom community supports
 - 5.5 Proactive behavioral supports
 - 5.6 Individual behavioral supports
 - 5.7 Co-teaching
 - 5.8 Cooperative learning groups

- 6.0 Developing instructional strategies for diverse learners

- 6.1 Collaborative planning
 - 6.2 Adapting the environment
 - 6.3 Adapting the behavioral environment
 - 6.4 Adapting lesson plans
 - 6.5 Adapting teaching techniques
 - 6.6 Adapting the format of content
 - 6.7 Adapting technology and media
 - 6.8 Adapting student evaluation
 - 6.9 Alternative grading
- 7.0 Cooperation and collaboration as teacher roles
 - 7.1 Problem solving methods for facilitating collaboration
 - 7.2 Awareness plans for facilitating creative thinking
 - 7.3 Collaborating with itinerant specialists in rural Alaska
 - 7.4 Collaborating with related service personnel
 - 7.5 Peer support systems

VIII. Suggested Texts

- Sands, D.J. , Kozleski, E.B., & French, N. (2000). Inclusive education for the 21st century. Belmont, CA: Wadsworth.
- Wood, J. (1998). Adapting instruction to accommodate students in inclusive settings. Upper Saddle River, N. J.: Prentice Hall.

IX. Bibliography

- Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford. A., Sweet, M., Messina, R., & Schroeder, J. (1982). The principle of partial participation and individualized adaptations in educational programs for severely handicapped students. Journal of the association for persons with severe handicaps, 7(2) 17-27.
- Biklen, D., Bogdan, R., Ferguson, D., Searl, S., & Taylor, S. (1985). Achieving the complete school: Strategies for effective mainstreaming. New York, NY: Teachers College Press.
- Blatt, B. (1987). The conquest of mental retardation. Austin, TX: Pro-Ed.
- Bredenkamp, S., & Copple, C. (1997). Developmentally appropriate practice in early childhood programs. Washington, DC: National Association for the Education of Young Children.
- Bronfenbrenner, U. (1979). Toward an experimental ecology of human development. American psychologist, 32, 513-531.
- Carnine, D., & Kameenui, E. (1992). Higher ordered thinking: Designing for mainstreamed students. Austin, TX: Pro-Ed.
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- Falvey, M. (Eds.). (1995). Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction. Baltimore, MD: Brookes.
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- Gardner, H. (1991). The unschooled mind: How children think and how schools should teach. New York, NY: Basic Books.
- Giangreco, M. F. (1996). Vermont interdependent services team approach (VISTA): A guide to coordinating educational support services. Baltimore, Md.: Paul Brookes.
- Giangreco, M. F., Cloniger, C., Dennis, R., & Edelman, S. (1994). Problem-solving methods to facilitate inclusive education. In J. S. Thousand, R.A. Villa, and A. I. Nevin (Eds.), Creativity and collaborative learning: A practical guide to empowering students and teachers (pp. 321-346). Baltimore, MD: Paul H. Brookes Publishing Co.
- Individuals with Disabilities Education Act (IDEA)(1997).
- Jorgenson, C. M.(1997). Curriculum and its impact on inclusion and the achievement of students with disabilities. Policy research issue brief, 2(2), 1-14.
- McWilliam, R.A. (1996). Rethinking pull-out services in early intervention: A professional resource. Baltimore, MD: Paul Brookes.
- National Center on Educational Restructuring and Inclusion. (1995). National study of inclusive education. New York, NY: University of New York Graduate School and University Center, Author.
- O'Shea, D.J., O'Shea, L. J., Algonzzine, R., & Hammitte, D. (2001). Families and teachers of individuals with disabilities: Collaborative orientations and responsive practices. Needham Heights, MA: Allyn & Bacon.
- Rainforth, R. & York, J. (1997). Collaborative teams for students with severe disabilities. Baltimore, MD: Paul H. Brookes.
- Stainback, S., Stainback, W. (Eds). (1996). Inclusion: A guide for educators. Baltimore, Md.: Brookes.
- Thousand, J., Villa, R., & Nevin, A. (1994). Creativity and collaborative learning: A practical guide to empowering students and teachers. Baltimore, MD: Paul H. Brookes.



Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A422Y	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	

6. Complete Course Title
Strategies for Young Children with Special Needs in Inclusive Environments
 Strategies: ECSE inclusion
 Abbreviated Title for Transcript (30 character)

7. Type of Course Academic Preparatory/Development Non-credit CEU Professional Development

8. Type of Action: Add or Change or Delete

If a change, mark appropriate boxes:

- | | |
|---|--|
| <input type="checkbox"/> Prefix | <input type="checkbox"/> Course Number |
| <input type="checkbox"/> Credits | <input type="checkbox"/> Contact Hours |
| <input type="checkbox"/> Title | <input type="checkbox"/> Repeat Status |
| <input type="checkbox"/> Grading Basis | <input type="checkbox"/> Cross-Listed/Stacked |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Course Prerequisites |
| <input type="checkbox"/> Test Score Prerequisites | <input type="checkbox"/> Co-requisites |
| <input type="checkbox"/> Other Restrictions | <input type="checkbox"/> Registration Restrictions |
| <input type="checkbox"/> Class <input type="checkbox"/> Level | |
| <input type="checkbox"/> College <input type="checkbox"/> Major | |
| <input type="checkbox"/> Other Updating CCG (please specify) | |

9. Repeat Status Yes # of Repeats 5 Max Credits 18

10. Grading Basis A-F P/NP NG

11. Implementation Date semester/year
 From: Fall/2012 To: 9999/9999

12. Cross Listed with n/a
 Stacked with EDSE A622Y Cross-Listed Coordination
 Signature _____

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. B. A. Early Childhood Education	Courtesy	1/28/12	Hilary Seitz
2.			
3.			

Initiator Name (typed): Carolyn Coe Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 1/30/12
 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/30/12

14. General Education Requirement Oral Communication Written Communication Quantitative Skills Humanities
 Mark appropriate box: Fine Arts Social Sciences Natural Sciences Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
 Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.

16a. Course Prerequisite(s) (list prefix and number) n/a	16b. Test Score(s) n/a	16c. Co-requisite(s) (concurrent enrollment required) n/a
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16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level	16e. Registration Restriction(s) (non-codable) Junior or senior standing
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17. Mark if course has fees 18. Mark if course is a selected topic course

19. Justification for Action
 This is a required course for the minor. May be retaken with a change of title.

Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input checked="" type="checkbox"/> Approved <u>M. Hilary Daines</u> <u>5/4/2012</u> Undergraduate/Graduate Academic Date <input type="checkbox"/> Disapproved Board Chairperson <input checked="" type="checkbox"/> Approved <u>L.B. [Signature]</u> <u>5/9/12</u> <input type="checkbox"/> Disapproved Provost or Designee Date
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Course Action Request
University of Alaska Anchorage
 Proposal to Initiate, Add, Change, or Delete a Course

RECEIVED
 UAA Governance

APR 20 2012
 Initials *[Signature]*

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A422Y	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	

6. Complete Course Title
 Strategies for Young Children with Special Needs in Inclusive Environments
 Strategies: ECSE Inclusion
 Abbreviated Title for Transcript (30 character)

7. Type of Course Academic Preparatory/Development Non-credit CEU Professional Development

8. Type of Action: Add or Change or Delete

If a change, mark appropriate boxes:

<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status
<input type="checkbox"/> Grading Basis	<input checked="" type="checkbox"/> Cross-Listed/Stacked
<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites
<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions
<input type="checkbox"/> Class <input type="checkbox"/> Level	
<input type="checkbox"/> College <input type="checkbox"/> Major	
<input type="checkbox"/> Other Updating CCG (please specify)	

9. Repeat Status No # of Repeats n/a Max Credits n/a

10. Grading Basis A-F P/NP NG

11. Implementation Date semester/year
 From: Spring/2013 To: 9999/9999

12. Cross Listed with n/a
 Stacked with EDSE A622y Cross-Listed Coordination
 Signature _____

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
 Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. B. A. Early Childhood Education	Courtesy	1/26/12	Hilary Seltz
2.			
3.			

Initiator Name (typed): Carolyn Coe Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 1/30/12
 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/30/12

14. General Education Requirement Oral Communication Written Communication Quantitative Skills Humanities
 Mark appropriate box: Fine Arts Social Sciences Natural Sciences Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
 Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.

16a. Course Prerequisite(s) (list prefix and number)
n/a

16b. Test Score(s)
n/a

16c. Co-requisite(s) (concurrent enrollment required)
n/a

16d. Other Restriction(s)
 College Major Class Level

16e. Registration Restriction(s) (non-codable)
 Junior or senior standing

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
 This is a required course for the minor.

<i>Carolyn M Coe</i> 4/12/12	<input checked="" type="checkbox"/> Approved	<i>Satascha L Green</i> 4/6/12	<input checked="" type="checkbox"/> Approved
Initiator (faculty only) _____ Date	<input type="checkbox"/> Disapproved	Dean/Director of School/College _____ Date	<input type="checkbox"/> Disapproved
<i>Amice Madalene Smith</i> 4/16/12	<input checked="" type="checkbox"/> Approved	Undergraduate/Graduate Academic _____ Date	<input type="checkbox"/> Disapproved
Initiator (TYPE NAME) _____ Date	<input type="checkbox"/> Disapproved	Board Chairperson _____ Date	<input type="checkbox"/> Disapproved
<i>Hilary Seltz</i> 4/6/12	<input checked="" type="checkbox"/> Approved	Provost or Designee _____ Date	<input type="checkbox"/> Disapproved
Department Chairperson _____ Date	<input type="checkbox"/> Disapproved		<input type="checkbox"/> Disapproved
Curriculum Committee Chairperson _____ Date	<input type="checkbox"/> Disapproved		<input type="checkbox"/> Disapproved

**Course Content Guide
University of Alaska Anchorage
College of Education**

- I. Date Initiated:** 1/26/12
II. Information for the Course Action Request

College/School: College of Education
 Department: Department of Special Education
 Course Prefix: EDSE
 Course Number: A422Y
 Title: Strategies for Young Children with Special Needs in Inclusive Environments
 Credits: 3
 Grading Basis: A-F
 Implementation Date: Fall 2012
 Course Description: Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.
 Course Prerequisites(s): n/a
 Test Scores(s): n/a
 Corequisite(s) n/a
 Registration Junior or senior standing
 Restrictions:
 Course Fee: Yes No

III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Analyze early intervention strategies that are effective with young children with special needs in inclusive settings.
2.	Delineate best practices in early childhood and early childhood special education.
3.	Compare developmentally appropriate practices (DAP) and individually appropriate practices.

4.	Differentiate between direct and indirect instruction
5.	Discuss effective means of measuring child outcomes.
6.	Describe the role of families in the intervention process.

B. Student Learning Outcomes/Assessment Procedures

	Student Learning Outcomes Upon successful completion of the course, the student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:	Standards Met Division of Early Childhood	Core Values
1.	Demonstrate knowledge of intervention strategies for young children with special needs served in inclusive settings.	Reflections	DEC 1 Foundations	Intellectual vitality
2.	Analyze best practices in early childhood and early childhood special education strategies.	Literature reviews	DEC 3 Individual learning differences DEC 4 Instructional strategies DEC 5 Learning environments / social interactions DEC 7 Instructional planning	Intellectual vitality
3.	Analyze developmentally appropriate practices and individually appropriate practices.	Presentation	DEC 1 Foundations	Inclusiveness and Equity
4.	Create instructional activities using both direct and indirect strategies.	Resource kit	DEC 7 Instructional planning DEC 8 Assessment	Intellectual Vitality
5.	Prepare effective means of measuring child outcomes.	Resource kit	DEC 7 Instructional planning DEC 8 Assessment	Intellectual Vitality
6.	Create family-based	Resource kit	DEC 1	Intellectual Vitality

intervention activities.		Foundations
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IV. Course Level Justification

The course is designed to provide students with the knowledge needed to effectively work with young children in inclusive settings who have special needs.

V. Course Outline

1. Strategies
 - 1.1 Best Practices
 - 1.2 Individually appropriate
 - 1.3 Developmentally appropriate
2. Best Practices
 - 2.1 Direct
 - 2.2 Indirect
3. Measuring Child Outcomes
 - 3.1 Observations
 - 3.2 Data collection
 - 3.3 Portfolio
4. Family involvement
 - 4.1 Routine-based
 - 4.2 Family-based intervention

VI. Suggested Text(s)

Ostrosky, M. & Sandall, S. (Eds.) (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.

VII. Bibliography

Blasco, P. M. (2008). *Early intervention services for infants, toddlers, and their families*.

Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to*

adapt learning centers for all children. Beltsville, MD: Gryphon House.

McWilliam, R. A. (2010). *Working with families of young children with special needs*.

New York, NY: Guilford Press.

Ostrosky, M., & Sandall, S. R. (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.

Paasche, C. L., Gorrill, L., & Strom, B. (2004). *Children with special needs in early childhood settings*. Clifton Park, NY: Thomson/Delmar Learning.

Peterson, C. A. (2009). *Quality inclusive services in a diverse society*. Missoula, MT: DEC.

Sandall, S. R., McLean, M. E., & Smith, B. J. (2000). *DEC recommended practices in early intervention/early childhood special education*. Denver, CO: Division for Early Childhood (DEC), Council for Exceptional Children.



Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A474	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	

6. Complete Course Title
Special Children from Birth through Five
Special Children Birth-5
Abbreviated Title for Transcript (30 character)

7. Type of Course Academic Preparatory/Development Non-credit CEU Professional Development

<p>8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete</p> <p><i>If a change, mark appropriate boxes:</i></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input checked="" type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input checked="" type="checkbox"/> Other Restrictions</td> <td><input checked="" type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td><input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level</td> <td></td> </tr> <tr> <td><input type="checkbox"/> College <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> Other Update course (please specify)</td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input checked="" type="checkbox"/> Other Restrictions	<input checked="" type="checkbox"/> Registration Restrictions	<input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level		<input type="checkbox"/> College <input type="checkbox"/> Major		<input checked="" type="checkbox"/> Other Update course (please specify)		<p>9. Repeat Status No # of Repeats Max Credits</p> <hr/> <p>10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG</p> <hr/> <p>11. Implementation Date <small>semester/year</small> From: Spring/2012 To: /9999</p> <hr/> <p>12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature</p>
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																				
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																				
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																				
<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked																				
<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites																				
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites																				
<input checked="" type="checkbox"/> Other Restrictions	<input checked="" type="checkbox"/> Registration Restrictions																				
<input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level																					
<input type="checkbox"/> College <input type="checkbox"/> Major																					
<input checked="" type="checkbox"/> Other Update course (please specify)																					

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. Bachelor of Arts, Early Childhood Education	142	3/23/2011	Hilary Seitz, Associate Professor
2. Master of Education in Early Childhood Special Ed	275	3/3/2011	Carolyn Coe
3.			

Initiator Name (typed): Dean Konopasek Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: <u>03/28/2011</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>	13c. Coordination with Library Liaison Date: <u>03/28/2011</u>
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14. General Education Requirement Mark appropriate box:

<input type="checkbox"/> Oral Communication	<input type="checkbox"/> Written Communication	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Humanities
<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Social Sciences	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Integrative Capstone

15. Course Description (*suggested length 20 to 50 words*)
Apply knowledge of child development and theories to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education. Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods.
Special Note: Field experience required.

16a. Course Prerequisite(s) (<i>list prefix and number</i>) n/a	16b. Test Score(s) n/a	16c. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a
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16d. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level	16e. Registration Restriction(s) (<i>non-codable</i>) Junior, Senior, or Graduate Standing
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17. Mark if course has fees 18. Mark if course is a selected topic course

19. Justification for Action
This CAR updates a previous version for EDSE A474.

<p>Initiator (faculty only) Date _____ <u>Carolyn Coe</u></p> <p>Initiator (TYPE NAME)</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved Department Chairperson Date _____</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved Curriculum Committee Chairperson Date _____</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved Dean/Director of School/College Date _____</p> <p><input checked="" type="checkbox"/> Approved <u>M. Hilary Jones</u> <u>5/9/2011</u> Undergraduate/Graduate Academic Date</p> <p><input type="checkbox"/> Disapproved Board Chairperson</p> <p><input checked="" type="checkbox"/> Approved <u>J.B. [Signature]</u> <u>5/17/2011</u> Provost or Designee Date</p> <p><input type="checkbox"/> Disapproved</p>
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Course Action Request
University of Alaska Anchorage
 Proposal to Initiate, Add, Change, or Delete a Course

RECEIVED
 UAA Governance

MAR 1 2011

Initials VS

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A474	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Special Children from Birth through Five Special Children Birth-5 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update course (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2012 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. BAEC		142	3/23/2011	Hilary Seitz, Associate Professor	
2.					
3.					
Initiator Name (typed): <u>Dean Konopasek</u>			Initiator Signed Initials: <u>[Signature]</u>	Date: <u>3-31-11</u>	
13b. Coordination Email Date: <u>03/28/2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>03/28/2011</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <small>Mark appropriate box:</small> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Examines milestones and theories of child development. Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods. Special Note: Field experience required.					
16a. Course Prerequisite(s) (list prefix and number) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a	
16d. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			16e. Registration Restriction(s) (non-codable) Junior Standing		
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This CAR updates a previous version for EDSE A474.					
<u>Carolyn M. Coe</u> 3/31/11 <small>Initiator (faculty only) Date</small> Carolyn Coe <small>Initiator (TYPE NAME)</small>		<input checked="" type="checkbox"/> Approved <u>Datasha Green</u> 3/31/11 <input type="checkbox"/> Disapproved <small>Dean/Director of School/College</small> Date			
<input checked="" type="checkbox"/> Approved <u>Dean Konopasek</u> 3-31-11 <input type="checkbox"/> Disapproved <small>Department Chairperson</small> Date		<input type="checkbox"/> Approved _____ _____ _____ _____ <input type="checkbox"/> Disapproved <small>Undergraduate/Graduate Academic Board Chairperson</small> Date			
<input checked="" type="checkbox"/> Approved <u>[Signature]</u> 3/31/11 <input type="checkbox"/> Disapproved <small>Curriculum Committee Chairperson</small> Date		<input type="checkbox"/> Approved _____ _____ _____ _____ <input type="checkbox"/> Disapproved <small>Provost or Designee</small> Date			

**Course Content Guide
University of Alaska Anchorage
College of Education**

I. Date Initiated: 11/2/10

II. Information for the Course Action Request

College/School: College of Education

Department: CASE

Subject: EDSE

Course Number: A474

Title: Special Children from Birth through Five

Credits: 3

Grading Basis: A-F

Implementation Date: Spring 2012

Course Description: Apply knowledge of child development and theories to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education . Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods. Special Note: Field experience required.

Course Prerequisites(s): n/a

Test Scores(s): n/a

Corequisite(s) n/a

Registration Restrictions: Junior, Senior, or Graduate Standing

Course Fee: Yes No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

Compare theories of child development.
Explain disabilities included in the IDEA (Individuals with Disabilities Act).
Analyze basic principles of the Individuals with Disabilities Act (IDEA).
Examine the policies and procedures of early intervention and early childhood special education.

B. Student Outcomes/Assessment Procedures

<i>Student Outcomes</i> Upon successful completion of the course, the student will be able to do the following:	<i>Assessment Procedures</i> This outcome will be assessed by one or more of the following:	Standards Met Division of Early Childhood	Core Values
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Integrate child observations with child development theories.	Observation report	DEC 1 Foundations	Intellectual Vitality
Identify the characteristics of disabilities.	Presentation	DEC 1 Foundations DEC 2 Development and characteristics of learners	Intellectual Vitality
Articulate the basic tenets of the IDEA and compare requirements of Part B and Part C.	IDEA summary	DEC 1 Foundations	Intellectual Vitality
Review the framework of early intervention and early childhood special education services.	Report	DEC 1 Foundations	Intellectual Vitality

IV. Course Level Justification

The course requires students to apply knowledge of child development to field observations and to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education.

V. Course Outline

1. Theories of Child Development
 - 1.1 Piaget
 - 1.2 Vygotsky
 - 1.3 Erikson

2. Descriptions of disabilities
 - 2.1 Autism
 - 2.2 Speech/language
 - 2.3 Visual impairments
 - 2.4 Deaf
 - 2.5 Learning disability
 - 2.6 Traumatic Brain Injury
 - 2.7 Orthopedic impairment
 - 2.8 Other health impaired
 - 2.9 Deaf/Blind
 - 2.10 Visual impairment
 - 2.11 Multiple disabilities
 - 2.12 Emotional disturbance
 - 2.13 Cognitive impairment
 - 2.14 Developmentally delayed

3. IDEA
 - 3.1 Part B
 - 3.2 Part C

4. Early Intervention / Early Childhood Framework
 - 4.1 Child find
 - 4.2 Delivery models
 - 4.3 Individual Family Service Plan (IFSP)
 - 4.4 Individualized Educational Plan (IEP)
 - 4.5 Related services

VI. Suggested Text(s)

Hooper, S. R. (2009). *Young children with special needs* (5th ed.). Upper Saddle River, NJ: Pearson.

VII. Bibliography

Bergen, D. (2008). *Human development: Traditional and contemporary theories*. Upper

Saddle River, NJ: Pearson Prentice Hall.

Brown, J., Hemmeter, M. L., & Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H. Brookes.

Callander, N. (2010). *Communication, language and literacy*. New York, NY: Continuum International Publishers Group.

Dunlap, L. L. (2009). *An introduction to early childhood special education: Birth to age five*. Upper Saddle River, NJ: Merrill/Pearson.

Farrell, M. (2009). *Foundations of special education: An introduction*. Chichester, UK: Wiley-Blackwell.

Goldstein, S. (2010). *Handbook of neurodevelopmental and genetic disorders in children*, (2nd ed.). New York, NY: Guilford.

Howlin, P. A. (2009). *The Sage handbook of developmental disorders*. London, UK: Sage.

May, P. (2011). *Child development in practice: Responsive teaching and learning from birth to five*. New York, NY: Routledge.

Odom, S. L. (2007). *Handbook of developmental disabilities*. New York, NY: Guilford Press.



Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE			
2. Course Prefix EDSE	3. Course Number A490	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)			
6. Complete Course Title Selected Topics: Early Childhood Special Education Selected topics ECSE Abbreviated Title for Transcript (30 character)							
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development							
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i>			9. Repeat Status Yes # of Repeats 5 Max Credits 18				
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG				
			11. Implementation Date semester/year From: Fall/2012 To: 9999/9999				
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with EDSE A690 Cross-Listed Coordination Signature _____				
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .							
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted			
1. B.A. Early Childhood		Courtesy	1/26/12	Hilary Seitz			
2.							
3.							
Initiator Name (typed): <u>Carolyn Coe</u> Initiator Signed Initials: _____ Date: _____							
13b. Coordination Email Date: <u>1/30/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/30/12</u>				
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone							
15. Course Description (suggested length 20 to 50 words) Focuses on milestones in the developmental domains of communication, early literacy, and play.							
16a. Course Prerequisite(s) (list prefix and number) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a			
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16e. Registration Restriction(s) (non-codable) Junior or senior standing				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course				
19. Justification for Action This is a required course for the minor.							
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <u>M. Hilary Davies</u> 5/4/2012 Undergraduate/Graduate Academic Board Chairperson <u>J.B. [Signature]</u> 5/2/12 Provost or Designee _____ Date _____ </td> </tr> </table>						<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <u>M. Hilary Davies</u> 5/4/2012 Undergraduate/Graduate Academic Board Chairperson <u>J.B. [Signature]</u> 5/2/12 Provost or Designee _____ Date _____
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <u>M. Hilary Davies</u> 5/4/2012 Undergraduate/Graduate Academic Board Chairperson <u>J.B. [Signature]</u> 5/2/12 Provost or Designee _____ Date _____						

MW - 5/15/12



Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course Initials *JS*

APR 09 2012

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A490	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Selected Topics: Early Childhood Special Education Selected topics ECSE Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete			9. Repeat Status Yes # of Repeats 5 Max Credits n/a		
If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2012 To: 9999/9999		
			12. <input type="checkbox"/> Cross Listed with <input checked="" type="checkbox"/> Stacked with EDSE A690 Signature _____ Cross-Listed Coordination _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. Early Childhood		Courtesy	1/28/12	Hilary Seitz	
2.					
3.					
Initiator Name (typed): <u>Carolyn Coe</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>1/30/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/30/12</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Focuses on milestones in the developmental domains of communication, early literacy, and play.					
16a. Course Prerequisite(s) (list prefix and number) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16e. Registration Restriction(s) (non-codable) Junior or senior standing		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This is a required course for the minor.					
<i>Carolyn M. Coe</i> 4/7/12 Initiator (faculty only) Date		<input checked="" type="checkbox"/> Approved <i>Lataasha L Green</i> 4/6/12 <input type="checkbox"/> Disapproved Dean/Director of School/College Date			
<input checked="" type="checkbox"/> Approved <i>Amia Madhwal</i> 4/6/12 <input type="checkbox"/> Disapproved Department Chairperson Date		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson Date			
<input checked="" type="checkbox"/> Approved <i>Hilary Seitz</i> 4/6/12 <input type="checkbox"/> Disapproved Curriculum Committee Chairperson Date		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date			

**Course Content Guide
University of Alaska Anchorage
College of Education**

This is an example of a selected topic.

I. Date Initiated: 1/26/12

II. Information for the Course Action Request

College/School: College of Education

Department: CASE

Course Prefix: EDSE

Course Number: A490

Title: Selected Topics: Early Childhood Special Education

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2012

Course Description: Focuses on milestones in the developmental domains of communication, early literacy, and play.

Course Prerequisites(s): n/a

Test Scores(s): n/a

Corequisite(s) n/a

Registration Restrictions: Junior or senior standing

Course Fee: Yes No

This is a sample of a 490 Course

III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

- | | |
|----|--|
| 1. | Compare language development theories and associate them with intervention |
|----|--|

	strategies.
2.	Analyze the milestones of communication development.
3.	Analyze the stages of early literacy.
4.	Analyze the stages of play development.
5.	Compare and contrast the relationship among play, early literacy, and language.

B. Student Learning Outcomes/Assessment Procedures

	Student Learning Outcomes Upon successful completion of the course, the student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:	Standards Division of Early Childhood	Core Values
1.	Analyze language development theories.	Discussion	CEC 6 Language	Intellectual Vitality
2.	Analyze milestones of communication development.	Language sample	CEC 6 Language	Intellectual Vitality
3.	Design an early literacy program for families.	Develop activities and instructional strategies for early literacy.	CEC 10 Collaboration	Intellectual Vitality
4.	Analyze stages of play development.	Develop activities and instructional strategies for play development.	CEC 6 Language 7 Instructional Planning	Intellectual Vitality
5.	Synthesize the relationship among communication, early literacy, and play.	Presentation	CEC 6 Language	Intellectual Vitality

* Students will meet the selected Division of Early Childhood standards as appropriate to specific course topics.

IV. Course Level Justification

Students are required to analyze the developmental domains of language, early literacy, and play.

V. Course Outline

1. Language development theories

- 1.1 Behavioral
- 1.2 Psycholinguistic
- 1.3 Sociolinguistic

- 2. Language intervention strategies
 - 2.1 Infant directed speech
 - 2.2 Joint reference and attention
 - 2.3 Daily routines
 - 2.4 Caregiver responsiveness
 - 2.5 Turn-taking
 - 2.6 Self-talk
 - 2.7 Parallel talk
 - 2.8 Expansions
 - 2.9 Create a need

- 3. Language milestones
 - 3.1 Eye gaze
 - 3.2 Gesture
 - 3.3 Point
 - 3.4 Vocalization
 - 3.5 First words
 - 3.6 Content
 - 3.7 Form
 - 3.8 Use

- 4. Early literacy stages
 - 4.1 Oral language
 - 4.2 Common logos
 - 4.3 Phonological awareness
 - 4.4 Print/book awareness
 - 4.5 Metalinguistic ability
 - 4.6 Alphabetic knowledge
 - 4.7 Vocabulary

- 5. Communication, early literacy, and play
 - 5.1 Cognitive
 - 5.2 Social
 - 5.3 Interdependent

VI. Suggested Text(s)

Suggested texts for the Communication, Early Literacy, and Play course include:

Buckley, B. (2003). *Children's communication skills: From birth to five years*. New York, New York: Routledge.

Fenichel, E. (Ed.). (2004) *Language and literacy in the earliest years*. Washington DC: Zero to Three Press.

Hughes, F. (2004). *Children, play and development*. Boston, MA: Allyn & Bacon.

VII. Bibliography

The bibliography for the Communication, Early Literacy and Play course example includes:

Bardige, B. S., & Segal, M. M. (2005). *Building literacy with love*. Washington, DC: Zero to Three.

Frost, J. L., Wortham, S. C., & Reifel, S. C. (2011). *Play and child development* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Linder, T. W. (2008). *Transdisciplinary play-based intervention: Guidelines for developing a meaningful curriculum for young children*. Baltimore, MD: Brookes.

Otto, B. (2009). *Language development in early childhood education* (3rd ed.). Upper River Saddle, NJ: Prentice Hall.

Owens, R. E. (2011). *Language development: An introduction* (8th ed.). Boston, MA: Allyn & Bacon.

Pence Turnbull, K. L., & Justice, L. M. (2011). *Language development from theory to practice* (2nd ed.). Boston, MA: Allyn & Bacon.

Powers, S. (Ed.). (2004). Language and literacy in the earliest years. *Zero to Three*, 25(1).

Powers, S. (Ed.). (2006, September). Culture, Class, and Language Development. *Zero to Three*, 27(1).

Powers, S. (Ed.). (2009). The importance of play. *Zero to Three*, 30(1).

Whitehead, M. R. (2007). *Developing language and literacy with young children.*

Thousand Oaks, CA: Sage.

Zigler, E. F., Singer, D. G., & Bishop-Josef, S. J. (Eds.). (2004). *Children's play:*

The roots of reading. Washington, DC: Zero to Three.

**To: Members of the State Board of
Education & Early Development**

September 15, 2017

From: Michael Johnson, Commissioner

Agenda Item: 10A

◆ **ISSUE**

The board is being asked to open a period of public comment on regulations regarding teacher certification.

◆ **BACKGROUND**

- The proposed regulations include additions to the list of approved basic competency and content areas exams. To qualify for Alaska teacher certification, an applicant must pass both a basic competency exam and a content area exam.
- The addition of the GRE to the approved list of basic competency exams addresses the recommendation from DEED's Performance Review to decrease barriers for educators prepared outside of Alaska to gain Alaska certification.
- The proposed required scores for the subtests of the GRE are based on DEED's review of scores required by other states for the purpose of meeting the basic competency requirements for teacher certification.
- The proposed additional content area exams include Early Childhood Education, English to Speakers of Other Languages, Special Education, Special Education: Preschool/Early Childhood, Reading, Agriculture, Algebra, Computer Science, Journalism, Music, Physical Education, Psychology, Social Studies, and Sociology.
- Educational Testing Service (ETS) has conducted multi-state standard settings studies for the content area exams listed. The proposed required scores are recommended by the multi-state standard setting studies.
- If a teacher has two years of teaching experience in a content area, the proposed regulation will allow the addition of the following endorsement areas to the teacher's current certificate: Agriculture, Algebra, Computer Science, Journalism, Music, Physical Education, Psychology, Social Studies, and Sociology.
- The proposed regulations can be found behind this cover memo.
- Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 13A.

Register ____, _____ 2018 EDUCATION AND EARLY DEV.

4 AAC 12.310(d) is amended by adding new paragraphs to read:

(12) the GRE taken prior to August 1, 2011 with qualifying scores of

(A) reading (verbal): 450;

(B) mathematics (quantitative): 500;

(C) writing: 4.5

(13) the GRE taken on or after August 1, 2011 with qualifying scores of

(A) verbal reasoning: 153

(B) quantitative reasoning: 145

(C) analytical writing: 4.5

4 AAC 12.310(e) is amended by adding a new paragraph to read:

(3) "GRE" means the graduate record examination general test administered by the Educational Testing Service.

(Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am 6/27/2014, Register 210; am 4/24/2016, Register 218; am __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.20.030

AS 14.20.010

Register _____, _____ 2018 EDUCATION AND EARLY DEV.

4 AAC 12.407 (a)(1) is amended to read:

a Praxis II examination described in the following table:

Praxis II Examination	Required Score
<u>Early Childhood Education -5025</u>	<u>156</u>
Elementary Education Content Knowledge - 5014 or 0014	143
Elementary Education: Curriculum, Instruction, and Assessment - 5011 or 0011	156
Multiple Subject Assessments for Teachers Content Knowledge - 0140	146
Elementary Education: Curriculum, Instruction, and Assessment - 5017	153
Elementary Education: Content Knowledge - 5018	163
<u>English to Speakers of Other Languages - 5362</u>	<u>155</u>
<u>Special Education: Core Knowledge and Applications-5354</u>	<u>151</u>
<u>Special Education: Preschool/Early Childhood-5691</u>	<u>159</u>
<u>Teaching Reading: Elementary Education -5203</u>	<u>162</u>
<u>Teaching Reading – 5204</u>	<u>159</u>

4 AAC 12.407 (d) is amended to read:

(d) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6) and (7), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for one or more of the subject or endorsement areas described in the following table:

Praxis II Examination	Required Score
<u>Agriculture - 5701</u>	<u>147</u>
<u>Algebra – 5162</u>	<u>157</u>
Art Content Knowledge - 0133	155
Art Content Knowledge - 5134 or 0134	158
Biology Content Knowledge - 5235 or 0235	144
Chemistry Content Knowledge - 5245 or 0245	139
Chinese (Mandarin): World Language - 5665	164
<u>Computer Science - 5651</u>	<u>171</u>
Earth and Space Science Content Knowledge - 5571 or 0571	144
Economics - 0910	460
Economics - 5911 or 0911	150
English Language, Literature, and Composition: Content Knowledge - 5041 or 0041	158
English: Content Knowledge - 5038	167
English Language Arts: Content and Analysis - 5039	168
English Language, Literature, and Composition: Content and Analysis - 5044 or 0044	166
French Content Knowledge - 0173	160
French World Language - 5174	162
General Science: Content Knowledge - 5435 or 0435	146
General Science: Content Knowledge, Part 1 - 0431 and Part 2 - 0432	Part 1: 146 Part 2: 144
Geography - 0920	590
Geography - 5921 or 0921	149

German Content Knowledge - 0181	158
German World Language - 5183	163
Government/Political Science - 0930	610
Government/Political Science - 5931 or 0931	149
<u>Journalism – 5223</u>	<u>150</u>
Mathematics Content Knowledge - 5061 or 0061	121
Mathematics Content Knowledge - 5161	160
<u>Music: Content and Instruction- 5114</u>	<u>162</u>
[Musical] <u>Music:</u> Content Knowledge - 5113 or 0113	154
<u>Physical Education: Content and Design - 5095</u>	<u>169</u>
Physical Science Content Knowledge - 0481	145
Physics Content Knowledge - 5265 or 0265	127
<u>Psychology – 5931</u>	<u>154</u>
<u>Social Studies: Content and Interpretation – 5086</u>	<u>153</u>
Social Studies Content Knowledge - 5081 or 0081	152
<u>Sociology -5952</u>	<u>154</u>
Spanish Content Knowledge - 0191	152
Spanish World Language - 5195	168
Speech Communication - 0220	560
Speech Communication - 5221 or 0221	146
Theatre - 0640	560
Theatre - 5641 or 0641	127
World and U.S. History - 0940	440

Register ____, _____ 2018 EDUCATION AND EARLY DEV.

World and U.S. History - 5941 or 0941	141
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(Eff. 4/24/2016, Register 218; am __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.50.080
AS 14.20.010 AS 14.20.022

**To: Members of the State Board of
Education & Early Development**

September 15, 2017

From: Michael Johnson, Commissioner

Agenda Item: 10B

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding revisions to the *Participation Guidelines* and the repeal of college and career ready assessment graduation requirement.

◆ BACKGROUND

- A proposed regulation amendment reflects the need to revise the publication *Participation Guidelines for Alaska Students in State Assessments* based on changes to the state assessment system and the method of assessment delivery. The publication is adopted by reference in 4 AAC 06.775.
- The *Participation Guidelines* document outlines the types of accommodations available to ensure that students with disabilities and English language learners can participate fully in the required state assessments. A revision to the name to *Participation Guidelines for Inclusion of Alaska Students in State Assessments* is proposed for clarity of the purpose of the document. The document will still be referred to as the “*Participation Guidelines*.”
- Changes to the *Participation Guidelines* include updates required due to the new PEAKS assessment for English language arts and mathematics, the repeal of the college and career ready assessments, and updated information for the Alaska Alternate assessment. This document may only be changed by re-adoption by the Board.
- In June 2017, the State Board adopted regulations to implement the repeal of the requirement for a student to take a college and career readiness assessment as a requirement for graduation, per amendments to Alaska statute 14.03.075.
- One reference to the *Participation Guidelines* for college and career readiness assessments was not included in the adopted regulations package in June, so these regulations are included in this package.
 - The proposed regulations can be found behind this cover memo; the *Participation Guidelines* will be provided at the meeting.
- Margaret MacKinnon, Federal Programs Coordinator, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 13B.

Register _____, _____ 2018 EDUCATION AND EARLY DEV.

4 AAC 06.710 is amended to read:

4 AAC 06.710. Statewide student assessment system. The commissioner will develop a statewide student assessment system composed of multiple indicators that include

(1) a standards-based test to measure student attainment of the state's standards as described in 4 AAC 06.737(a);

(2) an alternate assessment under 4 AAC 06.775(b);

(3) biennial participation in the national assessment of educational progress in mathematics and reading in grades four and eight; **and**

(4) the assessment described in 4 AAC 34.055 to identify English language proficiency [;

(5) THE ASSESSMENT DESCRIBED IN 4 AAC 06.717 TO MEASURE A STUDENT'S LEVEL OF PREPAREDNESS TO MAKE THE TRANSITION TO WORK OR COLLEGE; AND

(6) REPEALED 3/30/2016]. (Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am ___/___/___, Register ___)

Authority: [AS 14.03.075] AS 14.07.020 AS 14.07.060

4 AAC 06.717 is repealed:

Register _____, _____ 2018 EDUCATION AND EARLY DEV.

4 AAC 06.717. College and career readiness assessments. Repealed. (Eff. 2/23/2008, Register 185; am 7/19/2009, Register 191; am 6/8/2011, Register 198; am 12/26/2014, Register 212; am 5/15/2015, Register 214; repealed ___/___/___)

4 AAC 06.718(a) is amended to read:

(a) A district shall provide a secondary school diploma to a person who

(1) holds a certificate of achievement issued by the district **on or after July 1,**

2014 and before June 30, 2016 [UNDER AS 14.03.075(b)]; [AND]

(2) takes a college and career readiness assessment; **and**

(3) pays applicable fees charged by the district or the test vendor.

4 AAC 06.718(c)(1) is amended to read:

(1) holds a certificate of achievement issued **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075(b)] by the district or provides evidence to the district that the person holds a certificate of achievement issued **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075(b)] by another school district in the state;

4 AAC 06.718 is amended by adding a new subsection to read:

(h) In this section,

(1) "certificate of achievement" means a certificate earned by a student on or after July 1, 2014 and before June 30, 2016 who met all local graduation requirements but did

Register ____, _____ 2018 EDUCATION AND EARLY DEV.

not take one of the college and career readiness assessments and is therefore ineligible for a diploma;

(2) "college and career readiness assessment"

(A) means the SAT or ACT within the meaning given in AS 14.03.075(e)(1) as that provision read before June 30, 2016;

(B) with respect to the WorkKeys assessment, within the meaning given in AS 14.03.075(e)(1) as that provision read before June 30, 2016, means the following sections of that assessment:

- (i) applied mathematics;
- (ii) reading for information; and
- (iii) locating information;

(3) "takes a college and career readiness assessment" means receives a valid score on the assessment as reported by the vendor of the assessment. (Eff. 12/25/2015, Register 216; am __/__/____, Register ____)

Authority:	AS 14.03.060	AS 14.07.020	AS 14.07.060
	AS 14.03.075	AS 14.07.030	AS 14.07.165

4 AAC 06.721 is repealed:

4 AAC 06.721. College and career readiness assessment waivers. Repealed. (Eff. 3/4/2015, Register 213; repealed __/__/____, Register ____)

4 AAC 06.722 is repealed:

Register _____, _____ 2018 EDUCATION AND EARLY DEV.

4 AAC 06.722. Waiver for entering the public school system late. Repealed. (Eff. 3/4/2015, Register 213; repealed ___/___/____, Register _____)

4 AAC 06.723 is repealed:

4 AAC 06.723. Rare or unusual circumstances. Repealed. (Eff. 3/4/2015, Register 213; am 12/25/2015, Register 216; repealed ___/___/____, Register _____)

4 AAC 06.724 is repealed:

4 AAC 06.724. Procedures for appeal from a denial of a waiver from the college and career readiness assessments. Repealed. (Eff. 3/4/2015, Register 213; repealed ___/___/____, Register _____)

4 AAC 06.765(a) is amended to read:

(a) All test questions on standards-based tests provided for in 4 AAC 06.737, [THE] college and career readiness assessments **taken under 4 AAC 06.718** [PROVIDED FOR IN 4 AAC 06.717], and the English language proficiency assessment provided for in 4 AAC 34.055, are confidential, and may be disclosed only as provided in this section.

(Eff. 3/3/2000, Register 153; am 2/18/2007, Register 181; am 10/3/2011, Register 200; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.775(a) is amended to read:

Register ____, _____ 2018 EDUCATION AND EARLY DEV.

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 [AND 4 AAC 06.717], a district shall follow the requirements of this section and the department's *Participation Guidelines for Inclusion of Alaska Students in State Assessments, dated (insert adoption date)* [*PARTICIPATION GUIDELINES FOR ALASKA STUDENTS IN STATE ASSESSMENTS, DATED DECEMBER 2015*], adopted by reference.

4 AAC 06.775(c) is amended to read:

(c) A student with a disability who is on a diploma track must take all regular statewide assessments required under 4 AAC 06.710, with or without accommodations, at the appropriate grade level. [A DISTRICT AND A STUDENT'S IEP OR SECTION 504 TEAM SHALL FOLLOW THE PARTICIPATION GUIDELINES OR THE ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT, ADOPTED BY REFERENCE IN (a) OF THIS SECTION, FOR THE COLLEGE AND CAREER READINESS ASSESSMENTS DESCRIBED IN 4 AAC 06.717, WHEN MAKING DECISIONS REGARDING ACCOMMODATIONS FOR A STUDENT, AND A DISTRICT SHALL PROVIDE THE ACCOMMODATIONS REQUESTED BY THE STUDENT'S IEP OR SECTION 504 TEAM.]

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am ___/___/____. Register ____)

Authority: [AS 14.03.075] AS 14.07.060 AS 14.07.165

Register ____, _____ 2018 EDUCATION AND EARLY DEV.

AS 14.07.020

4 AAC 06.776(b) is amended to read:

(b) A district shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency under the department's **Participation Guidelines for Inclusion of Alaska Students in State Assessments** [*PARTICIPATION GUIDELINES FOR ALASKA STUDENTS IN STATE ASSESSMENTS*], adopted by reference in 4 AAC 06.775(a). The team shall document the accommodation decision and may not provide a modification.

(Eff. 11/23/2003, Register 168; am 10/3/2011, Register 200; am ___/___/____. Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.790(a) is repealed:

(a) Repealed ___/___/____.

4 AAC 06.790(b)(4) is repealed:

(4) repealed ___/___/____;

4 AAC 06.790(b)(12) is amended to read:

(12) "Participation Guidelines" means the department's **Participation Guidelines**

Register _____, _____ 2018 EDUCATION AND EARLY DEV.

for Inclusion of Alaska Students in State Assessments [*PARTICIPATION GUIDELINES FOR ALASKA STUDENTS IN STATE ASSESSMENTS*], adopted by reference in 4 AAC 06.775;

(Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 5/15/2015, Register 214; am 12/25/2015, Register 216; am ___/___/___, Register _____)

Authority: [AS 14.03.075] AS 14.07.020 AS 14.07.060

**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 11A

◆ ISSUE

The board is being asked to adopt amendments to regulations related to minimum standards for Alaska school buses.

◆ BACKGROUND

- The National Conference on School Transportation is held every five years to review and amend the national minimum standards for school buses. A team of transportation professionals from around the state served as the Alaska delegation to the National Conference on School Transportation. The pupil transportation administrator for the department served as the chair of the Alaska delegation. The department made amendments to the national standards and contacted other Alaska pupil transportation stakeholders to solicit additional amendments to the national standards for adoption as the Minimum Standards for Alaska School Buses.
- The proposed regulations would adopt the National Specifications adopted at the 2015 National Conference, and would adopt the attached revisions to those national specifications as the Minimum Standards for Alaska School Buses, 2017 Revised Edition.
- No public comment was received for the amended regulations.
- Behind this cover memo are the proposed amended regulations and the Minimum Standards for Alaska School Buses, 2017 revised edition. The national standards are at <http://www.ncstonline.org/>
- Heidi Teshner, Director of Finance & Support Services, and Elwin Blackwell, School Finance Manager, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 14A.

4 AAC 27.110 is amended to read:

4 AAC 27.110. Supplementary publications pertaining to pupil transportation. The following handbooks are adopted by reference as the minimum standards for school buses in Alaska:

[(1) REPEALED 3/24/2007;

(2) REPEALED 3/24/2007;]

(1) [3] for school buses manufactured on or after September 11, 1994, but before January 1, 2002

(A) National Standards for School Buses, found on **pages** [PP.] 1 - 31 of the 1990 National Standards for School Buses and Operations, published by the National Safety Council, 444 North Michigan Avenue, Chicago, Illinois 60611; and

(B) Minimum Standards for Alaska School Buses, 1994 Revised Edition, published by the department;

(2) [(4)] for school buses manufactured on or after January 1, 2002, but before January 1, 2007

(A) National Specifications for School Buses, found on **pages** [PP.] 1 - 71 of the National School Transportation Specifications & Procedures, 2000 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2001 Revised Edition, published by the department;

(3) [(5)] for school buses manufactured on or after January 1, 2007, but before January 1, 2012

(A) National Specifications for School Buses, found on pages 1 - 81 of the National School Transportation Specifications & Procedures, May 2005 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2006 Revised Edition, published by the department;

(4) [(6)] for school buses manufactured on or after January 1, 2012, but before January 1, 2018

(A) National Specifications for School Buses, found on pages 1 - 70 of the National School Transportation Specifications & Procedures, May 2010 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2011 Revised Edition, published by the department.

(5) for school buses manufactured on or after January 1, 2018

(A) National Specifications for School Buses, found on pages 13 – 81 of the National School Transportation Specifications & Procedures, 2015 Revised Edition, published by NASDPTS, 5307 Indigo Way, Middleton, WI 53562; and

(B) Minimum Standards for Alaska School Buses, 2017 Revised Edition, published by the department. (In effect before 7/28/59; am 10/8/66, Register 24; am 10/14/68, Register 27; am 5/30/71, Register 38; am 9/14/77, Register 63; am 11/14/80, Register 76; am 12/23/81, Register 80; am 9/11/94, Register 131; am

Register _____, _____ 2017 EDUCATION AND EARLY DEV

11/23/2001, Register 160; am 3/24/2007, Register 181; am 6/24/2012, Register 202; am
____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010
AS 14.07.030 AS 14.07.070

MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

INTRODUCTION

The purpose of this document is to specify school bus minimum standards which modify or supplement the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*. When using this document, you must have in hand the national specifications referred to above.

The *Minimum Standards for Alaska School Buses, 2017 Revised Edition*, contains the production and equipment standards required for school buses that transport students to and from school. In addition to national specifications, the *Minimum Standards for Alaska School Buses* must comply with applicable *Federal Motor Vehicle Safety Standards (FMVSS)* and other state and federal standards applicable to school buses on the date of manufacture.

The *Minimum Standards for Alaska School Buses, 2017 Revised Edition*, is applicable to school buses manufactured on or after October 1, 2017. Within one year after date of publication of each revised edition of the *National School Transportation Specifications for School Buses*, it is the intent of the Department of Education & Early Development to review the Alaska Standards and revise as appropriate to conform to public input, national standards, and statutory/regulatory requirements of Alaska.

The *Minimum Standards for Alaska School Buses, 2017 Revised Edition*, is organized into three distinct sections. The definitions of types of school buses are found on pages 342-343 of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*.

The **Bus Body and Chassis Specifications** section sets the standards applicable to school bus bodies and chassis manufactured for, or used in, Alaska.

The **Specially Equipped School Bus Specifications** section establishes standards for buses used for transporting students with special needs.

The **Alaska Bus Equipment Specifications** section establishes auxiliary equipment requirements for buses transporting students in Alaska.

Copies of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*, are available from:

NASDPTS
5307 Indigo Way
Middleton, WI 53562
Fax: (608) 827-6355
Or download from internet
site: <http://www.ncstonline.org/>

MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

BUS BODY AND CHASSIS SPECIFICATIONS

The following Alaska Standards modify or supplement the **Bus Body and Chassis Specifications**, found on pages 29 through 70 of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*.

Certification

Replace **Certification**, page 34 of the *National Specifications*, with the following:

The supplying vendor or dealer shall supply original to the District and copy to the Alaska Department of Education & Early Development, Pupil Transportation, certification in writing that its product meets Alaska Minimum Standards on items not covered by the FMVSS certification requirements of CFR 49 Part 567.

A. A permanent label or metal plate shall be secured and readily visible in the driver's compartment upon which states the bus meets minimum standards for Alaska, un-laden weight, GVWR, and the manufacturer's maximum possible rated seating capacity of the bus.

Emergency Exits

Add **Emergency Exits C.5.**, page 43 of the *National Specifications*, to read as follows:

C.5. Each bus shall have a red or black arrow in the inside and a black arrow on the outside of the emergency door showing direction of throw of handle.

Exhaust

Add **Exhaust C.1.**, page 44 of the *National Specifications*, to read as follows:

C.1. The exhaust tail pipe may be extended beyond the rear bumper and vertically, to exhaust above the roof line of the bus, and must be shielded or insulated.

Floors

Add to **Floors D.**, page 46 of the *National Specifications*, the following:

D. The fuel tank access plate shall be insulated.

Add **Floors E.**, page 46 of the *National Specifications*, to read as follows:

E. The floor shall have an overlay of 5-ply plywood 5/8 inch minimum (1/2" minimum in Type A buses,) marine-grade, or pressure-treated plywood. Edges of wood shall be located no less than 1/4" from sides of bus to allow for expansion and contraction. The wood and the steel

MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

shall be bonded to prevent accumulation of moisture on the top surface of the steel floor and under the surface of the wood floor.

Fuel System

Add to Fuel System A., page 46 of the National Specifications, with the following:

A. Fuel tank(s). Each tank shall be filled from and vented to the outside of the passenger compartment. A fuel filler "bucket" shall be present on all types of buses. The filler bucket shall be designed similarly to the illustrations in Appendix A of the Minimum Standards for Alaska School Buses 2017 Revised Edition.

Heating and Air Conditioning Systems

Replace Heating System A.4, page 47 of the National Specifications, with the following:

A.4. The heating system shall be capable of maintaining the ambient temperature throughout the bus of not less than 45 degrees Fahrenheit during average minimum January temperature as established by the U.S. Department of Commerce, National Weather Service (NOAA), for the area in which the vehicle is to be operated. The inside temperature is to be measured midway back in the bus at shoulder height of seated school children.

A.A.4.A. It is the sole responsibility of the vendor to meet all requirements in line item 4 under Heating and Air Conditioning Systems of this document.

A.4.B. It is the sole responsibility of the contractor/district to supply the vendor with all pertinent information pertaining to the average weather conditions in the service areas in which the bus will be operated.

A.4.C. New heating technology must be approved in advance by the department.

Identification

Replace Identification B.1, page 52 of the National Specifications, with the following:

B.1. Ownership identification with minimum five inch high lettering on the beltline or directly below the windows on each side of the bus.

Replace Identification C.6, page 52 of the National Specifications, to read as follows:

C.6. There shall be a sign located below the rear window of the bus in area(s) visible to the approaching motorist, which reads STOP ON FLASHING RED. "STOP" shall be printed on the rear of the bus in letters at least 8 inches high. "ON FLASHING RED" shall be printed below "STOP," in letters at least 4 inches high. The sign shall be red

MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

letters on white reflective background.

Insulation

Replace Insulation (Optional), page 54 of the National Specifications, with the following:

A. All space between the inner and outer panels in the roof, sidewalls, body posts and roof channel cavities, including front and rear body cavities, shall be filled with fiberglass or other insulating material which will meet Federal Motor Vehicle Safety Standard No. 302 where applicable. The insulation shall be firmly installed so it will retain its original position.

Lamps and Signals

Add to Lamps and Signals A.1, page 55 of the National Specifications, the following:

A.1. A loading light shall be installed, outside and to the rear, or above the service door to illuminate the area in front of the door. The step-well light and loading light shall be illuminated by a service door-operated switch, to illuminate only when the service door is open.

Replace Lamps and Signals F., page 57 of the National Specifications, with the following:

F. Roof Mounted Strobe Light

1. A strobe light shall be mounted on the roof of the school bus, and meet all NSTS&P standards J845, with a 4 inch minimum height. The light shall be located on the center line of the roof no less than four (4) feet from the rear of the bus and not to exceed one third (1/3) the body length forward from the rear of the roof edge. The light must be in operation when students are on the bus.

Stirrup Steps

Replace Stirrup Steps, page 65 of the National Specifications, with the following:

If the windshield and lamps are not easily accessible from the ground, there shall be at least one folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.

Stop Signal Arm

Add to Stop Signal Arm, page 65 of the National Specifications, the following:

Stop Signal Arm shall be required.

MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

Storage Compartment

Replace Storage Compartment (Optional), page 65 of the National Specifications, with the following:

A storage container for tools, tire chains, and/or tow chains shall be located on the right side of the bus outside the passenger compartment, whenever possible. If inside, it shall be fastened to the floor at rear of bus and have a cover with a positive fastening device.

Ventilation

Add Ventilation B.3, page 68 of the National Specifications, to read as follows:

B.3. Auxiliary window fans. Bus Types B, C, and D shall have two fans, each fan shall be operated by its own switch and not to be placed so as to interfere with vision. Bus Type A will only require one fan.

Windows

Add Windows D., page 69 of the National Specifications, to read as follows:

D. The following windows shall be thermo pane:

- 1. Window to left of driver. OEM factory standard is acceptable for Type A, Type B and Type C cutaway buses.**
- 2. All windows in service door.**

SPECIALLY EQUIPPED SCHOOL BUS SPECIFICATIONS

The following Alaska Standards modify or supplement the Specifications for Specially Equipped School Buses found on pages 71 through 81 of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*.

Communications

See Alaska Bus Equipment Specifications.

Special Light

Add Special Light A., page 78 of the National Specifications, to read as follows:

A. An exterior light shall be installed on exterior of bus, within 12 inches of the wheelchair lift door opening for the illumination of outside the bus.

MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

ALASKA BUS EQUIPMENT SPECIFICATIONS

The following Alaska Standards supplement the Specifications for Bus Chassis, Bus Body and Specially Equipped School Buses found on pages 29 through 81 of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*, and in the preceding sections of this *Alaska Minimum Standards* document.

General

Equipment listed in this section is required to be on each bus used for transporting school children before the bus is placed into service. However, the nature of this equipment is such that it can be easily moved from a retired bus to a new one, and may not need to be purchased for each replacement bus. School bus manufacturers are not required to provide this equipment unless the items are specified in the purchase order.

Communications

All school buses shall be equipped with a two-way electronic voice communication system before the bus is placed into service. Systems may be provided by end-user.

Emergency Equipment

Add Emergency Equipment A.3. page 41 of the National Specifications, to read as follows:

A.3. Fire extinguishers shall be ABC 5 (five) pound and affixed with a current certification tag unless within first year of manufacture date code of fire extinguisher.

Add Emergency Equipment B.3. page 42 of the National Specifications, to read as follows:

B.3. First Aid Kit shall meet the national standard suggested contents.

Add Emergency Equipment C.1-3. page 42 of the National Specifications, to read as follows:

C. Body Fluid Clean-up Kit

1. Each bus shall have a removable moisture proof and dust proof body fluid clean-up kit mounted in an accessible place within the driver's compartment. This place shall be marked to identify its location.

2. Minimum contents shall include:
1-cardboard scraper and scoop
1-pair latex disposable gloves
2-packages germicidal hand wipes
1-disposable face mask
2-plastic bags
2-twist ties
3-disposable paper towels
1-4 oz. package stabilized chlorine absorbent deodorant or equivalent.

**MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES
2017 REVISED EDITION**

3. Detailed instructions on use of contents shall accompany each kit.

Add to Emergency Equipment D., page 42 of the National Specifications, the following:

D. Warning Devices

When flares are utilized, they must be stored in an exterior compartment and labeled accordingly.

Tire Chains and Tire Chocks

Tire chains and tire chocks are required and must be stored in a storage compartment. *Ref. Storage Compartment/Bus Body Specifications for storage*

Optional items: Dependent on climate, demographic, and District areas. (Including, but not limited to.)

Auxiliary driving lights (moose lights), auxiliary heaters, thermo pane windows in passenger area, crossing gates, drop chains, heated step treads, rear air foils, rear stop arms, and heated wiper blades.

**MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES
2017 REVISED EDITION**

Appendix A

Fuel “Bucket” Illustrations



**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 11B

◆ ISSUE

The board is being asked to adopt amendments to regulations related to funding Career and Technical Education programs for grades seven through twelve.

◆ BACKGROUND

- The federal Perkins IV Act states in §315—Limitation for Certain Students, that “No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.” Thus, federal law allows Perkins funds to be spent on programs for students in grades seven through twelve.
- However, Alaska regulation 4 AAC 51.390(4), under definitions, states that “vocational education means organized programs, approved by the department, for grades nine through twelve, that prepare individuals for paid or unpaid employment, or for further education.”
- The proposed regulation change would allow federal Carl Perkins Career and Technical Education funds to be used to support programs for students in grades seven through twelve.
- Behind this cover memo are the proposed regulations and public comment.
- Paul Prussing, Director of Student Learning, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 14B.

Register _____, _____ 2017 EDUCATION AND EARLY DEV.

4 AAC 51.390 is amended to read:

As used in 4 AAC 51.200 - 4 AAC 51.390,

(1) "curriculum" means the instructional program content as approved by the department;

(2) repealed 4/9/92;

(3) "program" means a logically sequenced set of instructional outcomes;

(4) "vocational education" means organized programs, approved by the department, for grades seven [NINE] through twelve, that prepare individuals for paid or unpaid employment, or for further education.

(5) repealed 4/9/92. (Eff. 12/4/85, Register 96; am 4/9/92, Register 122; am ___/___/_____, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.35.020

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Sypeck, Shawn (EED)

From: Frederick Villa <fvilla@alaska.edu>
Sent: Friday, July 14, 2017 6:57 AM
To: Sypeck, Shawn (EED)
Subject: Public Comment: Vocational Education

Shawn,

I am supportive of the DEED expanding the definition of vocational education to include grades seven through twelve with the caveat that by 'vocational education' you are referring to 'career and technical education', the nomenclature currently used federally to describe and replace the antiquated term 'vocational education', that DEED has invested so much time and investment.

I recognize that the career pathways continuum includes career awareness, exploration, education and preparedness as part of the educational experience in fulfilling students' aspirations and dreams. This process requires time to help students recognize the relevance of their education towards achieving those dreams. By beginning that process earlier in their lives, they can make more informed course choices as high school students.

I would also like encourage the State Board to consider revising their regulations to replace the term 'vocational education' to 'career and technical education' whenever it is appropriate to align with the common vernacular used across the state and country reflecting the breadth of the programs and outcomes that comes from a fully developed career pathway continuum.

Fred Villa, Associate Vice President for Workforce Programs
University of Alaska Statewide Academic Affairs
Suite 202K Butrovich Building
PO Box 755010
Fairbanks, AK 99775-5010
www.alaska.edu/research/wp
(907) 450-8008 Office
(907) 450-8002 Fax

Sypeck, Shawn (EED)

From: Peggy Carlson <peggy.carlson3@gmail.com>
Sent: Saturday, July 01, 2017 1:13 PM
To: Sypeck, Shawn (EED)
Subject: Comments on 4 AAC 51.390

To Whom It May Concern:

I support redefining vocational education to include grades 7-12. 9th grade is often too late. Career exploration and opportunities need to begin earlier. I also support revising the term "vocational education" to "career technical education". I realize you are following national language, but it is outdated and often gives parents and students the wrong impression that these classes are for the students that can't succeed in college. I know this isn't true and that CTE courses are rigorous and relevant.

Thank you

Peggy Carlson
State System of Support Coaching Program
Carlson Educational Consulting
(907) 378-2472

**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 12

◆ **ISSUE**

The University of Alaska Anchorage (UAA) has expanded its offerings to teaching candidates completing their bachelor's program in Early Childhood Education to include an optional minor in Early Childhood Special Education. In order for UAA to recommend candidates completing the Early Childhood Special Education minor for an additional endorsement area on their teaching certificates, the State Board must approve the program.

◆ **BACKGROUND**

- Responding to the need for additional Early Childhood Special Education teachers who can provide effective learning experiences for young children with special needs, UAA has designed an additional endorsement program that can be earned in conjunction with the Early Childhood Education major.
- The program was developed with stakeholder input and addresses the Council for Exceptional Children standards and the Alaska Teaching standards.
- Behind this cover are 1) the request for approval from Dr. Paul Deputy, Dean, UAA College of Education, 2) Approval from the Northwest Commission on Colleges and Universities, 3) University of Alaska approvals, 4) UAA Catalog description for the Minor in Early Childhood Education, and 5) Course Descriptions.
- Sondra Meredith, Administrator for Teacher Education and Certification will be present to brief the board.

◆ **OPTIONS**

Approve the Early Childhood Special Education endorsement program.

Seek additional information.

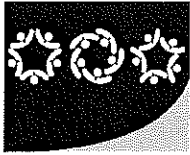
Take no action.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the Early Childhood Special Education endorsement program.

◆ **SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the additional endorsement program in Early Childhood Special Education for birth through third grade offered by the College of Education at the University of Alaska Anchorage as an optional minor in their undergraduate Early Childhood Education program.



**UAA College
of Education**
UNIVERSITY of ALASKA ANCHORAGE

Office of the Dean
3211 Providence Drive, PSB 234
Anchorage, AK 99508-4614
T 907.786.4613, F 907.786.4474
www.uaa.alaska.edu/coe

July 26, 2017

Sondra Meredith
Teacher Education and Certification
Alaska State Department of Education and Early Development
801 West 10th Street, Suite 200
Juneau, Alaska 99811-0500

Dear Administrator Meredith:

There is an on-going shortage of teachers currently qualified and prepared to provide effective learning experiences for students with special needs. Conversations with districts throughout the state have highlighted a continuing need for classroom teachers who are qualified to work in special education. The College of Education (COE), at the University of Alaska Anchorage (UAA), started a minor in Early Childhood Special Education in the 2013-2014 academic year. The program has received approval through governance procedures at UAA. University of Alaska Regents Policy and University Regulation require approval of degree and certificate programs by Regents, but are silent regarding the approval authority of minors.

Due to a change in COE administration, we did not request the proper State board approval to recognize the Minor in Early Childhood Special Education as an "approved program" that results in a special education endorsement on an initial teacher certification. We are requesting a retroactive approval of this program, UAA College of Education graduates who completed the program from 2016 to the present should receive this endorsement.

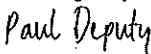
The content of the Minor in Early Childhood Special Education addresses the Alaska Teacher Standards, the Special Education Standards and the CAEP Standards.

Attached please find the following materials to support this request:

- Approval from the Northwest Commission on Colleges and Universities.
- UAA Approval
- UAA Catalog Copy for the Minor in Early Childhood Special Education
- Course Descriptions

Thank you for your consideration of COE's request. Please contact me if you have any questions.

Sincerely,

DocuSigned by:

E25753EF60024FC...

Paul N. Deputy, PhD
Dean, UAA College of Education
University of Alaska Anchorage
pdeputy@alaska.edu



RECEIVED
NOV 28 2012
AVP/AA

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

November 20, 2012

Ms. Megan Carlson
Assistant Vice Provost
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508

Dear Assistant Vice Provost Carlson:

This is in reply to your correspondence dated October 2, 2012, requesting approval from the Northwest Commission on Colleges and Universities for University of Alaska Anchorage (UAA) to add a new Minor in Early Childhood Special Education in the institution's College of Education. The Commission has approved this change as a *minor change* under Policy A-2, *Substantive Change*. Accordingly, the Minor in Early Childhood Special Education is now included under the accreditation of the University of Alaska Anchorage.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of developments and initiatives at the University of Alaska Anchorage. If you have questions, please do not hesitate to contact me.

Sincerely,

Pamela J. Goad
Vice President

PJG:pg

cc: Mr. Thomas R. Case, Chancellor
Dr. Sandra E. Elman, President, NWCCU



UNIVERSITY OF ALASKA ANCHORAGE
Office of Academic Affairs
3211 Providence Drive
Anchorage, AK 99508-4614

October 2, 2012

Dr. Sandra Elman, President
Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 100
Redmond, Washington 98052

Dear Dr. Elman,

We are pleased to report to the Commission the creation of a Minor in Early Childhood Special Education in the College of Education. The proposed minor in Early Childhood Special Education was developed to support the need to educate students with disabilities in the least restrictive environment possible, in compliance with the Individuals with Disabilities Act and No Child Left Behind Act. Students earning a minor in Early Childhood Special Education combined with a degree in teacher education or early childhood education will ensure that Alaska's young children receive the full benefits of early education and intervention including success in the social-emotional, cognitive, and physical developmental domains. The skills learned in this minor will enable students to augment their major degrees with an understanding of the unique needs of students experiencing disabilities.

The Dean of the College of Education, the appropriate curriculum committees, the Interim Provost and Vice Chancellor, and the Chancellor have approved this minor. Regents Policy and University Regulation require approval of degree and certificate programs by the Regents, but are silent regarding the approval authority for minors. Historically, minors have been approved at the Provost level. The approval process for minors has been recently modified to include approval by the Chancellor and Commission in response to clarification by the NWCCU regarding the program levels requiring Commission approval. All offerings are supported, faculty members are identified, and all of the courses are being offered in the coming year. Existing library, student services, and academic services are sufficient and available to enrolling students.

We ask that the Commission add its approval of this new program offering. If you have further questions about this program, please do not hesitate to call me.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M Carlson', with a long, sweeping underline.

Megan Carlson
Assistant Vice Provost
Accreditation Liaison Officer
Phone: (907) 786-1054 / Email: macarlson@uaa.alaska.edu

Cc: Chancellor Case
Interim Provost and Vice Chancellor Baker
Interim Dean McClain

Degree/Certificate Title & Responsible Program

Major Academic Unit: University of Alaska Anchorage	School or College: College of Education	Department: Department of Counseling and Special Education
Complete Program Title Early Childhood Special Education minor		
Type of Program	<input type="checkbox"/> Occupational Endorsement Certificate (OEC)	<input checked="" type="checkbox"/> Minor

1. Relationship of the proposed program relative to the educational mission of the University of Alaska and the MAU.

The Early Childhood Special Education Minor responds to state needs (Goal 4 of the University of Alaska System Academic Master Plan), especially Goal 2 “Educate Teachers for the PK-12 school system across Alaska,” by training students for professional positions in early childhood education in settings where children with and without disabilities are served. No other institution in the University of Alaska System offers a minor in early childhood special education, and there are few early childhood educators with any pre-professional training in early childhood special education. Because of the federal laws regulating services for young children with disabilities in general education classrooms or community settings, employers will be motivated to hire those with the additional knowledge and skills that the minor provides.

The minor directly aligns with UAA’s strategic plan, specifically the goals in Strategic Priority A which relate to preparation for high-demand careers in close collaboration with public sector partners. It also aligns with the goals in Strategic Priority C that relate to increased educational opportunity and student success. Students completing the minor will be highly qualified candidates for the M.Ed. in Early Childhood Special Education. Finally, the minor aligns with Strategic Priority E and its focus on building in collaboration with school districts “a coherent, integrated, mutually reinforcing public education program.”

2. History of the development of the proposed program.

When Congress reauthorized the Individuals with Disabilities Act (IDEA) of 2004, they stated a clear preference that children with disabilities be educated in the least restrictive environment. For school-aged young children, this is the regular classroom. For infants, toddlers, and preschool children, this refers to settings and environments where they would normally be if they did not have disabilities. In order for these children to be successful in typical settings, highly qualified caregivers and teachers are necessary. Students earning a

minor in Early Childhood Special Education combined with a degree in early childhood education will ensure that Alaska's young children will receive the full benefits of early education and intervention including success in the social-emotional, cognitive, and physical developmental domains.

In response to these factors, faculty from the B. A. Early Childhood Education program and the M.Ed. Early Childhood Special Education collaborated on the development of the minor. Prospective students are eager to enroll in the program as there are few opportunities for them to acquire this education through a minor in this area. Within the university, students enrolled in the B.A. Early Childhood program have requested this minor to become more highly qualified to work with young children with disabilities in inclusive settings.

3. Impact of the proposed program on existing UA programs, including the GER.

There is no impact on the GERs because they are not required for the minor. The minor is a pathway to the M.Ed. in Early Childhood Special Education for those who seek advanced knowledge and skills.

4. State needs met by the proposed program.

The state is obliged to hire teachers who are highly qualified according to the IDEA and the No Child Left Behind Act. The minor in Early Childhood Special Education will qualify UAA's teacher preparation graduates for this status.

5. Student opportunities, outcomes, and enrollment projections.

Student Learning Outcomes

Upon completion of the program students will be able to:

1. Design learning environments that promote child development.
2. Develop intervention practices which consider the individual learning needs of the child.
3. Evaluate outcomes of intervention and use the information to modify intervention.

**Table 5.1
Student Learning Outcomes and Plan for Assessment**

Outcome	Plan for Assessment
1. Design learning environments that promote child development.	Students will complete an environmental assessment analyzing modifications and accommodations that may be needed for selected disabilities.
2. Develop intervention practices which consider the individual learning needs of the child.	Students will create lesson plans that include specific objectives for engaging students in active learning.
3. Evaluate outcomes of intervention and use the information to modify intervention.	Students will take assessment data on adult –child interaction, the child, the environment, and curriculum. Students will determine how to use the data to support learning for all children.

Completion of the B.A. in Early Childhood Education with a minor in early childhood special education is a pathway to professional positions in schools and community settings that serve children with and without disabilities. Students who complete the minor in Early Childhood Special Education with a teacher preparation B.A. will be qualified to work with young children with disabilities in inclusive settings such as public school programs and preschool through grade three, as well as non-profit agencies, such as State of Alaska Infant Learning Programs and Head Start. Faculty in the Early Childhood Special Education program will assume responsibility for collecting and analyzing data on student learning outcomes.

Initially enrollment will be low as students usually declare the minor later in their degree programs.

**Table 5.2
Enrollment Projections**

	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Enrollment	0	1	2	3	5
Enrollment Headcount	0	1	2	3	5
Graduates	0	0	1	2	3

6. Faculty and staff workload implications.

Advising will be done jointly by the advisor in the College of Education Office of Student Engagement, and by the faculty advisor in the M.Ed. in Early Childhood Special Education program. Because enrollment will be low, no additional advisors will be needed.

SPECIAL EDUCATION

Professional Studies Building (PSB), Room 206, (907) 786-6317

**Minor,
Early Childhood Special Education**

The minor in Early Childhood Special Education provides candidates with the knowledge of intervention strategies and learning environments that support the development of young children with disabilities in the birth to age 5 range.

Student Learning Outcomes

Upon completion of the program students will be able to:

1. Design learning environments that promote child development.
2. Develop intervention practices which consider the individual learning needs of the child.
3. Evaluate outcomes of intervention and use the information to modify intervention.

Students majoring in another subject who wish to minor in Early Childhood Special Education must complete the following requirements. A total of 18 credits are required for the minor.

EDEC A303	Young Children in Inclusive Settings	3
EDSE A212	Human Development and Learning	3
EDSE A474	Special Children from Birth through Five	3
EDSE A482	Inclusive Classrooms for All Children	3
EDSE A422Y	Strategies for Young Children with Special Needs in Inclusive Settings	3
EDSE A490	Special Topics: Early Childhood Special Education	3

Course Descriptions

EDSE A212 Human Development and Learning	Emphasizes cognitive, physical, emotional, social and communicative development of children and youth. Patterns and sequences of development are explored in terms of learning that is occurring in the home, school or neighborhood. Students will become familiar with the major categories of disability. The information provided will be reviewed in relation to formal and informal school learning, including the need for accommodations, teaching and curricular requirements and modifications.
EDED A303 Young Children in Inclusive Settings	Examines the principles, issues, concepts, and teaching practices to support young children with disabilities in community childcare settings and primary classrooms. Special Note: Field experience is required.
EDSE A422Y Strategies for Young Children with Special Needs in Inclusive Settings	Note: This is a new class which is stacked with EDSE A622Y. Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.
EDSE A474 Special Children from Birth through Five	Apply knowledge of child development and theories to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education. Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods. Special Note: Field experience required.
EDSE A482 Inclusive Classrooms for All Children	Provides an in-depth understanding of concepts, strategies, and issues that surround supporting the needs of students who experience disabilities in the general education classroom.
EDSE A490 Special Topics in Early Childhood Special Education	Note: This is a new class which is stacked with EDSE A690. Focuses on milestones in the developmental domains of communication, early literacy, and play.

EDSE A212 Human Development and Learning 3 Credits

Emphasizes cognitive, physical, emotional, social, and communicative development of children and youth. Patterns and sequences of development are explored in terms of learning that is occurring in the home, school, or neighborhood. Students will become familiar with the major categories of disability. The information provided will be reviewed in relation to formal and informal school learning, including the need for accommodations, teaching, and curricular requirements and modifications.

Registration Restrictions: Department approval.

EDEC A303 Young Children in Inclusive Settings 3 Credits

Examines the principles, issues, concepts, and teaching practices to support young children with disabilities in community child care settings and primary classrooms.

Special Note: Field experience is required.

Registration Restrictions: Departmental approval required: admission to College of Education, pre-major status or admission to Associate of Applied Sciences in Early Childhood.

EDSE A422Y Strategies for Young Children with Special Needs in Inclusive Environments 3 Credits

Provides an understanding of best practices in intervention strategies for children with special needs who are in inclusive settings.

Registration Restrictions: Junior or senior standing

May Be Stacked With: [EDSE A622Y](#)

EDSE A474 Special Children from Birth Through Five 3 Credits

Apply knowledge of child development and theories to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education. Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods.

Special Note: Field experience required.

Registration Restrictions: Junior, senior or graduate standing

EDSE A482 Inclusive Classrooms for All Children 3 Credits

Provides an in-depth understanding of concepts, strategies, and issues that surround supporting the needs of students who experience disabilities in the general education classroom.

Registration Restrictions: Junior standing or higher

EDSE A490 Selected Topics: Early Childhood Special Education 3 Credits

Focuses on milestones in the developmental domains of communication, early literacy and play.

Registration Restrictions: Junior or senior standing.

May Be Stacked With: [EDSE A690](#)

Minor in Early Childhood Special Education

Council for Exceptional Children (CEC)	Alaska Teacher Standards	COE Courses that fulfill standards	Other professional experiences/comments
<p>Standard 1: Learner Development and Individual Learning Differences</p> <p>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.</p>	<p>A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.</p>	<ul style="list-style-type: none"> • EDSE A212 Human Development and Learning • EDSE A303 Young Children in Inclusive Settings • EDSE A474 Special Children from Birth through Five • EDSE A482 Inclusive Classrooms for All Children • EDSE A490 Selected Topics: Early Childhood Special Education 	<ul style="list-style-type: none"> • Discuss philosophical, legal, historical contexts of inclusion and special education. • Explain and compare characteristics and types of disabilities, including risk & protective factors for birth-age 8. • Relate knowledge of human growth and development to formal and informal learning contexts, especially in relation to language competence and literacy achievement. • Describe the categories of educational exceptionalities and correlate the impact on a child's development, social relationships, family adjustment, and school/academic needs. • Analyze language development theories. • Analyze milestones of communication development. • Analyze stages of play development. • Synthesize the relationship among communication, early literacy, and play. • Integrate child observations with child development theory.

<p>Standard 2: Learning Environments</p> <p>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</p>	<p>A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</p>	<ul style="list-style-type: none"> • EDSE A303 Young Children in Inclusive Settings • EDSE A482 Inclusive Classrooms for All Children • EDSE A490 Selected Topics: Early Childhood Special Education 	<ul style="list-style-type: none"> • Compare and contrast the characteristics of students with high and low incidence disabilities. • Describe classroom and behavior management strategies to support all learners.
<p>Standard 3: Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>A teacher knows the teacher's content area and how to teach it.</p>	<ul style="list-style-type: none"> • EDSE A422Y Strategies for Young Children with Special Needs in Inclusive Environments • EDSE A482 Inclusive Classrooms for All Children • EDSE A212 Human Development and Learning 	<ul style="list-style-type: none"> • Provide examples of competent and maladaptive behaviors in terms of social interaction, moral development, and interpersonal relationships. • Select instructional strategies for learners with high and low incidence disabilities • Demonstrate knowledge of intervention strategies for young children with special needs served in inclusive settings
<p>Standard 4: Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p>	<p>A teacher facilitates, monitors, and assesses student learning.</p>	<ul style="list-style-type: none"> • EDSE A303 Young Children in Inclusive Settings • EDSE A474 Special Children from Birth through Five 	<ul style="list-style-type: none"> • Identify procedures of the referral process and key components of an IFSP & IEP.

<p>Standard 5: Instructional Planning and Strategies</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies (15) to advance learning of individuals with exceptionalities.</p>	<p>A teacher teaches students with respect for their individual and cultural characteristics.</p>	<ul style="list-style-type: none"> • EDSE A303 Young Children in Inclusive Settings • EDSE A482 Inclusive Classrooms for All Children • EDSE A490 Selected Topics: Early Childhood Special Education • EDSE A212 Human Development and Learning 	<ul style="list-style-type: none"> • Analyze evidence-based programs, practices and strategies for young children with disabilities; and those from diverse cultural and linguistic backgrounds. • Design an early literacy program for families. • Develop an accurate matrix for the principal domains of development (cognitive, physical, emotional, social, and communicative) in infancy, early and middle childhood, and adolescence.
<p>Standard 6: Professional Learning and Ethical Practice</p> <p>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.</p>	<p>A teacher participates in and contributes to the teaching profession.</p> <p>A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</p>	<ul style="list-style-type: none"> • EDSE A474 Special Children from Birth Through Five • EDSE A212 Human Development and Learning 	<ul style="list-style-type: none"> • Use evidence based research to describe developmentally appropriate practices for culturally diverse infants, children and adolescents. • Articulate the basic tenets of IDEA and compare requirements of Part B and C. • Review the framework of early intervention and early childhood special education services.
<p>Standard 7: Collaboration</p> <p>Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally</p>	<p>A teacher works as a partner with parents, families, & the community.</p>	<ul style="list-style-type: none"> • EDSE A303 Young Children in Inclusive Settings • EDSE A482 Inclusive Classrooms for All Children 	<ul style="list-style-type: none"> • Articulate the collaborative roles between special education teachers, related service providers, families, and early childhood educators. • Identify community and school-based resources for families of young children with

<p>responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences</p>			<p>disabilities and those from diverse cultural and linguistic backgrounds.</p>
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Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A212	4. Previous Course Prefix & Number	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Human Development and Learning <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Spring/2011 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. BAEL		145-146	7/23/2010	Tim Jester; Jim Powell	
2. BAEC/AAS		141-144	7/23/2010	Hilary Seitz	
3.					
Initiator Name (typed): <u>Dean Konopasek</u>			Initiator Signed Initials:		Date: <u>10-11-10</u>
13b. Coordination Email Date: _____ submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: _____		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Emphasizes cognitive, physical, emotional, social and communicative development of children and youth. Patterns and sequences of development are explored in terms of learning that is occurring in the home, school or neighborhood. Students will become familiar with the major categories of disability. The information provided will be reviewed in relation to formal and informal school learning, including the need for accommodations, teaching and curricular requirements and modifications.					
16a. Course Prerequisite(s) (list prefix and number) NA		16b. Test Score(s) NA		16c. Co-requisite(s) (concurrent enrollment required) NA	
16d. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) (non-codable) Departmental approval			
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action Since EDSE A212L is no longer required by the Bachelor of Arts in Early Childhood (BAEC) or the Bachelor of Arts, Elementary Education (BAEL), it needs to be "unlinked" from EDSE A212.					
 Initiator (faculty only) _____ Date: <u>10-11-10</u> Dean Konopasek Initiator (TYPE NAME)		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		 Dean/Director of School/College _____ Date: <u>10/12/10</u>	
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		Undergraduate/Graduate Academic Board Chairperson _____ Date: _____	
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved		 Provost or Designee _____ Date: <u>10/20/10</u>	
<input type="checkbox"/> Disapproved		<input type="checkbox"/> Disapproved		Curriculum Committee Chairperson _____ Date: _____	

MINOR CHANGE ... CORRIG. HANDBOOK 3.2.2

**COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF EDUCATION**

I. Date Initiated: March 4, 2004 Revised October 7, 2010

II. Information from the Course Action Request

College/School: College of Education

Department: Special Education

Course Subject: EDSE

Course Number: A212

Credits: 3

Contact Hours: 3 + 0

Course Title: Human Development and Learning

Grading Basis: A-F

Course Description: Emphasizes cognitive, physical, emotional, social and communicative development of children and youth. Patterns and sequences of development are explored in terms of learning that is occurring in the home, school or neighborhood. Students will become familiar with the major categories of disability. The information provided will be reviewed in relation to formal and informal school learning, including the need for accommodations, teaching and curricular requirements and modifications.

Course Prerequisites: N/A

Test Scores: N/A

Other Restrictions: N/A

Corequisites: N/A

Registration Restrictions: Departmental Approval

Alignment with College of Education Vision, Mission, and Conceptual Framework

The College's mission is to employ diverse ways of knowing, learning, and viewing the world in order to promote the intellectual, social, creative, emotional, and physical development of students, families, and communities.

The Mission of the Special Education Program (EDSE) is to prepare candidates for teaching roles that support the educational growth and development of children experiencing disabilities. This mission is consistent with the mission of the School of Education and emphasizes: Innovation, Excellence, and Collaboration.

Our commitment is to all students of Alaska but especially those who have disabilities. We believe in the intrinsic value of all people, regardless of their abilities or disabilities. We recognize the importance of educating teachers so that students with and without disabilities flourish within their classrooms. We are committed to inclusive attitudes and practices on the part of all who interact with people with disabilities. In terms of teacher development, we are committed to developing teacher skills to maximize learning outcomes for students with disabilities.

III. Instructional Goals (includes Alaska and NCATE Standards) and Defined Outcomes

- 1.0 **Goal:** To understand perspectives underlying, and research forming the empirical basis for, human development and learning, especially for the periods, Infancy, Early Childhood, Childhood, and Early Adolescence (AS 1, 2, 3, 9; NCATE 1).
Outcome:
 - 1.1 Students will be able to describe, using evidence, research in human development and learning and ways of interacting in developmentally appropriate ways with children and adolescents.

- 2.0 **Goal:** To understand the principal theories of human growth and development and relate these to the different stages of development (AS 2, 3; NCATE 1).
Outcomes:
 - 2.1 Students will be able to develop an accurate matrix for each of the principal areas of development (physical, social, emotional, language, and cognitive) for the four developmental levels under study.
 - 2.2 Students will be able to explain the major developmental theorists for each of the developmental areas and levels under study.

- 3.0 **Goal:** To understand social and social cognitive factors that demonstrate different levels of developmental ability and growth (AS 2, 3; NCATE 1).
Outcomes:
 - 3.1 Students will be able to describe communicative and language competence, including literacy, and factors promoting motivation and self-regulation.
 - 3.2 Students will be able to explain and give examples of competent and maladaptive behaviors in terms of social interaction, moral development, and interpersonal relationships.

4.0 **Goal:** To understand the nature and impact of developmental delays and disorders in the way children and adolescents grow and learn (AS 2, 3; NCATE 1, 4).

Outcome:

4.1 Students will be able to define the principal developmental delays and disorders and comment on the impact of the disorders on development, social relationships, family adjustment, and school accommodations.

5.0 **Goal:** To develop an awareness of ways of making accommodations in formal and informal learning environments based on knowledge of development (AS 2, 3, 5, 6; NCATE 1, 4).

Outcome:

5.1 Students will be able to relate their growing knowledge of human growth and development to formal and informal learning contexts, especially in relation to language competence and literacy achievement, and will be able to explain accommodations that could be made in formal settings (pre-schools, school, etc.).

IV. Assessment of Learning and Grading System

The course employs seven different methods of assessing knowledge and/or skill. Candidates **MUST** achieve a passing grade in each piece of assessment to be eligible for a pass in the course. The course is marked out of 500 points and grades (A to F) are based on meeting specified criteria. The Class Projects are compulsory also but are graded Pass/Fail. The following tables show the grading requirements and standards.

Assignment	Total Marks	%
2 video chapter reviews	120	24%
3 examinations	300	60%
Participation	80	16%
TOTAL	500	
Class Project	Pass/Fail	

Grades	Low %	High %	Low Point	High Point
A	92%	100%	460	500
B	84%	91.9%	420	459
C	76%	83.9%	380	419
D	69%	75.9%	345	379
F		68.9%		344

V. Course Level Justification

The knowledge and skills acquired in this course are prerequisites to the 300-level education courses. This is the companion lecture course to EDSE 212L Human Development and Learning Lab.

VI. Outline

Session	Topic	Chapter *	Assessment				
			Video Reviews	Exams	Class Exercise	Precis	Attendance
1	Perspectives on human growth and learning	1, 2			1. As set during class	X	X
2	Physical development	3				X	X
3	Intelligence and cognition	4, 5				X	X
4				1		X	X
5	Language and communication	7, 8	1		2. As set during class	X	X
6						X	X
7	Social, emotional and moral development	9, 10				X	X
8				2		X	X
9	Social and cognitive characteristics for learning	11	2		3. As set during class	X	X
10	Diversity, disorders and delay	Readings				X	X
11	The child/adolescent in context – family, school and neighborhood	12, 14				X	X
12				3		X	X

* The chapter headings are shown in the table below.

1	Making a difference in the lives of infants, children and adolescents	8	Development of literacy: Reading and writing
2	Methods of inquiry in child development	9	Personal and emotional development
3	Physical development	10	Social understanding and moral development
4	Cognitive development 1: Piaget and Vygotsky	11	Development of motivation and self-regulation
5	Cognitive development 2: Cognitive processes	12	Families
6	Intelligence	13	Interpersonal relationships
7	Language development	14	Growing up in context

VII. Suggested Text

McDevitt, T., & Ellis-Ormrod, J. (2004). *Child development: Educating and working with children and adolescents* (2nd Ed.). Columbus, OH: Merrill Prentice Hall (including the Multimedia Guide and the accompanying multimedia material).

VIII. Bibliography

Daniels, D., Beaumont, L., & Doolin, C. (2002). *Understanding children: An interview and observation guide for educators*. Burr Ridge, IL: McGraw Hill.

Lefrancois, G. R. (2001). *Of children: An introduction to child development* (9th Ed.). Belmont, CA: Wadsworth.

Meece, J. (2002). *Child and adolescent development for educators*. Burr Ridge, IL: McGraw Hill.

Seifert, K., & Hoffnung, R. (2000). *Child and adolescent development*. New York: Houghton Mifflin Company.

Vander-Zanden, J. W. (1997). *Human development* (6th Ed.). St. Louis, MO: McGraw Hill.

Journals and Periodicals

Child Development

Child and Youth Care Quarterly

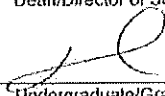
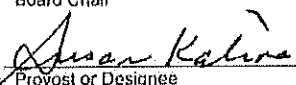
Child Care, Health and Development

Early Child Development

Developmental Psychology

Exceptional Children

Monographs of the Society for Research in Child Development

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
Hattie Harvey			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)			<input checked="" type="checkbox"/> Approved		5-5-15
<input type="checkbox"/> Approved			<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic	Date
<input type="checkbox"/> Disapproved	Department Chair	Date	<input type="checkbox"/> Disapproved	Board Chair	
<input type="checkbox"/> Approved			<input checked="" type="checkbox"/> Approved		5-20-15
<input type="checkbox"/> Disapproved	College/School Curriculum Committee Chair	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

Initiator (faculty only) Halle Harvey Initiator (TYPE NAME)		3/16/15 Date	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	[Signature] Dean/Director of School/College Date
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	[Signature] Department Chair	3.6.15 Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chair Date
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	[Signature] College/School Curriculum Committee Chair	3/17/15 Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Provost or Designee Date

**Course Content Guide
University of Alaska Anchorage
College of Education**

I. Date Initiated: November 2014

II. Information for the Course Action Request

College/School: EA College of Education

Department: Early Childhood Education

Subject: EDEC

Course Number: A303

Title: Young Children in Inclusive Settings

Credits: 3 + 0

Grading Basis: A-F

Implementation Date: Spring 2016

Course Description: Examines the principles, issues and concepts of inclusive teaching practices to support young children from birth through age 8. A primary focus is on children with disabilities and those from diverse cultural and linguistic backgrounds. Special note: This course requires up to 15 hours of classroom observation.

Course Prerequisites(s): EDEC A242, and EDEC A206 or EDEL A206

Test Scores(s): N/A

Corequisite(s) N/A

Registration Restrictions:

Course Fee: Yes No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Introduce the philosophical, legal, historical, and cultural contexts of inclusion.
2.	Examine characteristics and types of disabilities, including risk factors for children birth –age 8.
3.	Describe the referral process for 1) infants/toddlers, 2) young children in early care and education settings, and 3) young children in public school settings, and introduce the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP)
4.	Discuss the collaborative roles between special education teachers, related service providers, families, and early childhood educators.
5.	Examine evidence-based programs, practices, and teaching strategies that support inclusion for children with disabilities, and for those from diverse cultural and linguistic backgrounds.
6.	Introduce community and school resources available for families of young children with disabilities, and for those from diverse cultural and linguistic backgrounds.

B. Student Learning Outcomes/Assessment Procedures

<i>Student Learning Outcomes</i>	<i>Assessment Procedures</i>	<i>Standards</i>	<i>Core Values</i>
<i>Upon successful completion of the course, the student will be able to do the following:</i>	<i>This outcome will be assessed by one or more of the following:</i>	<i>This outcome meets the following state and/or national standard:</i>	<i>This outcome addresses the following core value: Intellectual Vitality (IV), Inclusiveness and Equity (IE), Collaborative Spirit (CS), Leadership (L)</i>

1.	Discuss philosophical, legal, historical, and cultural contexts of inclusion	Written Journal	NAEYC* 5	IV IE
2.	Explain and compare characteristics and types of disabilities, including risk and protective factors for birth – age 8	Final Written Paper Final Presentation	NAEYC 1,4 AK***3	IV

3.	Identify procedures of the referral process for special education (birth-3, PreK, and K-3) and key components of an IFSP and IEP	Written Examination	NAEYC 3,	IV
4.	Articulate the collaborative roles between special education teachers, related service providers, families, and early childhood educators	Personal Philosophy Statement on Inclusion	NAEYC 3,6 AK I CR**D	IV IE
5.	Analyze evidence-based programs, practices and strategies for young children with disabilities; and for those from diverse cultural and linguistic backgrounds	Class Presentation Analysis Paper	NAEYC 4 CR E	IE
6.	Identify community and school-based resources for families of young children with disabilities and those from diverse cultural and linguistic backgrounds	Written Resource Paper/ Presentation	NAEYC CR B	IV IE

* NAEYC = National Association of Education for the Young Children (NAEYC)

** CR = Alaska Standards for Culturally Responsive Schools (CR)

*** AK = Alaska Standards for Beginning Teachers (AK)

IV. Course Level Justification

This course requires knowledge of family and community relationships, curriculum planning, and the connection to early care and education and public school programs. This course also builds upon and extends foundational knowledge of child development and learning.

V. Course Outline

1. Philosophical, Legal, Historical and Cultural Contexts for the Social Construction of Disability

1.1	Inclusive early childhood education -- historical and cultural contexts
1.2	Legislation and litigation (i.e., Least Restrictive Environment, Section 504, ADA, IDEA 2004)
1.3	Service delivery models and systems
1.4	Response to intervention

2. Characteristics of Children with Special Needs

2.1	Children with high-incidence disabilities
2.2	Children with low-incidence disabilities
2.3	Children who are gifted and talented
2.4	Children who are culturally and linguistically diverse
2.5	Risk and protective factors

3. Referral Process for Young Children in Early Care and Education Settings and in the Public School Setting

3.1	Procedures of screening, referral and assessment for infants/toddlers
3.2	Procedures of screening, referral and assessment for preschool
3.3	Procedures of screening, referral and assessment for K-3 in public school settings, including response to intervention
3.4	Family partnerships in the referral process
3.6	Collaboration with special educators, and related service providers
3.5	Models of assessment (standardized norm-referenced, curriculum-based, play-based)

4. Evidence-based Programs, Practices, and Teaching Strategies to Support Diverse Learners

4.1	Principles of developmentally appropriate practice
4.2	Positive behavioral supports (models and approaches)
4.3	Activity-based and routines-based interventions
4.4	Modifications and accommodations to curriculum, environment, methods, and materials
4.5	Translate assessment information into meaningful curriculum and intervention planning
4.6	Goals and objectives on IFSPs and IEPs and the teacher's role
4.7	Strategies and curriculum to support English Language Learners

5. Resources and Support

4.1	Community resources for families of children with disabilities
4.2	Community resources for families from diverse cultural and linguistic populations
4.3	Resources in the school system
4.4	Advocacy for children and families

VI. Suggested Text(s)

Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources and practices* (6th ed.). Belmont, CA: Wadsworth.

VII. Bibliography

Cook, R. E., Klein, M. D., & Chen, D. (2012). *Adapting early childhood curricula for children with special needs* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Copple, C., & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs serving children birth through age 8* (3rd ed.). Washington, DC: NAEYC.

Denno, D. M., Carr, V., & Bell, S. H. (2010). *Addressing challenging behaviors in early childhood settings*. Baltimore, MD: Paul Brookes.

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-sped.org/recommendedpractices>.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practice for teaching young children in inclusive settings*. Baltimore, MD: Paul Brookes.

Gruenberg, A. M., & Miller, R. M. (2010). *Practical guide to early childhood inclusion: Effective reflection*. Upper Saddle River, NJ: Pearson Education.

Kaiser, B., & Rasminsky, J. S. (2012). *Challenging behavior in young children: Understanding, preventing, and responding effectively* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

NAEYC/NAECS/SDE. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf>.*

- Nind, M., Flewitt, R., & Payler, J. (2009). Social constructions of young children in 'special', 'inclusive', and home environments. *Children and Society*, 25, 259-370.
- Perry, G. (2005). Blended practices for teaching young children in inclusive settings. *Journal of young children*, 60, 96-99.
- Richey, D. D., & Wheeler, J. J. (2000). *Inclusive early childhood education: merging positive behavior supports, activity-based intervention, and developmentally appropriate practices*. Albany, NY: Delmar/Thompson Learning.*
- Runswick-Cole, K. (2011). Time to end the bias towards inclusive education? *Journal of special education*, 38, 112-119.
- Winter, S. M. (2006). *Inclusive early childhood education: A collaborative approach*. Upper Saddle River, NJ: Pearson.

*Classic

CAR EDEC A303

13a. Impacted Courses or Programs (attachment)

Impacted Course/Program	Date of Coordination	Chair/Coordinator Contacted
Bachelor of Arts in Early Childhood	11.17.14	Karen Roth
AAS in Early Childhood	11.17.14	Karen Roth
Post-Baccalaureate Certificate in Early Childhood; PreK-Grade 3	11.17.14	Karen Roth
Early Childhood Special Education Minor	12.3.14	Erin Kinavey-Wennerstrom
Kenai Peninsula campus (courtesy)	11.17.14	Peter Snow
Kodiak campus (courtesy)	11.17.14	Kitty Deal
Matsu campus (courtesy)	11.17.14	Marc Robinson



Curriculum Action Request
University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College CHESW		1b. Division ADEC		1c. Department Teacher Education	
2. Course Prefix EDSE	3. Course Number A482	4. Previous Course Prefix & Number n/a	5a. Credit/CEU 3	5b. Contact hours (Lecture + Lab) (3+0)	
6. Complete Course/Program Title Inclusive Classrooms for All Children					
Abbreviated Title for Transcript (30 characters)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-Credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status n/a Limit n/a Max Hours		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Change <input type="checkbox"/> Delete <small>(mark appropriate boxes)</small>			<input type="checkbox"/> P/NP <input type="checkbox"/> NG <input checked="" type="checkbox"/> A-F		
<input type="checkbox"/> Prefix Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> Other			<input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Corequisites <input type="checkbox"/> Registration Restrictions		
11. Implementation Date			12. <input type="checkbox"/> Cross-Listed with n/a <input type="checkbox"/> Stacked with n/a		
From: Fall/2002 semester/year			To: / semester/year		
13. Coordinate with Affected Units: n/a Department, School, or College Signature Date					
14. List any programs or college requirements that require this course Special Education Minor/Endorsement					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences					
16. Course Description Provides an in-depth understanding of concepts, strategies, and issues that surround supporting the needs of students who experience disabilities in the general education classroom. Field experience required.					
17a. Course Prerequisite(s) (list prefix and number) PSY A245		17b. Test Score(s) n/a		17c. Corequisite(s) (concurrent enrollment required) n/a	
17d. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Departmental approval required: Admission to the School of Education and the Special Education Program.			
18. <input checked="" type="checkbox"/> Mark if course has fees n/a					
19. Justification for Action This is a required course in the new undergraduate Special Education Minor/Endorsement program.					

Approved
 Disapproved: _____
 Initiator (faculty only) *Chalister* Date 12/18/00
 Approved
 Disapproved: _____
 Department Chairperson *St. Lawrence* Date 12/18/00
 Approved
 Disapproved: _____
 Curriculum Committee Chairperson *John R. [Signature]* Date 12/18/00

Approved
 Disapproved: _____
 Dean/Director of School/College *[Signature]* Date 12/18/00
 Approved
 Disapproved: _____
 Undergraduate or Graduate Academic Board Chairperson _____ Date _____
 Approved
 Disapproved: _____
 Provost or Designee _____ Date _____

**Course Content Guide
University of Alaska Anchorage
School of Education**

I. Date initiated: November 1, 2000

II. Information from the Course Action Request

College/School: CHESW/School of Education

Department: Teacher Education

Program: Special Education Minor for the Bachelor of Arts in
Elementary Education

Course Subject: Special Education

Course Number: EDSE A482

Credits: 3.0

Contact Hours: 3+0

Course Title: Inclusive Classrooms for All Children

Grading Basis: A-F

Course Description: Provides an in-depth understanding of concepts, strategies,
and issues that surround supporting the needs of students
who experience disabilities in the general education
classroom. Field experience required.

III. Instructional Goals and Student Outcomes

1.0 Philosophical, Legal, and Programmatic Foundations

Goal: To introduce the philosophical, legal, and programmatic foundations of the
regular education classroom as the foundation for serving all students.

Outcomes:

- 1.1 Students identify and describe philosophical, legal, and programmatic
foundations of collaboration and partnerships, including
legal implications--Sec 504, P. L. 94-142, PL 101-476 (IDEA), PL 101336
(ADA), how legislation has affected the classroom, confidentiality and
parent rights, changes in educational practices, role and responsibilities of
the regular education teacher, and service delivery in rural and remote
Alaska.

- 2.0 Schooling in the 21st Century
Goal: To explore the process of development of schooling in the 21st Century.
Outcomes:
- 2.1 Students identify, describe, and analyze the development of educational services for the 21st Century, including changing the vision of schooling, creating inclusive learning communities, the need for educational reform, challenges to the special education system, changing organizational structures, quality of life issues, and the influence of culture, language and ethnicity.
- 3.0 Referral to Placement
Goal: To introduce students to the process and importance of referral to placement.
Outcomes:
- 3.1 Students describe the steps, strategies, and outcomes of classroom assessment and evaluation, student assistance teams, prereferral, referral, formal & informal assessment and the role regular education teacher, and eligibility.
- 3.2 Students participate in referral to placement.
- 4.0 Characteristics of Students with Special Needs
Goal: To explain the characteristics of students with special needs.
Outcomes:
- 4.1 Students classify the characteristics of students with special needs, including students with high incidence disabilities, low incidence disabilities, specific disabilities in Alaska, bilingual and bicultural.
- 4.2 Students identify these characteristics in children with whom they work.
- 5.0 Building and Classroom Strategies to Support All Learners
Goal: To introduce building-level and classroom-level strategies to support all learners.
Outcomes:
- 5.1 Students analyze research on best practices that support all learners.
- 5.2 Students examine instances of application of these best practices in buildings and classrooms.
- 6.0 Instructional Strategies for Diverse Learners
Goal: To explore instructional strategies for diverse learners.
Outcomes:
- 6.1 Students participate in collaborative planning.
- 6.2 Students participate in adapting the environment, behavioral environment, lesson plans, teaching techniques, the format of content, technology & media, student evaluation.
- 7.0 Cooperation and Collaboration

Goal: To explain the importance and impact of cooperation and collaboration as teacher roles.

Outcomes:

- 7.1 Students demonstrate skills and knowledge by participating in role-play and field based experiences for problem-solving methods for facilitating collaboration, awareness plans for facilitating creative thinking, collaborating with itinerant specialists in rural Alaska, collaborating with related service personnel, and peer support systems.

IV. Course Prerequisites

PSY A245 Child Development or equivalent

Test Scores

n/a

Other Restrictions

College

Corequisites

n/a

Registration Restrictions

Departmental approval required: Admission to the School of Education and the Special Education Program.

V. Guidelines for Evaluation

- a. Successful completion of all assigned projects, e.g., collaborative lesson plans, partnership projects, reflection papers, reaction papers.
- b. Successful completion of quizzes, examinations, and other written products.
- c. Active participation in class discussion and other process experiences.
- d. Positive recommendation of collaborative partners regarding potential of student in the area of collaboration and partnerships.
- e. Scoring rubrics and guidelines will be provided for each work product.
- f. Appropriate portfolio products.

VI. Course Level Justification

This course requires knowledge of child development and basic content knowledge. It entails extensive use of synthesis and evaluation skills in achieving the student outcomes.

VII. Outline

- 1.0 Philosophical, legal and programmatic foundations of the regular education classroom as the foundation for serving all students

- 1.1 Legal implications including Sec 504, P. L. 94-142, PL 101-476 (IDEA), PL 101336 (ADA)
 - 1.2 How legislation has effected the classroom
 - 1.3 Confidentiality and parent rights
 - 1.4 Changes in educational practices
 - 1.5 Role and responsibilities of the regular education teacher
 - 1.6 Service delivery in rural and remote Alaska
- 2.0 Schooling in the 21st Century
- 2.1 Changing the vision of schooling
 - 2.2 Creating inclusive learning communities
 - 2.3 The need for educational reform
 - 2.4 Challenges to the special education system
 - 2.5 Changing organizational structures
 - 2.6 Quality of life issues
 - 2.7 Influence of culture, language and ethnicity
- 3.0 Referral to placement
- 3.1 Classroom assessment and evaluation
 - 3.2 Student assistance teams
 - 3.3 Prereferral
 - 3.4 Referral
 - 3.5 Formal and informal assessment and the role regular education teacher
 - 3.6 Eligibility
- 4.0 Characteristics of students with special needs
- 4.1 Students with high incidence disabilities: (learning disabilities, emotional disturbance, speech and language delays)
 - 4.2 Students with low incidence disabilities: (mental retardation, ADD-ADHD, physical disabilities)
 - 4.3 Specific disabilities in Alaska: autism, FAS/FAE, TBI
 - 4.4 Bilingual and bicultural
- 5.0 Developing building and classroom strategies to support all learners (including review of research on best practices in development and instructional design for all students)
- 5.1 Assumptions about student's behavior
 - 5.2 School personnel can orchestrate the ecology of the classroom
 - 5.3 Building level supports
 - 5.4 Classroom community supports
 - 5.5 Proactive behavioral supports
 - 5.6 Individual behavioral supports
 - 5.7 Co-teaching
 - 5.8 Cooperative learning groups
- 6.0 Developing instructional strategies for diverse learners

- 6.1 Collaborative planning
 - 6.2 Adapting the environment
 - 6.3 Adapting the behavioral environment
 - 6.4 Adapting lesson plans
 - 6.5 Adapting teaching techniques
 - 6.6 Adapting the format of content
 - 6.7 Adapting technology and media
 - 6.8 Adapting student evaluation
 - 6.9 Alternative grading
- 7.0 Cooperation and collaboration as teacher roles
 - 7.1 Problem solving methods for facilitating collaboration
 - 7.2 Awareness plans for facilitating creative thinking
 - 7.3 Collaborating with itinerant specialists in rural Alaska
 - 7.4 Collaborating with related service personnel
 - 7.5 Peer support systems

VIII. Suggested Texts

- Sands, D.J. , Kozleski, E.B., & French, N. (2000). Inclusive education for the 21st century. Belmont, CA: Wadsworth.
- Wood, J. (1998). Adapting instruction to accommodate students in inclusive settings. Upper Saddle River, N. J.: Prentice Hall.

IX. Bibliography

- Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford. A., Sweet, M., Messina, R., & Schroeder, J. (1982). The principle of partial participation and individualized adaptations in educational programs for severely handicapped students. Journal of the association for persons with severe handicaps, 7(2) 17-27.
- Biklen, D., Bogdan, R., Ferguson, D., Searl, S., & Taylor, S. (1985). Achieving the complete school: Strategies for effective mainstreaming. New York, NY: Teachers College Press.
- Blatt, B. (1987). The conquest of mental retardation. Austin, TX: Pro-Ed.
- Bredenkamp, S., & Copple, C. (1997). Developmentally appropriate practice in early childhood programs. Washington, DC: National Association for the Education of Young Children.
- Bronfenbrenner, U. (1979). Toward an experimental ecology of human development. American psychologist, 32, 513-531.
- Carnine, D., & Kameenui, E. (1992). Higher ordered thinking: Designing for mainstreamed students. Austin, TX: Pro-Ed.
- Cuban, L. (1996). Myths about changing schools and the case of special education. Remedial and special education, 17, 75-82.
- Ercolano, V. (Ed). (1994). Toward inclusive classrooms. Teacher to teacher series. West Haven, CT: National Education Association.

- Falvey, M. (Eds.). (1995). Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction. Baltimore, MD: Brookes.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York, NY: Basic Books.
- Gardner, H. (1991). The unschooled mind: How children think and how schools should teach. New York, NY: Basic Books.
- Giangreco, M. F. (1996). Vermont interdependent services team approach (VISTA): A guide to coordinating educational support services. Baltimore, Md.: Paul Brookes.
- Giangreco, M. F., Cloniger, C., Dennis, R., & Edelman, S. (1994). Problem-solving methods to facilitate inclusive education. In J. S. Thousand, R.A. Villa, and A. I. Nevin (Eds.), Creativity and collaborative learning: A practical guide to empowering students and teachers (pp. 321-346). Baltimore, MD: Paul H. Brookes Publishing Co.
- Individuals with Disabilities Education Act (IDEA)(1997).
- Jorgenson, C. M.(1997). Curriculum and its impact on inclusion and the achievement of students with disabilities. Policy research issue brief, 2(2), 1-14.
- McWilliam, R.A. (1996). Rethinking pull-out services in early intervention: A professional resource. Baltimore, MD: Paul Brookes.
- National Center on Educational Restructuring and Inclusion. (1995). National study of inclusive education. New York, NY: University of New York Graduate School and University Center, Author.
- O'Shea, D.J., O'Shea, L. J., Algonzzine, R., & Hammitte, D. (2001). Families and teachers of individuals with disabilities: Collaborative orientations and responsive practices. Needham Heights, MA: Allyn & Bacon.
- Rainforth, R. & York, J. (1997). Collaborative teams for students with severe disabilities. Baltimore, MD: Paul H. Brookes.
- Stainback, S., Stainback, W. (Eds). (1996). Inclusion: A guide for educators. Baltimore, Md.: Brookes.
- Thousand, J., Villa, R., & Nevin, A. (1994). Creativity and collaborative learning: A practical guide to empowering students and teachers. Baltimore, MD: Paul H. Brookes.



Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A422Y	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	

6. Complete Course Title
Strategies for Young Children with Special Needs in Inclusive Environments
 Strategies: ECSE Inclusion
 Abbreviated Title for Transcript (30 character)

7. Type of Course Academic Preparatory/Development Non-credit CEU Professional Development

8. Type of Action: Add or Change or Delete

If a change, mark appropriate boxes:

- | | |
|---|--|
| <input type="checkbox"/> Prefix | <input type="checkbox"/> Course Number |
| <input type="checkbox"/> Credits | <input type="checkbox"/> Contact Hours |
| <input type="checkbox"/> Title | <input type="checkbox"/> Repeat Status |
| <input type="checkbox"/> Grading Basis | <input type="checkbox"/> Cross-Listed/Stacked |
| <input type="checkbox"/> Course Description | <input type="checkbox"/> Course Prerequisites |
| <input type="checkbox"/> Test Score Prerequisites | <input type="checkbox"/> Co-requisites |
| <input type="checkbox"/> Other Restrictions | <input type="checkbox"/> Registration Restrictions |
| <input type="checkbox"/> Class <input type="checkbox"/> Level | |
| <input type="checkbox"/> College <input type="checkbox"/> Major | |
| <input type="checkbox"/> Other Updating CCG (please specify) | |

9. Repeat Status Yes # of Repeats 5 Max Credits 18

10. Grading Basis A-F P/NP NG

11. Implementation Date semester/year
 From: Fall/2012 To: 9999/9999

12. Cross Listed with n/a

Stacked with EDSE A622Y Cross-Listed Coordination
 Signature _____

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. B. A. Early Childhood Education	Courtesy	1/28/12	Hilary Seitz
2.			
3.			

Initiator Name (typed): Carolyn Coe Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 1/30/12
 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/30/12

14. General Education Requirement Oral Communication Written Communication Quantitative Skills Humanities
 Mark appropriate box: Fine Arts Social Sciences Natural Sciences Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
 Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.

16a. Course Prerequisite(s) (list prefix and number) n/a	16b. Test Score(s) n/a	16c. Co-requisite(s) (concurrent enrollment required) n/a
---	---------------------------	--

16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level	16e. Registration Restriction(s) (non-codable) Junior or senior standing
---	---

17. Mark if course has fees 18. Mark if course is a selected topic course

19. Justification for Action
 This is a required course for the minor. May be retaken with a change of title.

Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <input checked="" type="checkbox"/> Approved <u>M. Hilary Daines</u> <u>5/4/2012</u> Undergraduate/Graduate Academic Date <input type="checkbox"/> Disapproved Board Chairperson <input checked="" type="checkbox"/> Approved <u>L.B. O'Neil</u> <u>5/9/12</u> <input type="checkbox"/> Disapproved Provost or Designee Date
--	---



Course Action Request
University of Alaska Anchorage
 Proposal to Initiate, Add, Change, or Delete a Course

RECEIVED
 UAA Governance

APR 20 2012
 Initials *[Signature]*

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A422Y	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	

6. Complete Course Title
 Strategies for Young Children with Special Needs in Inclusive Environments
 Strategies: ECSE Inclusion
 Abbreviated Title for Transcript (30 character)

7. Type of Course Academic Preparatory/Development Non-credit CEU Professional Development

8. Type of Action: Add or Change or Delete

If a change, mark appropriate boxes:

<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status
<input type="checkbox"/> Grading Basis	<input checked="" type="checkbox"/> Cross-Listed/Stacked
<input type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites
<input type="checkbox"/> Other Restrictions	<input type="checkbox"/> Registration Restrictions
<input type="checkbox"/> Class <input type="checkbox"/> Level	
<input type="checkbox"/> College <input type="checkbox"/> Major	
<input type="checkbox"/> Other Updating CCG (please specify)	

9. Repeat Status No # of Repeats n/a Max Credits n/a

10. Grading Basis A-F P/NP NG

11. Implementation Date semester/year
 From: Spring/2013 To: 9999/9999

12. Cross Listed with n/a
 Stacked with EDSE A622y Cross-Listed Coordination
 Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
 Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. B. A. Early Childhood Education	Courtesy	1/26/12	Hilary Seltz
2.			
3.			

Initiator Name (typed): Carolyn Coe Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: 1/30/12
 submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison Date: 1/30/12

14. General Education Requirement Oral Communication Written Communication Quantitative Skills Humanities
 Mark appropriate box: Fine Arts Social Sciences Natural Sciences Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
 Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.

16a. Course Prerequisite(s) (list prefix and number)
n/a

16b. Test Score(s)
n/a

16c. Co-requisite(s) (concurrent enrollment required)
n/a

16d. Other Restriction(s)
 College Major Class Level

16e. Registration Restriction(s) (non-codable)
 Junior or senior standing

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
 This is a required course for the minor.

<i>Carolyn M Coe</i> 4/12/12 Initiator (faculty only) _____ Date	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>Satascha L Green</i> 4/6/12 Dean/Director of School/College _____ Date
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>Amiee Madalene Smith</i> 4/16/12 Department Chairperson _____ Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved
<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>Hilary Seltz</i> 4/6/12 Curriculum Committee Chairperson _____ Date	<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved
		Undergraduate/Graduate Academic Board Chairperson _____ Date
		Provost or Designee _____ Date

**Course Content Guide
University of Alaska Anchorage
College of Education**

- I. Date Initiated:** 1/26/12
II. Information for the Course Action Request

College/School: College of Education
 Department: Department of Special Education
 Course Prefix: EDSE
 Course Number: A422Y
 Title: Strategies for Young Children with Special Needs in Inclusive Environments
 Credits: 3
 Grading Basis: A-F
 Implementation Date: Fall 2012
 Course Description: Provides an understanding of best practice in intervention strategies for children with special needs who are in inclusive settings.
 Course Prerequisites(s): n/a
 Test Scores(s): n/a
 Corequisite(s) n/a
 Registration Junior or senior standing
 Restrictions:
 Course Fee: Yes No

III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

1.	Analyze early intervention strategies that are effective with young children with special needs in inclusive settings.
2.	Delineate best practices in early childhood and early childhood special education.
3.	Compare developmentally appropriate practices (DAP) and individually appropriate practices.

4.	Differentiate between direct and indirect instruction
5.	Discuss effective means of measuring child outcomes.
6.	Describe the role of families in the intervention process.

B. Student Learning Outcomes/Assessment Procedures

	Student Learning Outcomes Upon successful completion of the course, the student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:	Standards Met Division of Early Childhood	Core Values
1.	Demonstrate knowledge of intervention strategies for young children with special needs served in inclusive settings.	Reflections	DEC 1 Foundations	Intellectual vitality
2.	Analyze best practices in early childhood and early childhood special education strategies.	Literature reviews	DEC 3 Individual learning differences DEC 4 Instructional strategies DEC 5 Learning environments / social interactions DEC 7 Instructional planning	Intellectual vitality
3.	Analyze developmentally appropriate practices and individually appropriate practices.	Presentation	DEC 1 Foundations	Inclusiveness and Equity
4.	Create instructional activities using both direct and indirect strategies.	Resource kit	DEC 7 Instructional planning DEC 8 Assessment	Intellectual Vitality
5.	Prepare effective means of measuring child outcomes.	Resource kit	DEC 7 Instructional planning DEC 8 Assessment	Intellectual Vitality
6.	Create family-based	Resource kit	DEC 1	Intellectual Vitality

intervention activities.		Foundations
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IV. Course Level Justification

The course is designed to provide students with the knowledge needed to effectively work with young children in inclusive settings who have special needs.

V. Course Outline

1. Strategies
 - 1.1 Best Practices
 - 1.2 Individually appropriate
 - 1.3 Developmentally appropriate
2. Best Practices
 - 2.1 Direct
 - 2.2 Indirect
3. Measuring Child Outcomes
 - 3.1 Observations
 - 3.2 Data collection
 - 3.3 Portfolio
4. Family involvement
 - 4.1 Routine-based
 - 4.2 Family-based intervention

VI. Suggested Text(s)

Ostrosky, M. & Sandall, S. (Eds.) (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.

VII. Bibliography

Blasco, P. M. (2008). *Early intervention services for infants, toddlers, and their families*.

Missoula, MT: Division for Early Childhood of the Council for Exceptional Children.

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to*

adapt learning centers for all children. Beltsville, MD: Gryphon House.

McWilliam, R. A. (2010). *Working with families of young children with special needs*.

New York, NY: Guilford Press.

Ostrosky, M., & Sandall, S. R. (2001). *Teaching strategies: What to do to support young children's development*. Longmont, CO: Sopris West.

Paasche, C. L., Gorrill, L., & Strom, B. (2004). *Children with special needs in early childhood settings*. Clifton Park, NY: Thomson/Delmar Learning.

Peterson, C. A. (2009). *Quality inclusive services in a diverse society*. Missoula, MT: DEC.

Sandall, S. R., McLean, M. E., & Smith, B. J. (2000). *DEC recommended practices in early intervention/early childhood special education*. Denver, CO: Division for Early Childhood (DEC), Council for Exceptional Children.



Course Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A474	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	

6. Complete Course Title
Special Children from Birth through Five
Special Children Birth-5
Abbreviated Title for Transcript (30 character)

7. Type of Course Academic Preparatory/Development Non-credit CEU Professional Development

<p>8. Type of Action: <input type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete</p> <p><i>If a change, mark appropriate boxes:</i></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Prefix</td> <td><input type="checkbox"/> Course Number</td> </tr> <tr> <td><input type="checkbox"/> Credits</td> <td><input type="checkbox"/> Contact Hours</td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td><input type="checkbox"/> Repeat Status</td> </tr> <tr> <td><input type="checkbox"/> Grading Basis</td> <td><input type="checkbox"/> Cross-Listed/Stacked</td> </tr> <tr> <td><input checked="" type="checkbox"/> Course Description</td> <td><input type="checkbox"/> Course Prerequisites</td> </tr> <tr> <td><input type="checkbox"/> Test Score Prerequisites</td> <td><input type="checkbox"/> Co-requisites</td> </tr> <tr> <td><input checked="" type="checkbox"/> Other Restrictions</td> <td><input checked="" type="checkbox"/> Registration Restrictions</td> </tr> <tr> <td><input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level</td> <td></td> </tr> <tr> <td><input type="checkbox"/> College <input type="checkbox"/> Major</td> <td></td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> Other Update course (please specify)</td> </tr> </table>	<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number	<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours	<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status	<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked	<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites	<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites	<input checked="" type="checkbox"/> Other Restrictions	<input checked="" type="checkbox"/> Registration Restrictions	<input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level		<input type="checkbox"/> College <input type="checkbox"/> Major		<input checked="" type="checkbox"/> Other Update course (please specify)		<p>9. Repeat Status No # of Repeats Max Credits</p> <hr/> <p>10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG</p> <hr/> <p>11. Implementation Date <small>semester/year</small> From: Spring/2012 To: /9999</p> <hr/> <p>12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature</p>
<input type="checkbox"/> Prefix	<input type="checkbox"/> Course Number																				
<input type="checkbox"/> Credits	<input type="checkbox"/> Contact Hours																				
<input type="checkbox"/> Title	<input type="checkbox"/> Repeat Status																				
<input type="checkbox"/> Grading Basis	<input type="checkbox"/> Cross-Listed/Stacked																				
<input checked="" type="checkbox"/> Course Description	<input type="checkbox"/> Course Prerequisites																				
<input type="checkbox"/> Test Score Prerequisites	<input type="checkbox"/> Co-requisites																				
<input checked="" type="checkbox"/> Other Restrictions	<input checked="" type="checkbox"/> Registration Restrictions																				
<input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level																					
<input type="checkbox"/> College <input type="checkbox"/> Major																					
<input checked="" type="checkbox"/> Other Update course (please specify)																					

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.
Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.

Impacted Program/Course	Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted
1. Bachelor of Arts, Early Childhood Education	142	3/23/2011	Hilary Seitz, Associate Professor
2. Master of Education in Early Childhood Special Ed	275	3/3/2011	Carolyn Coe
3.			

Initiator Name (typed): Dean Konopasek Initiator Signed Initials: _____ Date: _____

13b. Coordination Email Date: <u>03/28/2011</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)	13c. Coordination with Library Liaison Date: <u>03/28/2011</u>
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14. General Education Requirement Oral Communication Written Communication Quantitative Skills Humanities
Mark appropriate box: Fine Arts Social Sciences Natural Sciences Integrative Capstone

15. Course Description (*suggested length 20 to 50 words*)
Apply knowledge of child development and theories to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education . Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods.
Special Note: Field experience required.

16a. Course Prerequisite(s) (<i>list prefix and number</i>) n/a	16b. Test Score(s) n/a	16c. Co-requisite(s) (<i>concurrent enrollment required</i>) n/a
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16d. Other Restriction(s) <input checked="" type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input checked="" type="checkbox"/> Level	16e. Registration Restriction(s) (<i>non-codable</i>) Junior, Senior, or Graduate Standing
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17. Mark if course has fees 18. Mark if course is a selected topic course

19. Justification for Action
This CAR updates a previous version for EDSE A474.

<p>Initiator (faculty only) Date _____ <u>Carolyn Coe</u></p> <p>Initiator (TYPE NAME)</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved Department Chairperson Date _____</p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved Curriculum Committee Chairperson Date _____</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Disapproved Dean/Director of School/College Date _____</p> <p><input checked="" type="checkbox"/> Approved <u>M. Hilary Jones</u> <u>5/9/2011</u> Undergraduate/Graduate Academic Date _____</p> <p><input type="checkbox"/> Disapproved Board Chairperson</p> <p><input checked="" type="checkbox"/> Approved <u>J.B. [Signature]</u> <u>5/17/2011</u> Provost or Designee Date _____</p> <p><input type="checkbox"/> Disapproved _____ _____ Date _____</p>
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Entered 6/7/11 SJA

**Course Content Guide
University of Alaska Anchorage
College of Education**

I. Date Initiated: 11/2/10

II. Information for the Course Action Request

College/School: College of Education

Department: CASE

Subject: EDSE

Course Number: A474

Title: Special Children from Birth through Five

Credits: 3

Grading Basis: A-F

Implementation Date: Spring 2012

Course Description: Apply knowledge of child development and theories to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education . Emphasis on disabilities, Individuals with Disabilities Act, and intervention methods. Special Note: Field experience required.

Course Prerequisites(s): n/a

Test Scores(s): n/a

Corequisite(s) n/a

Registration Restrictions: Junior, Senior, or Graduate Standing

Course Fee: Yes No

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

Compare theories of child development.
Explain disabilities included in the IDEA (Individuals with Disabilities Act).
Analyze basic principles of the Individuals with Disabilities Act (IDEA).
Examine the policies and procedures of early intervention and early childhood special education.

B. Student Outcomes/Assessment Procedures

<i>Student Outcomes</i> Upon successful completion of the course, the student will be able to do the following:	<i>Assessment Procedures</i> This outcome will be assessed by one or more of the following:	Standards Met Division of Early Childhood	Core Values
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Integrate child observations with child development theories.	Observation report	DEC 1 Foundations	Intellectual Vitality
Identify the characteristics of disabilities.	Presentation	DEC 1 Foundations DEC 2 Development and characteristics of learners	Intellectual Vitality
Articulate the basic tenets of the IDEA and compare requirements of Part B and Part C.	IDEA summary	DEC 1 Foundations	Intellectual Vitality
Review the framework of early intervention and early childhood special education services.	Report	DEC 1 Foundations	Intellectual Vitality

IV. Course Level Justification

The course requires students to apply knowledge of child development to field observations and to analyze the laws, policies and procedures that form the framework for early intervention and early childhood special education.

V. Course Outline

1. Theories of Child Development
 - 1.1 Piaget
 - 1.2 Vygotsky
 - 1.3 Erikson

2. Descriptions of disabilities
 - 2.1 Autism
 - 2.2 Speech/language
 - 2.3 Visual impairments
 - 2.4 Deaf
 - 2.5 Learning disability
 - 2.6 Traumatic Brain Injury
 - 2.7 Orthopedic impairment
 - 2.8 Other health impaired
 - 2.9 Deaf/Blind
 - 2.10 Visual impairment
 - 2.11 Multiple disabilities
 - 2.12 Emotional disturbance
 - 2.13 Cognitive impairment
 - 2.14 Developmentally delayed

3. IDEA
 - 3.1 Part B
 - 3.2 Part C

4. Early Intervention / Early Childhood Framework
 - 4.1 Child find
 - 4.2 Delivery models
 - 4.3 Individual Family Service Plan (IFSP)
 - 4.4 Individualized Educational Plan (IEP)
 - 4.5 Related services

VI. Suggested Text(s)

Hooper, S. R. (2009). *Young children with special needs* (5th ed.). Upper Saddle River, NJ: Pearson.

VII. Bibliography

Bergen, D. (2008). *Human development: Traditional and contemporary theories*. Upper

Saddle River, NJ: Pearson Prentice Hall.

Brown, J., Hemmeter, M. L., & Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H. Brookes.

Callander, N. (2010). *Communication, language and literacy*. New York, NY: Continuum International Publishers Group.

Dunlap, L. L. (2009). *An introduction to early childhood special education: Birth to age five*. Upper Saddle River, NJ: Merrill/Pearson.

Farrell, M. (2009). *Foundations of special education: An introduction*. Chichester, UK: Wiley-Blackwell.

Goldstein, S. (2010). *Handbook of neurodevelopmental and genetic disorders in children*, (2nd ed.). New York, NY: Guilford.

Howlin, P. A. (2009). *The Sage handbook of developmental disorders*. London, UK: Sage.

May, P. (2011). *Child development in practice: Responsive teaching and learning from birth to five*. New York, NY: Routledge.

Odom, S. L. (2007). *Handbook of developmental disabilities*. New York, NY: Guilford Press.



Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE			
2. Course Prefix EDSE	3. Course Number A490	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)			
6. Complete Course Title Selected Topics: Early Childhood Special Education Selected topics ECSE Abbreviated Title for Transcript (30 character)							
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development							
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i>			9. Repeat Status Yes # of Repeats 5 Max Credits 18				
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG				
			11. Implementation Date semester/year From: Fall/2012 To: 9999/9999				
			12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with EDSE A690 Cross-Listed Coordination Signature _____				
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .							
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted			
1. B.A. Early Childhood		Courtesy	1/26/12	Hilary Seitz			
2.							
3.							
Initiator Name (typed): <u>Carolyn Coe</u> Initiator Signed Initials: _____ Date: _____							
13b. Coordination Email Date: <u>1/30/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/30/12</u>				
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone							
15. Course Description (suggested length 20 to 50 words) Focuses on milestones in the developmental domains of communication, early literacy, and play.							
16a. Course Prerequisite(s) (list prefix and number) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a			
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			16e. Registration Restriction(s) (non-codable) Junior or senior standing				
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course				
19. Justification for Action This is a required course for the minor.							
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Approved <input checked="" type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <u>M. Hilary Davies</u> 5/4/2012 Undergraduate/Graduate Academic Board Chairperson <u>J.B. [Signature]</u> 5/2/12 Provost or Designee _____ Date _____ </td> </tr> </table>						<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <u>M. Hilary Davies</u> 5/4/2012 Undergraduate/Graduate Academic Board Chairperson <u>J.B. [Signature]</u> 5/2/12 Provost or Designee _____ Date _____
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Initiator (faculty only) _____ Date _____ <u>Carolyn Coe</u> Initiator (TYPE NAME) <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ <u>M. Hilary Davies</u> 5/4/2012 Undergraduate/Graduate Academic Board Chairperson <u>J.B. [Signature]</u> 5/2/12 Provost or Designee _____ Date _____						

MW - 5/15/12



Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course Initials *JS*

APR 09 2012

1a. School or College EA COE		1b. Division No Division Code		1c. Department CASE	
2. Course Prefix EDSE	3. Course Number A490	4. Previous Course Prefix & Number n/a	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course Title Selected Topics: Early Childhood Special Education Selected topics ECSE Abbreviated Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete If a change, mark appropriate boxes: <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)			9. Repeat Status Yes # of Repeats 5 Max Credits n/a		
			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2012 To: 9999/9999		
			12. <input type="checkbox"/> Cross Listed with <input checked="" type="checkbox"/> Stacked with EDSE A690 Signature _____ Cross-Listed Coordination		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance .					
Impacted Program/Course		Catalog Page(s) Impacted	Date of Coordination	Chair/Coordinator Contacted	
1. Early Childhood		Courtesy	1/28/12	Hilary Seitz	
2.					
3.					
Initiator Name (typed): <u>Carolyn Coe</u> Initiator Signed Initials: _____ Date: _____					
13b. Coordination Email Date: <u>1/30/12</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)			13c. Coordination with Library Liaison Date: <u>1/30/12</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities Mark appropriate box: <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
15. Course Description (suggested length 20 to 50 words) Focuses on milestones in the developmental domains of communication, early literacy, and play.					
16a. Course Prerequisite(s) (list prefix and number) n/a		16b. Test Score(s) n/a		16c. Co-requisite(s) (concurrent enrollment required) n/a	
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			16e. Registration Restriction(s) (non-codable) Junior or senior standing		
17. <input checked="" type="checkbox"/> Mark if course has fees			18. <input checked="" type="checkbox"/> Mark if course is a selected topic course		
19. Justification for Action This is a required course for the minor.					
<i>Carolyn M. Coe</i> 4/7/12 Initiator (faculty only) Date		<input checked="" type="checkbox"/> Approved <i>Lataasha L Green</i> 4/6/12 <input type="checkbox"/> Disapproved Dean/Director of School/College Date			
<input checked="" type="checkbox"/> Approved <i>Amia Madhwal</i> 4/6/12 <input type="checkbox"/> Disapproved Department Chairperson Date		<input type="checkbox"/> Approved Undergraduate/Graduate Academic <input type="checkbox"/> Disapproved Board Chairperson Date			
<input checked="" type="checkbox"/> Approved <i>Hilary Seitz</i> 4/6/12 <input type="checkbox"/> Disapproved Curriculum Committee Chairperson Date		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee Date			

**Course Content Guide
University of Alaska Anchorage
College of Education**

This is an example of a selected topic.

I. Date Initiated: 1/26/12

II. Information for the Course Action Request

College/School: College of Education

Department: CASE

Course Prefix: EDSE

Course Number: A490

Title: Selected Topics: Early Childhood Special Education

Credits: 3

Grading Basis: A-F

Implementation Date: Fall 2012

Course Description: Focuses on milestones in the developmental domains of communication, early literacy, and play.

Course Prerequisites(s): n/a

Test Scores(s): n/a

Corequisite(s) n/a

Registration Restrictions: Junior or senior standing

Course Fee: Yes No

This is a sample of a 490 Course

III. Instructional Goals, Student Learning Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

- | | |
|----|--|
| 1. | Compare language development theories and associate them with intervention |
|----|--|

	strategies.
2.	Analyze the milestones of communication development.
3.	Analyze the stages of early literacy.
4.	Analyze the stages of play development.
5.	Compare and contrast the relationship among play, early literacy, and language.

B. Student Learning Outcomes/Assessment Procedures

	Student Learning Outcomes Upon successful completion of the course, the student will be able to do the following:	Assessment Procedures This outcome will be assessed by one or more of the following:	Standards Division of Early Childhood	Core Values
1.	Analyze language development theories.	Discussion	CEC 6 Language	Intellectual Vitality
2.	Analyze milestones of communication development.	Language sample	CEC 6 Language	Intellectual Vitality
3.	Design an early literacy program for families.	Develop activities and instructional strategies for early literacy.	CEC 10 Collaboration	Intellectual Vitality
4.	Analyze stages of play development.	Develop activities and instructional strategies for play development.	CEC 6 Language 7 Instructional Planning	Intellectual Vitality
5.	Synthesize the relationship among communication, early literacy, and play.	Presentation	CEC 6 Language	Intellectual Vitality

* Students will meet the selected Division of Early Childhood standards as appropriate to specific course topics.

IV. Course Level Justification

Students are required to analyze the developmental domains of language, early literacy, and play.

V. Course Outline

1. Language development theories

- 1.1 Behavioral
- 1.2 Psycholinguistic
- 1.3 Sociolinguistic

- 2. Language intervention strategies
 - 2.1 Infant directed speech
 - 2.2 Joint reference and attention
 - 2.3 Daily routines
 - 2.4 Caregiver responsiveness
 - 2.5 Turn-taking
 - 2.6 Self-talk
 - 2.7 Parallel talk
 - 2.8 Expansions
 - 2.9 Create a need

- 3. Language milestones
 - 3.1 Eye gaze
 - 3.2 Gesture
 - 3.3 Point
 - 3.4 Vocalization
 - 3.5 First words
 - 3.6 Content
 - 3.7 Form
 - 3.8 Use

- 4. Early literacy stages
 - 4.1 Oral language
 - 4.2 Common logos
 - 4.3 Phonological awareness
 - 4.4 Print/book awareness
 - 4.5 Metalinguistic ability
 - 4.6 Alphabetic knowledge
 - 4.7 Vocabulary

- 5. Communication, early literacy, and play
 - 5.1 Cognitive
 - 5.2 Social
 - 5.3 Interdependent

VI. Suggested Text(s)

Suggested texts for the Communication, Early Literacy, and Play course include:

Buckley, B. (2003). *Children's communication skills: From birth to five years*. New York, New York: Routledge.

Fenichel, E. (Ed.). (2004) *Language and literacy in the earliest years*. Washington DC: Zero to Three Press.

Hughes, F. (2004). *Children, play and development*. Boston, MA: Allyn & Bacon.

VII. Bibliography

The bibliography for the Communication, Early Literacy and Play course example includes:

Bardige, B. S., & Segal, M. M. (2005). *Building literacy with love*. Washington, DC: Zero to Three.

Frost, J. L., Wortham, S. C., & Reifel, S. C. (2011). *Play and child development* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Linder, T. W. (2008). *Transdisciplinary play-based intervention: Guidelines for developing a meaningful curriculum for young children*. Baltimore, MD: Brookes.

Otto, B. (2009). *Language development in early childhood education* (3rd ed.). Upper River Saddle, NJ: Prentice Hall.

Owens, R. E. (2011). *Language development: An introduction* (8th ed.). Boston, MA: Allyn & Bacon.

Pence Turnbull, K. L., & Justice, L. M. (2011). *Language development from theory to practice* (2nd ed.). Boston, MA: Allyn & Bacon.

Powers, S. (Ed.). (2004). Language and literacy in the earliest years. *Zero to Three*, 25(1).

Powers, S. (Ed.). (2006, September). Culture, Class, and Language Development. *Zero to Three*, 27(1).

Powers, S. (Ed.). (2009). The importance of play. *Zero to Three*, 30(1).

Whitehead, M. R. (2007). *Developing language and literacy with young children.*

Thousand Oaks, CA: Sage.

Zigler, E. F., Singer, D. G., & Bishop-Josef, S. J. (Eds.). (2004). *Children's play:*

The roots of reading. Washington, DC: Zero to Three.

**To: Members of the State Board of
Education & Early Development**

September 15, 2017

From: Michael Johnson, Commissioner

Agenda Item: 13A

◆ **ISSUE**

The board is being asked to open a period of public comment on regulations regarding teacher certification.

◆ **BACKGROUND**

- The proposed regulations include additions to the list of approved basic competency and content areas exams. To qualify for Alaska teacher certification, an applicant must pass both a basic competency exam and a content area exam.
- The addition of the GRE to the approved list of basic competency exams addresses the recommendation from DEED's Performance Review to decrease barriers for educators prepared outside of Alaska to gain Alaska certification.
- The proposed required scores for the subtests of the GRE are based on DEED's review of scores required by other states for the purpose of meeting the basic competency requirements for teacher certification.
- The proposed additional content area exams include Early Childhood Education, English to Speakers of Other Languages, Special Education, Special Education: Preschool/Early Childhood, Reading, Agriculture, Algebra, Computer Science, Journalism, Music, Physical Education, Psychology, Social Studies, and Sociology.
- Educational Testing Service (ETS) has conducted multi-state standard settings studies for the content area exams listed. The proposed required scores are recommended by the multi-state standard setting studies.
- If a teacher has two years of teaching experience in a content area, the proposed regulation will allow the addition of the following endorsement areas to the teacher's current certificate: Agriculture, Algebra, Computer Science, Journalism, Music, Physical Education, Psychology, Social Studies, and Sociology.
- The proposed regulations can be found behind this cover memo.
- Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 12.310 Designation and qualifying scores of teacher competency examination and 4 AAC 12.407 Content area examinations.

4 AAC 12.310(d) is amended by adding new paragraphs to read:

(12) the GRE taken prior to August 1, 2011 with qualifying scores of

(A) reading (verbal): 450;

(B) mathematics (quantitative): 500;

(C) writing: 4.5

(13) the GRE taken on or after August 1, 2011 with qualifying scores of

(A) verbal reasoning: 153

(B) quantitative reasoning: 145

(C) analytical writing: 4.5

4 AAC 12.310(e) is amended by adding a new paragraph to read:

(3) “GRE” means the graduate record examination general test administered by the Educational Testing Service.

(Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am 6/27/2014, Register 210; am 4/24/2016, Register 218; am __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.20.030

AS 14.20.010

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4 AAC 12.407 (a)(1) is amended to read:

a Praxis II examination described in the following table:

Praxis II Examination	Required Score
<u>Early Childhood Education -5025</u>	<u>156</u>
Elementary Education Content Knowledge - 5014 or 0014	143
Elementary Education: Curriculum, Instruction, and Assessment - 5011 or 0011	156
Multiple Subject Assessments for Teachers Content Knowledge - 0140	146
Elementary Education: Curriculum, Instruction, and Assessment - 5017	153
Elementary Education: Content Knowledge - 5018	163
<u>English to Speakers of Other Languages - 5362</u>	<u>155</u>
<u>Special Education: Core Knowledge and Applications-5354</u>	<u>151</u>
<u>Special Education: Preschool/Early Childhood-5691</u>	<u>159</u>
<u>Teaching Reading: Elementary Education -5203</u>	<u>162</u>
<u>Teaching Reading – 5204</u>	<u>159</u>

4 AAC 12.407 (d) is amended to read:

(d) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6) and (7), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for one or more of the subject or endorsement areas described in the following table:

Praxis II Examination	Required Score
<u>Agriculture - 5701</u>	<u>147</u>
<u>Algebra – 5162</u>	<u>157</u>
Art Content Knowledge - 0133	155
Art Content Knowledge - 5134 or 0134	158
Biology Content Knowledge - 5235 or 0235	144
Chemistry Content Knowledge - 5245 or 0245	139
Chinese (Mandarin): World Language - 5665	164
<u>Computer Science - 5651</u>	<u>171</u>
Earth and Space Science Content Knowledge - 5571 or 0571	144
Economics - 0910	460
Economics - 5911 or 0911	150
English Language, Literature, and Composition: Content Knowledge - 5041 or 0041	158
English: Content Knowledge - 5038	167
English Language Arts: Content and Analysis - 5039	168
English Language, Literature, and Composition: Content and Analysis - 5044 or 0044	166
French Content Knowledge - 0173	160
French World Language - 5174	162
General Science: Content Knowledge - 5435 or 0435	146
General Science: Content Knowledge, Part 1 - 0431 and Part 2 - 0432	Part 1: 146 Part 2: 144
Geography - 0920	590
Geography - 5921 or 0921	149

German Content Knowledge - 0181	158
German World Language - 5183	163
Government/Political Science - 0930	610
Government/Political Science - 5931 or 0931	149
<u>Journalism – 5223</u>	<u>150</u>
Mathematics Content Knowledge - 5061 or 0061	121
Mathematics Content Knowledge - 5161	160
<u>Music: Content and Instruction- 5114</u>	<u>162</u>
[Musical] <u>Music:</u> Content Knowledge - 5113 or 0113	154
<u>Physical Education: Content and Design - 5095</u>	<u>169</u>
Physical Science Content Knowledge - 0481	145
Physics Content Knowledge - 5265 or 0265	127
<u>Psychology – 5931</u>	<u>154</u>
<u>Social Studies: Content and Interpretation – 5086</u>	<u>153</u>
Social Studies Content Knowledge - 5081 or 0081	152
<u>Sociology -5952</u>	<u>154</u>
Spanish Content Knowledge - 0191	152
Spanish World Language - 5195	168
Speech Communication - 0220	560
Speech Communication - 5221 or 0221	146
Theatre - 0640	560
Theatre - 5641 or 0641	127
World and U.S. History - 0940	440

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World and U.S. History - 5941 or 0941	141
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(Eff. 4/24/2016, Register 218; am __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.50.080
AS 14.20.010 AS 14.20.022

To: **Members of the State Board of
Education & Early Development**

September 15, 2017

From: Michael Johnson, Commissioner

Agenda Item: 13B

◆ **ISSUE**

The board is being asked to open a period of public comment on regulations regarding revisions to the *Participation Guidelines* and the repeal of college and career ready assessment graduation requirement.

◆ **BACKGROUND**

- A proposed regulation amendment reflects the need to revise the publication *Participation Guidelines for Alaska Students in State Assessments* based on changes to the state assessment system and the method of assessment delivery. The publication is adopted by reference in 4 AAC 06.775.
- The *Participation Guidelines* document outlines the types of accommodations available to ensure that students with disabilities and English language learners can participate fully in the required state assessments. A revision to the name to *Participation Guidelines for Inclusion of Alaska Students in State Assessments* is proposed for clarity of the purpose of the document. The document will still be referred to as the “*Participation Guidelines*.”
- Changes to the *Participation Guidelines* include updates required due to the new PEAKS assessment for English language arts and mathematics, the repeal of the college and career ready assessments, and updated information for the Alaska Alternate assessment. This document may only be changed by re-adoption by the Board.
- In June 2017, the State Board adopted regulations to implement the repeal of the requirement for a student to take a college and career readiness assessment as a requirement for graduation, per amendments to Alaska statute 14.03.075.
- One reference to the *Participation Guidelines* for college and career readiness assessments was not included in the adopted regulations package in June, so these regulations are included in this package.
- The proposed regulations can be found behind this cover memo.
- Margaret MacKinnon, Federal Programs Coordinator, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ ADMINISTRATION’S RECOMMENDATION

Open a period of public comment on the proposed regulations.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.710 Statewide student assessment system, 4 AAC 06.717, College and career readiness assessments, 4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement, 4 AAC 06.721 College and career readiness assessment waivers, 4 AAC 06.722 Waiver for entering the public school system late, 4 AAC 06.723 Rare or unusual circumstances, 4 AAC 06.724 Procedures for appeal from a denial of a waiver from the college and career readiness assessments, 4 AAC 06.765 Test security; consequences of breach, 4 AAC 06.775 Statewide assessment program for students with disabilities, 4 AAC 06.776 Assessment of a Student with limited English proficiency, and 4 AAC 06.790 Definitions.

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4 AAC 06.710 is amended to read:

4 AAC 06.710. Statewide student assessment system. The commissioner will develop a statewide student assessment system composed of multiple indicators that include

(1) a standards-based test to measure student attainment of the state's standards as described in 4 AAC 06.737(a);

(2) an alternate assessment under 4 AAC 06.775(b);

(3) biennial participation in the national assessment of educational progress in mathematics and reading in grades four and eight; **and**

(4) the assessment described in 4 AAC 34.055 to identify English language proficiency [;

(5) THE ASSESSMENT DESCRIBED IN 4 AAC 06.717 TO MEASURE A STUDENT'S LEVEL OF PREPAREDNESS TO MAKE THE TRANSITION TO WORK OR COLLEGE; AND

(6) REPEALED 3/30/2016]. (Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am ___/___/___, Register ___)

Authority: [AS 14.03.075] AS 14.07.020 AS 14.07.060

4 AAC 06.717 is repealed:

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4 AAC 06.717. College and career readiness assessments. Repealed. (Eff. 2/23/2008, Register 185; am 7/19/2009, Register 191; am 6/8/2011, Register 198; am 12/26/2014, Register 212; am 5/15/2015, Register 214; repealed ___/___/___)

4 AAC 06.718(a) is amended to read:

(a) A district shall provide a secondary school diploma to a person who

(1) holds a certificate of achievement issued by the district **on or after July 1,**

2014 and before June 30, 2016 [UNDER AS 14.03.075(b)]; [AND]

(2) takes a college and career readiness assessment; **and**

(3) pays applicable fees charged by the district or the test vendor.

4 AAC 06.718(c)(1) is amended to read:

(1) holds a certificate of achievement issued **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075(b)] by the district or provides evidence to the district that the person holds a certificate of achievement issued **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075(b)] by another school district in the state;

4 AAC 06.718 is amended by adding a new subsection to read:

(h) In this section,

(1) "certificate of achievement" means a certificate earned by a student on or after July 1, 2014 and before June 30, 2016 who met all local graduation requirements but did

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not take one of the college and career readiness assessments and is therefore ineligible for a diploma;

(2) "college and career readiness assessment"

(A) means the SAT or ACT within the meaning given in AS 14.03.075(e)(1) as that provision read before June 30, 2016;

(B) with respect to the WorkKeys assessment, within the meaning given in AS 14.03.075(e)(1) as that provision read before June 30, 2016, means the following sections of that assessment:

- (i) applied mathematics;
- (ii) reading for information; and
- (iii) locating information;

(3) "takes a college and career readiness assessment" means receives a valid score on the assessment as reported by the vendor of the assessment. (Eff. 12/25/2015, Register 216; am __/__/____, Register ____)

Authority:	AS 14.03.060	AS 14.07.020	AS 14.07.060
	AS 14.03.075	AS 14.07.030	AS 14.07.165

4 AAC 06.721 is repealed:

4 AAC 06.721. College and career readiness assessment waivers. Repealed. (Eff. 3/4/2015, Register 213; repealed __/__/____, Register ____)

4 AAC 06.722 is repealed:

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4 AAC 06.722. Waiver for entering the public school system late. Repealed. (Eff. 3/4/2015, Register 213; repealed ___/___/____, Register _____)

4 AAC 06.723 is repealed:

4 AAC 06.723. Rare or unusual circumstances. Repealed. (Eff. 3/4/2015, Register 213; am 12/25/2015, Register 216; repealed ___/___/____, Register _____)

4 AAC 06.724 is repealed:

4 AAC 06.724. Procedures for appeal from a denial of a waiver from the college and career readiness assessments. Repealed. (Eff. 3/4/2015, Register 213; repealed ___/___/____, Register _____)

4 AAC 06.765(a) is amended to read:

(a) All test questions on standards-based tests provided for in 4 AAC 06.737, [THE] college and career readiness assessments **taken under 4 AAC 06.718** [PROVIDED FOR IN 4 AAC 06.717], and the English language proficiency assessment provided for in 4 AAC 34.055, are confidential, and may be disclosed only as provided in this section.

(Eff. 3/3/2000, Register 153; am 2/18/2007, Register 181; am 10/3/2011, Register 200; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.775(a) is amended to read:

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(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 [AND 4 AAC 06.717], a district shall follow the requirements of this section and the department's *Participation Guidelines for Inclusion of Alaska Students in State Assessments, dated (insert adoption date)* [*PARTICIPATION GUIDELINES FOR ALASKA STUDENTS IN STATE ASSESSMENTS, DATED DECEMBER 2015*], adopted by reference.

4 AAC 06.775(c) is amended to read:

(c) A student with a disability who is on a diploma track must take all regular statewide assessments required under 4 AAC 06.710, with or without accommodations, at the appropriate grade level. [A DISTRICT AND A STUDENT'S IEP OR SECTION 504 TEAM SHALL FOLLOW THE PARTICIPATION GUIDELINES OR THE ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT, ADOPTED BY REFERENCE IN (a) OF THIS SECTION, FOR THE COLLEGE AND CAREER READINESS ASSESSMENTS DESCRIBED IN 4 AAC 06.717, WHEN MAKING DECISIONS REGARDING ACCOMMODATIONS FOR A STUDENT, AND A DISTRICT SHALL PROVIDE THE ACCOMMODATIONS REQUESTED BY THE STUDENT'S IEP OR SECTION 504 TEAM.]

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am ___/___/____. Register ____)

Authority: [AS 14.03.075] AS 14.07.060 AS 14.07.165

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AS 14.07.020

4 AAC 06.776(b) is amended to read:

(b) A district shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency under the department's **Participation Guidelines for Inclusion of Alaska Students in State Assessments** [PARTICIPATION GUIDELINES FOR ALASKA STUDENTS IN STATE ASSESSMENTS], adopted by reference in 4 AAC 06.775(a). The team shall document the accommodation decision and may not provide a modification.

(Eff. 11/23/2003, Register 168; am 10/3/2011, Register 200; am ___/___/____. Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.790(a) is repealed:

(a) Repealed ___/___/____.

4 AAC 06.790(b)(4) is repealed:

(4) repealed ___/___/____;

4 AAC 06.790(b)(12) is amended to read:

(12) "Participation Guidelines" means the department's **Participation Guidelines**

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for Inclusion of Alaska Students in State Assessments [*PARTICIPATION GUIDELINES FOR ALASKA STUDENTS IN STATE ASSESSMENTS*], adopted by reference in 4 AAC 06.775;

(Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 5/15/2015, Register 214; am 12/25/2015, Register 216; am ___/___/___, Register _____)

Authority: [AS 14.03.075] AS 14.07.020 AS 14.07.060

**To: Members of the State Board of
Education and Early Development**

September 14, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 14A

◆ ISSUE

The board is being asked to adopt amendments to regulations related to the minimum standards for Alaska school buses.

◆ BACKGROUND

- The National Conference on School Transportation is held every five years to review and amend the national minimum standards for school buses. A team of transportation professionals from around the state served as the Alaska delegation to the National Conference on School Transportation. The pupil transportation administrator for the department served as the chair of the Alaska delegation. The department made amendments to the national standards and contacted other Alaska pupil transportation stakeholders to solicit additional amendments to the national standards for adoption as the Minimum Standards for Alaska School Buses.
- The proposed regulations would adopt the National Specifications adopted at the 2015 National Conference, and would adopt the attached revisions to those national specifications as the Minimum Standards for Alaska School Buses, 2017 Revised Edition.
- No public comment was received for the amended regulations.
- The proposed amended regulations can be found behind this cover memo.
- Heidi Teshner, Director of Finance & Support Services, and Elwin Blackwell, School Finance Manager, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development adopt the proposed amendments to 4 AAC 27.110 Supplementary publications pertaining to pupil transportation.

4 AAC 27.110 is amended to read:

4 AAC 27.110. Supplementary publications pertaining to pupil transportation. The following handbooks are adopted by reference as the minimum standards for school buses in Alaska:

[(1) REPEALED 3/24/2007;

(2) REPEALED 3/24/2007;]

(1) [3] for school buses manufactured on or after September 11, 1994, but before January 1, 2002

(A) National Standards for School Buses, found on **pages** [PP.] 1 - 31 of the 1990 National Standards for School Buses and Operations, published by the National Safety Council, 444 North Michigan Avenue, Chicago, Illinois 60611; and

(B) Minimum Standards for Alaska School Buses, 1994 Revised Edition, published by the department;

(2) [(4)] for school buses manufactured on or after January 1, 2002, but before January 1, 2007

(A) National Specifications for School Buses, found on **pages** [PP.] 1 - 71 of the National School Transportation Specifications & Procedures, 2000 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2001 Revised Edition, published by the department;

(3) [(5)] for school buses manufactured on or after January 1, 2007, but before January 1, 2012

(A) National Specifications for School Buses, found on pages 1 - 81 of the National School Transportation Specifications & Procedures, May 2005 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2006 Revised Edition, published by the department;

(4) [(6)] for school buses manufactured on or after January 1, 2012, but before January 1, 2018

(A) National Specifications for School Buses, found on pages 1 - 70 of the National School Transportation Specifications & Procedures, May 2010 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2011 Revised Edition, published by the department.

(5) for school buses manufactured on or after January 1, 2018

(A) National Specifications for School Buses, found on pages 13 – 81 of the National School Transportation Specifications & Procedures, 2015 Revised Edition, published by NASDPTS, 5307 Indigo Way, Middleton, WI 53562; and

(B) Minimum Standards for Alaska School Buses, 2017 Revised Edition, published by the department. (In effect before 7/28/59; am 10/8/66, Register 24; am 10/14/68, Register 27; am 5/30/71, Register 38; am 9/14/77, Register 63; am 11/14/80, Register 76; am 12/23/81, Register 80; am 9/11/94, Register 131; am

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11/23/2001, Register 160; am 3/24/2007, Register 181; am 6/24/2012, Register 202; am
____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010
AS 14.07.030 AS 14.07.070

**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 14B

◆ ISSUE

The board is being asked to adopt amendments to regulations related to funding Career and Technical Education programs for grades seven through twelve.

◆ BACKGROUND

- The federal Perkins IV Act states in §315—Limitation for Certain Students, that “No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.” Thus, federal law allows Perkins funds to be spent on programs for students in grades seven through twelve.
- However, Alaska regulation 4 AAC 51.390(4), under definitions, states that “vocational education means organized programs, approved by the department, for grades nine through twelve, that prepare individuals for paid or unpaid employment, or for further education.”
- The proposed regulation change would allow federal Carl Perkins Career and Technical Education funds to be used to support programs for students in grades seven through twelve.
- Behind this cover memo are the proposed regulations.
- Paul Prussing, Director of Student Learning, will be present to brief the board.

◆ OPTIONS

Adopt the proposed amended regulations.

Amend the proposed amended regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION’S RECOMMENDATION

Adopt the proposed amended regulations

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early development adopt the proposed amended regulations to 4 AAC 51.390 CTE/Vocational Education programs.

4 AAC 51.390 is amended to read:

As used in 4 AAC 51.200 - 4 AAC 51.390,

(1) "curriculum" means the instructional program content as approved by the department;

(2) repealed 4/9/92;

(3) "program" means a logically sequenced set of instructional outcomes;

(4) "vocational education" means organized programs, approved by the department, for grades seven [NINE] through twelve, that prepare individuals for paid or unpaid employment, or for further education.

(5) repealed 4/9/92. (Eff. 12/4/85, Register 96; am 4/9/92, Register 122; am ___/___/_____, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.35.020

**To: Members of the State Board of
Education & Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 15

◆ **ISSUE**

These are the standing reports to the board regarding Libraries, Archives & Museums, Student Learning, Educator & School Excellence, Federal Programs, Mt. Edgecumbe High School, Data Management, and the Attorney General.

◆ **BACKGROUND**

- Patience Frederiksen, Paul Prussing, Bob Williams, Margaret MacKinnon, Janelle Vanasse, Brian Laurent, and Rebecca Hattan will be available to answer board members' questions.

◆ **OPTIONS**

This is an information item. No action is required.

MEMORANDUM

State of Alaska

Department of Education & Early Development
Division of Libraries, Archives & Museums

TO: Dr. Michael Johnson
Commissioner

DATE: August 16, 2017

PHONE NO: 465-2911

FROM: Patience Frederiksen
Director

SUBJECT: June – August 2017 LAM Standing
Report

- **Staff**

Salissa Thole began work as a full time permanent museum protection and visitor services assistant at the State Museum in Juneau. **Goldie Barr** began work as a short term non-permanent assistant for the Sheldon Jackson Museum in Sitka. **Micah Sommers** resigned as LAM Microcomputer Network Specialist I. **Amber Glen** began work as a Microfilm/ Imaging Operator II in the Imaging unit. **Lisa Golisek-Nankervis** was the honorable mention for the Governor's Denali Peak Performance Co-Worker Recognition Award.

- **Grants**

The State Library finalized its *2018 - 2022 Library Services and Technology Act (LSTA) Five Year State Plan*, which serves as a five year grant application for LSTA funds from the Institute of Museum and Library Services (IMLS). Dennis Nangle, the LSTA program office from IMLS, made a three day site visit to the Alaska State Library to review our grant procedures and projects funded with LSTA. As part of the Newspaper Digitization National Project, Leah Geibel and Anastasia Tarmann sent the first batch of digitized Alaska newspapers to the Library of Congress for its' Chronicling America web page.

- **Division News**

On July 17, the Alaska State Museums received the IMLS 2017 National Medal for Museum and Library Services during an award ceremony at the National Archives in Washington D.C. We are working with StoryCorps to record stories on the impact of the State Museums on the communities served by these institutions. We have met with IMLS on how to handle the \$5,000 award that comes with the medal.

The Archives staff have begun a project with Department of Law to evaluate the Exxon Valdez Oil Spill Litigation records. Department of Law has Capital Funds that will be used to pay for staff to review over 2,600 boxes of litigation materials to decide what needs to be transferred to the State Archives. This project is projected to last 1-2 years.

Sesame Street e-books are now accessible for free statewide at <http://sled.alaska.edu>. DEED Early Learning provided the \$15,000 for this 18 month subscription, which was coordinated with Library Development. Another \$15,000 from Early Learning was used to buy colorful chairs, rugs and toys for use in early learning spaces in 22 public libraries.

The Division finalized a memorandum of agreement with KTOO to have selected programs held at APK filmed as part of a new series titled *At the APK* to be produced by KTOO.

Senator Sullivan co-authored a bill in Congress to continue funding the National Historical Publications and Records Commission (NHPRC), a division of the National Archives and Records Administration. The State Archives has received grants from this organization in the past, the most current one being \$24,512 to support the state historical records advisory board and the development of a Journeyman Archivist Processing program.

The Alaska State Museum in Juneau took delivery of a 30' whale boat and musk ox. Exhibits staff are fabricating a steel cradle with wheels for the whale boat. The musk ox will be added to the Wonder Wall of Alaska animals.

Records Management staff have begun working with the Alaska Municipal League to update the general retention schedule for local government. The League has formed a records management subcommittee made up of City Clerks from around the state who will help research and update this schedule.

Events, Programs and Workshops July – August 2017

- First Friday events each month
- French language practice group meetings in OWL room
- Mike Dunham talk on Man Who Sold Alaska and Man Who Bought Alaska
- Week-long kaizen on IRIS procurement system
- Friends of SLAM meetings
- Rock Around the Block on Pivot Plaza Friday evenings
- Alaska's Chief Information Officer meeting with IT staff from all departments
- Social Security Administration hearings in OWL room
- Western Association of State Highway and Transportation Officials reception
- JDHS 30 Year Reunion
- Science Friday workshop
- Starting Immigration Services in a Library workshop
- Whitecrow village training for four days by Juneau FASD Working Group
- 101 Ways to Improve Your School Library workshop
- Clan leaders' meeting
- Narcan training for APK staff by State Trooper
- Juneau School District teacher meeting
- ASEA meeting for State employees
- Con Brio Chamber Music concert with more than 200 attendees
- Road Scholars group visit to Museum
- Patrice Helmar training for staff on printing B&W photographs
- Senior Information Resources training over OWL

- **Building News**

Since APK opened in June 2016, there were indications that the salt water cooling system was not working well. The water in all three wells is full of particulates and silt, which has been fouling all of the machines in the system. A team came to APK in July 2017 to install machines to fix these issues and to restore the cooling system to good functioning.

When they opened one of the heater exchangers for repair and inspection, they discovered that 95% of the steel plates in the heat exchanger were corroded and failing. In addition, the silt and particulates are clogging the system, so the librarians and archivists on the building management team are forced to open the system twice a week, remove steel basket filters, and power wash the silt and particulates from the filters.

DOT and the Division have determined that the corrosion and foul water problems have created a situation in which we must abandon the entire salt water cooling system, so we are now working on a new project to replace this system with a mechanical cooling system. In order to safeguard the collections in our care, we must have a reliable cooling system.

Patience Frederiksen, LAM Director, will be present to brief the board.

The Division of Student Learning update

◆ **ISSUE**

This is a standing report to the board regarding the Division of Teacher and Learning Support which is now two divisions: Educator & School Excellence and Student Learning.

◆ **BACKGROUND**

The department has reorganized into three divisions that now consists of Administrative services, Educator & School Excellence, and Student Learning. The former division of school finance is now part of administrative services.

Early Learning Update

- DEED Early Learning will partner with the Department of Health and Social Services/Division of Public Health –Section of Women’s, Children’s & Family Health Home Visiting on the Parents as Teachers grants. Partnership would happen through a Reimbursable Services Agreement (RSA) providing \$515,000 from the Department of Education & Early Development (DEED) to the Department of Health & Social Services (DHSS). This request would provide efficiencies between both departments and support a coordinated statewide pre-natal to three home visiting system.
- DEED Early Learning was awarded the federal Head Start Collaboration Grant. This means that DEED will continue to provide the Head Start Collaboration Director who will oversee partnership opportunities within the state of Alaska for Head Start.
- The 2017 Legislature awarded \$1.2 million dollars in funding to support continued services for districts who have been providing pre-elementary programs through the Moore Settlement funds. Early Learning has contacted eligible districts and will begin to distribute those funds.
- The state pre-elementary programs completed and submitted strategic planning for Fall 2018. Early Learning is now working on targeted support plans for each of the districts to assist them with meeting the unique needs for each program.
- The Alaska Early Childhood Coordinating Council will meet on October 6th of this year. The Council will present the work from five subcommittees who have been working to address various topics.

Career and Technical Education

- DEED/CTE utilized Perkins Postsecondary money to fund the development of a statewide pathway in Education through the Office of K-12 Outreach at the University of Alaska. Alaskan content experts wrote four new secondary education classes that may be used by any district. These are: Leadership Development, Educational Development & Psychology, Supporting Learning, and Developing Professionalism. Students who complete the entire pathway can graduate as a fully qualified paraprofessional teacher, able to work in their local schools upon turning 18.

- DEED/CTE continues to coordinate high-quality career and technical education opportunities with the University of Alaska system and the Department of Labor and Workforce Development in monthly meetings to bring the Alaska Career and Technical Education Plan (https://education.alaska.gov/tls/CTE/docs/cteplan/CTE_State_Plan.pdf) to fruition. Meetings with Department of Labor & Workforce Development have started to provide an addendum to the current plan.
- The CTE team submitted a grant application to Office of Career, Technical, and Adult Education (OCTAE) for the High School Career and Technical Education Teacher Pathway Initiative. This grant focuses CTE teacher recruitment and retention in rural states.
- FY18 Carl D. Perkins funds have been distributed to eligible districts. Currently, there are 43 of the 54 school districts participating in the Carl D. Perkins program.
- FY17 programs are wrapping up. Final revisions are in progress.
- The 2017-2018 application review process has begun.
- An incentive grant was awarded to Bristol Bay Regional CTE. Bristol Bay Borough School District, Dillingham City Schools, Southwest Region School District and Lake and Peninsula School District have partnered to create a formal collaborative to provide a series of intensive CTE courses to students. Students travel to Naknek to participate in the courses. The districts have coordinated their curriculum and course development to meet the needs of the students and fulfil the requirements of course pathways for Carl D. Perkins.
- PDC, the statewide CTE professional development conference, is scheduled for October.
- A new Area Health Education Center (AHEC) will be located in Juneau at SERRC. DEED will participate in the strategic planning process for this center. This center will provide coordinated efforts to promote health related programs for secondary and post-secondary students in Southeast Alaska.

ESEA/ESSA Federal Programs

- The review process for the 2017-2018 Consolidated Applications is in progress. Final revisions to the 2016-2017 budgets are in the final stages.
- District allocations have been uploaded to the Grants Management System (GMS) for the Consolidated Applications.
- Several districts applied for and will receive Rural Low-Income School Program (RLIS) grants. Last year Alaska had one district that qualified. New guidelines in ESSA allow more districts to qualify for this funding.
- The first year of federal monitoring based on a risk assessment model was successfully completed. The same model will be used for the 2017-2018 school year. The 2017-2018 ESEA monitoring will include the following districts: Hoonah, Craig, Hydaburg, Klawock, Alaska Gateway, Nenana, Tanana, Yukon Flats, Nome, Northwest Arctic, and Kenai. Efforts are being made to travel with the CTE team to districts that are up for monitoring in both programs.

- The ESEA team continues to create guidance and tool kits for districts to support the transition to the Every Student Succeeds Act (ESSA). Updated forms, guidance and procedures will be available on the DEED website.
- The ESEA Federal Programs Newsletter has received positive feedback from districts. The newsletter provides program managers an efficient way to provide updated information regarding their programs at local and national levels. Many times these postings include links to additional resources. The team will continue to post weekly updates related to upcoming due dates and webinars
- It is Migrant Education fall training season. Each year, approximately 13,000 children in Alaska are identified and recruited for the MEP by migrant district personnel. DEED is currently providing training to migrant district staff on how to effectively identify and recruit migrant children, as well as how to make appropriate eligibility determinations. DEED is providing regional trainings to approximately 150 district personnel in Anchorage, Fairbanks, and Juneau.
- Title III-A Immigrant Grant RFPs will be available for districts in September.
- An updated Title III-A Plan of Service document will be available to districts with more than 8 English learners. The updates to this plan will reflect the changes required by ESSA.
- Courtney Preziosi, Title III-A Program Manager, will attend a Title III-A Accountability Meeting hosted by CCSSO in mid-August.
- A new 21st Century Community Learning Centers RFA will be available to districts in the spring of 2018.
- The Alaska Afterschool Conference is scheduled for mid-November 2017 and will include a pre-conference that focuses on STEM.
- 21st Century Community Learning Centers (CCLC):
 - 80% of our grantees ran summer programs this summer.
 - Over one-third had not run summer programming before.
 - Most programs ranged from two weeks to five weeks, although our Kenai Boys and Girls Club runs almost the entire summer.
 - Most programs had either a STEM or literacy focus.
 - About half offered their economically disadvantaged participants the opportunity to each lunch and maybe breakfast through the Summer Meals or CACFP program administered by DEED's Child Nutrition Team.
 - Through 21st CCLC students learned to swim, recovered credits, completed NASA projects, grew plants, sewed, coded, designed and printed 3-D objects, visited the library weekly to check out books, and more.
 - Some programs have set measures based on district spring and fall interim assessments to see if these summer interventions can help stop the learning losses that these students typically suffer during the summer.
- Articles highlighting 21st CCLC programs in Alaska
 - [Nenana](#)
 - [Kotzebue \(operated by SERRC\)](#)
- The Education Administration I position is currently vacant. Recruitment is in progress

The Special Education program

- Compliance/ Special Education Monitoring - The monitoring schedule has been completed for the FY18 school year. Districts include: AK Gateway (TA), Kenai, Iditarod, Unalaska, Kashunamuit, Denali, North Slope, Petersburg, Sitka, Skagway, Southeast Islands, Juneau, Pelican, Haines, Anchorage, Matsu, Fairbanks, Chatham, Juneau (TA-CEIS), North Slope (TA), Iditarod (TA), Lower Yukon (TA), Yukon Flats (TA)
- Annual Performance Report (APR), State Performance Plan (SPP), State Systemic Improvement Plan (S-SIP) are publically posted on Grads 360 (a federal website), with a link to Grads 360 on the DEED special education web page. The department's submission of the S-SIP is still pending approval from the Office of Special Education Programs (OSEP).
- State Personnel Development Grants (SPDG) has been submitted under the acronym "PINE" - Professional Investment in New Educators. There has been no notification as to the status of the grant at this time.
- The special education program has engaged LINKS, a MatSu parent advocacy group, to develop a new Parent Handbook for special education. A link to the final document is online at the department's website under special education.
- The special education program currently has two vacancies for Education Specialist II

Child Nutrition Programs

- The National School Lunch Program has been experiencing significant growth in participation in the Community Eligibility Provision for school year 2017-2018. Due to improvements in the direction certification process, we have seen an uptick in districts applying to participate in this universal feeding option, and many districts already participating have been able to revise their participation data to yield a better reimbursement rate.

	SY16-17	SY17-18
Total # Districts in CEP	23	29
% of Districts on CEP	52%	66%
Total # of Sites in CEP	151	207
% of Sites on CEP	37.4%	51.3%

- Child Nutrition Programs has been working collaboratively with the Department of Environmental Conservation, Division of Environmental Health and the Municipality of Anchorage to develop fact sheets for school districts to safely utilize food recovery procedures including share tables. These efforts will help reduce food waste and provide guidance for those working with anti-hunger agencies.

- Child Nutrition Program received a reallocation grant from USDA in the amount of \$390,953. These funds are to develop an additional eLearning module, offset district fees for the storage and distribution of USDA commodity foods, and support farm-to-school coordination at the Department of Natural Resources. USDA awarded Alaska \$1,939,109 in the Fresh Fruit and Vegetable Program; for school year 2017-2018, 219 schools at 34 districts will be able to provide fresh produce as snacks for students. Alaska also received \$73,504 in grant funds from USDA to distribute for competitive grants for the purchase of equipment. This is the third year equipment grant funding has been available through USDA.
- The Emergency Food Assistance Program will be receiving Alaska Pollock for food banks and food pantries this fall. This purchase was made by USDA due to an overabundance of available product.
- The Child and Adult Care Food Program will be implementing the new USDA meal pattern as of October 1; to date 3 child care programs have been approved for early implementation of the changes.

Paul R. Prussing, Director of Student Learning, and staff will be present to answer any questions from the board.

The Division of Educator and School Excellence update

School Health, Safety, and Alternative Education Team

- Sharon Fishel, the team’s counseling/mental health Education Specialist, was invited by the federal Substance Abuse and Mental Health Services Administration (SAMHSA) to present Alaska suicide prevention efforts in the last of a national four part Rural Behavior Health Webinar series, “A Focus on Suicide Prevention in Rural Communities”. Topics addresses were: the Alaska Statewide Suicide Prevention Plan and state statistics; effective strategies to reduce youth suicide; peer-to-peer models designed to provide leadership training and skills that build protective factors to reduce suicide; school-based mental health services being provided by Alaska’s alternative high schools; and strategies being implemented to address relational poverty, depression and anxiety by increasing coping strategies and resiliency.

- eLearning Program updates:
 - ✓ DEED is partnering with DHSS to compose two Opioid eLearning courses: one on how to administer NARCAN to someone overdosing, and another on Alaska’s Opioid Epidemic that provides information and resources schools can integrate into their prevention efforts. DEED anticipates formally releasing these courses by November.
 - ✓ District enrollment in DEED’s eLearning Program is spiking and eclipsed 17,400 users this quarter.
 - ✓ 6,033 eLearning courses have been completed since June 1st, 2017.
 - ✓ The Alaska Department of Education and Early Development, in partnership with the Statewide Suicide Prevention Council, the Alaska Mental Health Board, and the Advisory Board on Alcoholism & Drug Abuse released an eLearning module for school staff: **Overcoming Adverse Childhood Experiences (ACEs) in Alaskan Schools: Childhood Trauma and Its Impact on Learning**.
 - ✓ Our team partnered with Teacher Certification to update department documents and websites to inform staff of the new training requirements for obtaining or renewing Alaska teaching certificates. DEED’s eLearning Program will play a vital role in assisting district personnel to comply with these new requirements.

Federal Programs Coordinator Report to the State Board of Education & Early Development, September 2017

PEAKS and Alaska Science Assessments

Following the State Board's adoption of the score ranges for the new PEAKS assessment in English language arts (ELA) and mathematics, the student and summary reports were delivered electronically to districts on August 3 as scheduled. Paper copies of the reports were mailed to districts to be shared with parents and teachers. An overview of the reports and the timeline for the release provided to the superintendents at their meeting in Juneau on July 31. The timeline provided for the public release of the 2017 data on the DEED website and September 29 as the deadline for schools to provide the reports to teachers and parents.

The assessment team worked with DRC, the test vendor, to develop an Educator Guide to Assessment Reports and Parent Guides to Student Reports. These resources along with others have been posted on the DEED website. Test designs for the 2017-2018 school year were determined with DRC and informed by stakeholder input from superintendents, district test coordinators, and others.

An independent alignment study was held August 2-4 in Anchorage. The purpose of the alignment study is to determine how well the PEAKS assessment aligns with and measures the Alaska standards in ELA and mathematics. The study was facilitated by independent external consultants. Participants included twenty-four national content experts and twenty-one Alaskan educators. The panelists grouped into grade spans of 3-5, 6-8, and 9-10 in ELA and math. They first reviewed every standard and determined the depth of knowledge (DOK) required by that standard. The panelists then reviewed the test questions and determined which standard the question measured. DEED will receive the alignment study report this fall and it will be submitted as part of the technical documentation required by the peer review of the state's assessments. The assessment peer review process is coordinated by the U.S. Department of Education and is scheduled for December, 2017.

The assessment team is part of the Student Learning division. Anna Uttreyuk has joined the department as the Education Administer I for the assessment team. Anna comes to the department with experience as a science teacher, an educational technology coordinator, and a district test coordinator in the Lower Yukon School District.

ESSA Plan

Alaska's State Plan for the Every Student Succeeds Act (ESSA) will be submitted to the U.S. Department of Education (US ED) on September 18. US ED has provided feedback to a number of states that have submitted their plans and has begun to release approved plans. The states received the comments from the peer reviewers and a separate letter from the US ED indicating areas of the plan that needed more clarification or possible changes in order to be deemed as in compliance with ESSA. After initial public feedback about that process, US ED has announced that in the future states will have an opportunity for a phone call with US ED to discuss the questions prior to receiving the official letters from US ED.

Federal Programs Coordination

The directors of the Student Learning, Educator and School Excellence, and Finance and Support Services divisions met with the Federal Programs Coordinator to begin discussions of how to coordinate the work of federal programs across the divisions. We will be meeting regularly as a team to discuss policy, processes, and use of federal funding across the divisions in order to maximize use of federal funds by districts and the state to support students through the federal formula title programs under ESSA, Special Education under IDEA, and Career and Technical Education under Carl Perkins federal programs.

MT. Edgecumbe High School

State Board of Education Report

September 2017



MEHS is looking forward to an excellent year. Students came on site over the weekend of August 26-27 and started with Edgecamp on August 28. Edgecamp is an orientation that serves to greet the students, orientate new students, take care of some necessities, and most of all build a

supportive community among students and staff. During these three days students: complete MAP testing which is used to adjust placement as needed, complete health screening, review behavior expectations, and review technology requirements. These necessary duties are surrounded by teacher-led sessions designed to help students get to know each other and staff, build teamwork, and set a tone for the year. This year's theme was growth mindset, grit, and perseverance. Students are building cardboard boats, learning to think flexibly while also learning some physical flexibility with yoga, and take the "leap of faith" challenge on our ropes course. This is just a small sampling of the fun, engaging, and meaningful activities planned for the three days. All 430+ students participate in all of the activities.

2017 Graduates

100 Graduates

48 Qualified for Alaska Performance
Scholarship

28 Qualified for Collegiate Alaska Performance
Scholarship



Admissions 2017-18 *Numbers are preliminary*

306 applications by June 30 with a handful of late applications after June 30.

69 incomplete applications

237 complete applications

152 accepted new students

111 of accepted new students are 9th grade, 41 upper class

440 total students accepted, though we expect some will drop during first week- anticipate 435

69% of accepted students are from home high schools of 150 students or less

66% of accepted students are from home high schools of 100 students or less

MEHS worked on a systems-improvement in the admissions this spring. We have incorporated shared data-base, electronic files, and an electronic rating system. This has improved the speed at which new applications could be processed and it allowed us to send out some automatic emails letting parents know the status of the application and what was missing for incomplete applications. We anticipate continued improvements next year

A Few New Things for 2017-18

New Technology

MEHS has adopted two technology programs to increase information access to parents.

REACH is a software program designed for boarding schools. It was preliminarily in place last year, but will be fully implemented this year. This software allows for a more sophisticated student check out system and allows for online parent permission for special activities. MEHS has adopted Powerschool as the student information system. This system has parent-friendly apps for students to check grades and receive update emails about school progress.

MEHS continues to work on a new website and expects to go live in the next few months.

MEHS has moved to a 1:1 computer environment for students. This is a move aligned with the state goal of modernization. We are using a significant amount of our federal Title IIA funds to build staff skills in utilizing technology to increase student engagement, interaction, and student feedback. Part of the first week inservice included a training with Alice Keeler on increasing engagement and frequency of feedback using google classroom.

Building Success

During the last year, teams of MEHS staff worked on ways to improve the afterschool tutoring and study hour time to maximize learning. This year we will be implementing our “new” StAR (Student Academic Resource) Center. This will be the place for small group and tutoring sessions afterschool. We are modeling it after a college tutoring center and including peer tutors.

We have added a freshman orientation course to the start of the day for freshman. This will include learning organization skills and learning strategies. During the evening study hour, freshman students will be together with staff support in using these skills.

These support service improvements are funded with federal Title 1A and Indian Education funds.

Focused Areas

Communication- increase parent communication and use social media to get our message out

Curriculum Work

Last summer the English Department and others worked through a curriculum mapping process. The process was designed to ensure curriculum coverage, align courses horizontally and vertically, and to build documents that better communicate course content to parents. The process was successful and will be the base for continued curriculum work. MEHS has a curriculum adoption cycle, but it is time to revisit the timelines and address implementation. When the Advisory School Board met in May, we listed the curriculum schedule as a project for the board to guide.

Focus for 2017-18

MEHS continues to work on the goals set forth in the MEHS Strategic Plan. This year we have selected six areas for targeted attention, feedback, and reflection. Successful work in these areas will have a direct impact on our goals.

- Messaging MEHS
- Data-informed Decisions and Monitoring
- Coordinated and Effective Student Support Services
- Engaged, Relevant, Rigorous, Bell-to-Bell Instruction
- Interrelated Academic and Residential Programming
- Mission-Driven Department Work

Recently Completed Data Collections

The ***Suspension and Expulsion*** data collection closed on June 30. The data are currently being analyzed, and will be used to meet federal reporting requirements under the Safe and Drug-Free Schools and Communities Act, Individuals with Disabilities Education Act (IDEA), and other programs.

The ***Summer OASIS*** data collection closed on July 15. Summer OASIS contains demographic data and individual records of each enrollment event for every Alaska public school student. Eric Caldwell, the data team's special projects analyst, continues to discuss these data with Alaska's school districts as preliminary data from the collection are compiled and analyzed. Data from Summer OASIS are used for a variety of purposes, including the calculation of accountability indicators such as the attendance rate, graduation rate, and dropout rate.

The ***Special Education Supplemental Workbook*** data collection was completed on July 15. This data collection gathers very specialized data about students with disabilities that will be used to answer questions related to four separate indicators that are included in the Annual Performance Report for the State Performance Plan (SPP/APR). Follow-up communications are currently happening between Karen Lipson, the data team's special education data manager, and district staff to address issues identified in the first round of edit checks on these data.

Upcoming Data Collections

- ***Educator Evaluation and Support System*** (due September 15): District-level summary counts of outcomes for teachers, special service providers, and administrators. Outcomes include plans of improvement and professional growth, non-retention, dismissal, and exceeding performance standards. This data collection is required by 4 AAC 19.055.
- ***First Day Teacher Vacancy Report*** (due September 15): Includes all substitute teachers who do not possess a valid Alaska teacher's certificate and are hired to fill vacancies at the start of the school year for 20 in-session days or less. This data collection is required by 4 AAC 18.021(d).
- ***Certified Staff Accounting*** (October 2-16): Includes all certified staff, including teachers, employed on October 1.
- ***Classified Staff Accounting*** (October 2-16): Includes all classified staff and paraprofessionals employed on October 1.
- ***Fall OASIS*** (October 27-November 10): Includes all students enrolled during the 20-day count period. The purpose is to determine average daily membership (ADM) for foundation funding. All reporting incorporating October 1 enrollment counts is also based on records from this data collection.

Data Team Staffing

Kelsey Smiley joined the data team on Monday, August 28 in the role of Education Associate II. This position collects, maintains, and reports data on some of our state's most vulnerable student populations, including immigrants, youth who are neglected or delinquent, and students who experience homelessness. Kelsey replaces Katie Koski, who spent just over a year

in the position. Katie's work to develop, implement, and document new processes is much appreciated.

DEED Data Inventory

Brian Laurent, the department's data management supervisor, is leading an initiative to create a department-wide data inventory, which will meet a number of objectives:

- Reduce burden on districts and schools
- Document the purpose of data collections and specific data elements
- Determine any redundant data elements
- Inform the creation of a master calendar of all department data collections throughout the year
- Allow the data team to provide the best support possible to staff throughout the department
- Ensure measures are in place that protect student privacy and data confidentiality when collecting and reporting data

Brian provided a template to division directors to complete for every data collection administered within each division to help meet the objectives listed above. The template asked for summary information about the data collections – purpose, unit of analysis, frequency, due date, etc. – as well as the specific data elements reported.

Division directors returned completed templates in late July. Department staff truly engaged with this initial step of the project. The next step is a review of the completed templates and follow-up meetings with staff to answer clarifying questions.

Assessment Reporting

DEED released the results of the 2017 administration of PEAKS and the Alaska Science Assessment on September 1. Assessment reporting includes participation and performance at the state, district, school, and subgroup levels, which mirrors reporting from previous years. Results from PEAKS and the Alaska Science Assessment are available at <https://education.alaska.gov/tls/Assessments/Results/results2017.html>.

Heather Kahklen, the data team's assessment analyst, has been working toward the submission of 2017 assessment results to meet federal reporting requirements. This work is occurring earlier than usual as a condition of the U.S. Department of Education's approval of the waiver associated with DEED's cancelation of assessments in the spring of 2016.

For more information about the items noted in this report, or if there are any general questions about DEED's data collection and reporting, please contact Brian Laurent at brian.laurent@alaska.gov or (907) 465-8418.

MEMORANDUM

State of Alaska Department of Law

TO: Members, State Board of Education and Early Development

DATE: August 23, 2017

FILE NO.: JU2015200003

TEL. NO.: (907) 465-3600

FROM: Rebecca Hattan
Luann Weyhrauch
Assistant Attorneys General
Labor & State Affairs Section
Department of Law

FAX NO.: (907) 465-2520

SUBJECT: Attorney General's Report

This memorandum describes the status of current litigation involving the Department of Education and Early Development.

1. *DEC Enforcement Matter related to Contamination at Joe Parent Vocational Education Center in Aniak.* The Alaska Department of Environmental Conservation (DEC) has identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls (PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as a White Alice Communications System site from 1958 to 1979.

In September 2013, the PRPs reached agreement through mediation as to the allocations (percentages of responsibility) that each party would bear in an agreement to share past and future clean-up costs for PCB and TCE contamination, although not all issues relating to TCE contamination could be resolved. On April 21, 2015, the PRPs executed an agreement to continue sharing the cost for the operation of the sub-slab-depressurization system and the TCE monitoring program at the site.

On February 3, 2016, the Consent Decree (a settlement agreement in the form of a court order) was fully executed. On February 8, 2016, DEC filed a complaint in federal district court for the purpose of establishing a forum for a court-ordered resolution. The Consent Decree was signed by the court on March 4, 2016. In October 2016, soil sampling for the TCE Remedial Investigation/Feasibility Study was conducted and the data from that sampling was submitted to DEC in January 2017. The final remedial

investigation and feasibility study reports for TCE are not expected until April and June of 2018, respectively. In the summer of 2017, DOT&PF retained contractors who have conducted PCB clean-up work. The parties are currently discussing a possible extension of the agreement to share the cost of the sub-slab-depressurization system and the TCE monitoring program at the site.

2. *North Slope Borough (NSB) and North Slope Borough School District (NSBSD) appeal of Department's denial of debt reimbursement eligibility for certain bonds issued by NSB.* In February 2015, NSB and NSBSD filed an administrative appeal from a department decision that five bonds issued by NSB are ineligible for school construction debt reimbursement under AS 14.11.100. The department determined that NSB payments on the bonds were ineligible for reimbursement because the bonds did not conform to the statutory requirement that they be repaid in approximately equal principal and interest payments over a period of at least 10 years as required by AS 14.11.100(j)(3). In September 2016, following extensive motion practice, the Commissioner issued a final decision affirming the decision to deny reimbursement. NSB appealed the Commissioner's decision to the superior court. The parties participated in an unsuccessful mediation in December 2016, and the superior court issued a scheduling order for appellate briefing. After obtaining multiple extensions to file its opening brief, NSB has obtained new co-counsel and has asked the superior court to conduct a trial de novo in order to allow it to present new evidence and argument in support of its claims and to again extend its opening briefing deadline. The Department has opposed both requests and a decision is now pending. Since NSB's hearing request, the department has been represented in this matter by Janell Hafner. Due to recent staffing changes at the Department of Law and the procedural development of the case, Chief Assistant Attorney General Margaret Paton Walsh of the special litigation section is now also representing the department.

3(a). *Illuminations Childcare and Educational Center (Illuminations) Appeal of Department Action taken under Child and Adult Care Food Program (CACFP). Appeal within Department.* In March 2015, Illuminations submitted a request for administrative review of the department's notice of March 12, 2015. In the March 12, 2015 notice, the department suspended the participation of Illuminations in the CACFP program, proposed to terminate Illumination's agreement, proposed to disqualify Illuminations, and proposed to disqualify its owner and administrator. This notice was sent under CACFP federal regulations due to action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. In April 2015, Illuminations and its owner and administrator requested an administrative review. A review official issued a determination upholding the agency's action in May 2015.

3(b). *Illuminations, LLC, d/b/a Illuminations Childcare and Educational Center, Brenda J. Fuller, and Kimberly J. Danford v. Alaska Department of Education and Early*

Development. Appeal to court. In June 2015, Illuminations, *et al.*, filed an appeal in the superior court and the department was served on July 16, 2015. The appellants' opening brief was filed in December 2015. The parties have been involved in continuing discussions related to documentation of the potential claim and possible settlement, but appellants currently appear to be losing interest in pursuing the claim.

4. *Pribilof School District (PSD) Administrative Appeal of Count of Four Students for Average Daily Membership (ADM).* On January 18, 2017, PSD filed an administrative appeal from a department determination that four students enrolled at the Saint George School only for the 20-school-day count period in October should not be included in the Saint George School ADM for foundation funding calculations. Instead, the department included the four students' ADM in the Saint Paul School where the students had been enrolled for their schooling prior to and after the October 2016 count period. The internal reviewer for the department requested additional documentation from PSD. On February 7, 2017, PSD asked that the decision of the internal reviewer be postponed while the parties engage in settlement discussions. Settlement efforts continued through August 8, 2017, without reaching a settlement. At the time of this report, the administrative appeal process is recommencing. Until the appeal is finally resolved, the four students will be counted in the Saint Paul School for FY 2017 foundation funding.

**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 15

◆ ISSUE

This is a standing oral report to the board by the Commissioner.

◆ BACKGROUND

- The board will hear a report on the Commissioner's activities.
- Commissioner Johnson will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education & Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 16

◆ ISSUE

The board is being asked to approve the appointment of Paul Prussing.

◆ BACKGROUND

- Behind this cover memo is item 1.) Paul Prussing's resume 2.) State statute about appointment.

◆ OPTIONS

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the appointment.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the appointment of Paul Prussing as director of Student Learning.

Paul R. Prussing
390 Jackson Way
Douglas, AK 99824
(907) 364-5289

Education: Oregon State University—B.S. Education—1988

Employment History: **Director, Division of Student Learning** July 2017 - Present
Alaska Department of Education & Early Development
Oversee Division of Student Learning. Supervise, directly or indirectly 32 staff members; approve all fiscal encumbrance and expenditure transfers for the Division; draft the Division's annual budget; monitor and review state and federal funding to ensure all funds are expended in accordance with corresponding law, regulation or intent; draft revised program documents; research and resolve state and federal audit findings; oversee federal and state reporting; review and approve or disapprove all state and federal plans and applications before forwarding to the Commissioner; review all program plans, applications, and reports for accuracy and budgetary impact on the Division; represents the department on statewide committees and at statewide and national meetings.

Deputy Director, Teaching and Learning Support 2003- June 2017

Acting Director, Teaching and Learning Support March 2016 – June 2017
August 2012- January 2013
January 2007- June 2008

Alaska Department of Education & Early Development
Oversee Division of Teaching and Learning Support. Supervise, directly or indirectly 75 staff members; oversee fiscal management of the division's budget; draft the Division's annual budget; coordinates personnel development activities for division staff; Monitor and review state and federal funding to ensure all funds are expended in accordance with corresponding law, regulation or intent; draft revised program documents; research and resolve state and federal audit findings; oversee federal and state reporting; review all state and federal plans and applications before forwarding to the Commissioner; review all program plans, applications, and reports for accuracy and budgetary impact on the Division; represents the department on statewide committees and at statewide and national meetings.

Education Specialist II

Alaska Department of Education & Early Development 2002-2003
Reading First / Reading Excellence Act Program Manager
Implementation of a comprehensive K-3 reading program in 39 schools located in 11 districts across the state of Alaska; Oversight of an 8.7 million dollar budget for the REA/ annual 2.4 million dollar budget for Reading First.

Education Specialist I

Alaska Department of Education & Early Development 2000-2002
GEAR UP ALASKA Program Manager; oversight of 6.5 million dollar budget. Title I/Migrant program coordinator for 18 districts within the state of Alaska. Title I/Neglected and Delinquent program manager; oversight of a 1.2 million dollar budget. State of Alaska, Youth in Detention Program Manager; oversight of a 1.2 million dollar budget.

Science/Math Teacher 1999-2000
Dzantik'i Heeni Middle School
Teacher of sixth, seventh and eighth grade science and seventh grade math.
Member of six person collaborative team.

Physical Science Teacher 1998-1999
Juneau-Douglas High School
Instructor for two freshman physical science classes.

Youth Counselor 1996-1999
State of Alaska, Johnson Youth Center
Provide care, custody, supervision and treatment for residents of Alaska juvenile detention and school facilities. Monitor and evaluate individual resident progress within the program.

Substitute Teacher K-12 1983-1997
Juneau, Alaska; Schweinfurt, Germany and Portland, Oregon
Follow daily lesson plans and supervise students, maintaining a positive and productive learning environment.

Education Counselor 1991-1992
Department of Defense; Schweinfurt, Germany
Counseled military personnel and their family members regarding all educational opportunities available on a U.S. military post. Evaluated & analyzed educational status of military personnel and provided regular reporting to commanding officers. Responsible for projecting college enrollment figures in order to receive appropriate federal funding and managing budget. Required to know all federal regulations concerning U.S. Army College funds.

Commercial Fisher 1986-1996
Gulf of Alaska
Longline commercial fished for black cod and halibut in the Gulf of Alaska.
Trained & supervised new crewmembers in the basics of longline fishing while learning the value of teamwork and time management.

Professional Development:

Numerous University continuing education credits, University of Maryland Training Certificates, Interviewing and Counseling Techniques for Managers, Effective Briefing Techniques, Effective Letter Writing, and Customer Service Excellence; American Red Cross CPR/First Aid Instructor, 100 Ton U.S. Coast Guard Vessel License, MANDT certified, Behavior Management/Suicide Prevention Training, Blood Borne Pathogens Training.

Sec. 14.07.145. Commissioner of education and early development.

(a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in AS 39.20.080.

(e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

**To: Members of the State Board of
Education and Early Development**

September 15, 2017

From: Dr. Michael Johnson, Commissioner

Agenda Item: 18

◆ ISSUE

The board is being asked to approve its consent agenda.

◆ BACKGROUND

- There are three items on the consent agenda.
- Behind this cover memo are items:
 - 18A, approve the minutes of the June 7 & 8, 2017, meeting;
 - 18B, approve the minutes of the July 14, 2017, work session;
 - 18C, approve the minutes of the August 1, 2017, work session.

◆ OPTIONS

Approve the consent agenda.

Remove an item and address it.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the consent agenda.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development approve the consent agenda consisting of approval of the minutes of the March 27 & 29, 2017, meeting and the minutes of the May 3, 2017, work session.

Alaska State Board of Education and Early Development
Unapproved Minutes
June 7-8, 2017
Audio conference originating in Juneau, AK

Vice-Chair Hull called the meeting to order at 9:08 a.m. Kenny Gallahorn, Charles Michael, LTC Toole, and Chair Fields were absent. After the pledge of allegiance, the board adopted the agenda for June 7. Board members declared no conflicts of interest.

Public comment

Dr. Lisa Parady, Executive Director of the Alaska Council of School Administrators, thanked the board for its work on Alaska's Education Challenge. She wanted the committees to have at least one more in-person meeting. She liked the state's plan for teacher quality under the Every Student Succeeds Act. She said the department has been successful in its outreach to stakeholders.

Tim Parker, President of NEA-Alaska, said the April education conference was successful. He noted that the layoff notices triggered by the lack of an approved state operating budget have caused uncertainty.

Ed Gray of Sitka said the state should not coerce parents regarding standards and assessment.

Agenda Item 1. The Every Student Succeeds Act (ESSA) state plan. Commissioner Johnson said the first draft of the state plan will take interaction with stakeholders to the next step. Education associations have been very active in gathering comments on the plan. Sondra Meredith, Administrator of Teacher Education & Certification, and Margaret MacKinnon, Director of Assessment & Accountability, reviewed the major elements of the draft plan, such as a point system for rating schools, indicators of school quality and student success, and intervention in struggling schools. Commissioner Johnson said the department wants to put into operation a vision for student success that is much bigger than what will be in the state ESSA plan.

Agenda Item 1A. The Joint Committee of State Board Members and University of Alaska Regents. Vice-Chair Hull said there was significant progress at the most recent quarterly meeting. She noted the university will use the ALEKS math placement test at all campuses, with the intention of identifying students' academic needs. Deputy Commissioner Sana Efird said the state's ESSA plan and Alaska's Education Challenge will feed into many of the joint committee's recommendations.

Agenda Item 2. Alaska's Education Challenge. Commissioner Johnson said the committees are setting an example of compromise and agreeing to a shared vision. Board members reviewed the work of the committees they co-chair, saying they are on track to meet the deadline for recommendations.

Agenda Item 3. Self-evaluation and Bylaws. Vice-Chair Hull said Chair Fields will send board members a prospective tool for self-evaluation, which the board will consider adopting at its next meeting. Vice-Chair Hull said Chair Fields will appoint a subcommittee to review the board's bylaws.

Agenda Item 4. Legislative and Budget Report. Rebecca Braun, policy director in the Governor's Office, reviewed the reasons that the legislature hadn't yet passed an operating budget.

June 8, 2017

Work session continued

Kenny Gallahorn and LTC Toole were absent. Dr. Keith Hamilton was excused. The board adopted the agenda for June 8. John Harmon recused himself from Agenda Items 6A and 8A, regarding pre-elementary regulations, because he assists an Anchorage school on this topic.

Agenda Item 5A. School Buses. Heidi Teshner, Director of Administrative Services, said the proposed regulation would adopt the most recent national standards and updates to the Alaska standards for school bus safety. Elwin Blackwell, School Finance Manager, reviewed the proposed changes from the current standards.

Agenda Item 5B. Assessments. Margaret MacKinnon, Director of Assessment & Accountability, reviewed the three topics of the proposed regulation: 1) the grades that can be tested, 2) the achievement level scores for the statewide assessment in English language arts and mathematics, and 3) the achievement level scores for the statewide Alaska Alternate Assessment in science. The board and staff discussed the value of end-of-course assessments as predictors of student success in college.

Agenda Item 5C. Vocational education. Paul Prussing, Acting Director of Student Learning, reviewed the purpose of the proposed regulation, which would allow districts to spend state and federal vocational funds in grades seven and eight as well as high school.

Agenda Item 6A. Pre-elementary monitoring. Anji Gallanos, Early Learning Administrator, reviewed the purpose of the proposed regulations, which would reduce duplicative monitoring of pre-elementary programs and align regulations with the enabling statute.

Agenda Item 6B. Physical exams. Assistant Attorney General Rebecca Hattan reviewed the purpose of the proposed regulations, which would conform regulations to a new statute.

Agenda Item 6C. Career and college readiness assessments as a graduation requirement. Margaret MacKinnon, Director of Assessment & Accountability, reviewed the purpose of the proposed regulations, which would 1) conform regulations to statute, and 2) specify what students who have certificates of achievement are eligible to receive a diploma.

Business meeting

Agenda Item 7A. School Buses. Second Vice-Chair Harmon moved and Barbara Thompson seconded the following motion: I move the State Board of Education and Early Development open a period of public comment on 4 AAC 27.110 Supplementary publications pertaining to pupil transportation. The motion passed unanimously.

Agenda Item 7B. Assessments. Barbara Thompson moved and Rebecca Himschoot seconded the following motion: I move the State Board of Education and Early Development open a period of public comment on 4 AAC 06.737 Standards based test, 4 AAC 06.739 Assessment achievement level scores, and 4 AAC 06.775 Statewide assessment program for students with disabilities. The motion passed unanimously.

Agenda Item 7C. Vocational education. First Vice-Chair Hull moved and Second Vice-Chair Harmon seconded the following motion: I move the State Board of Education and Early Development open a period of public comment on 4 AAC 51.390(4) Definitions. The motion passed unanimously.

Agenda Item 8A. Pre-elementary approval process. Barbara Thompson moved and First Vice-Chair Hull seconded the following motion: After considering all public comment, I move that the State Board of Education and Early Development adopt 4 AAC 60.010 Applicability, 4 AAC 60.020 Exemptions, 4 AAC 60.035 Background checks and health and safety standards, 4 AAC 60.036 Initial application, renewal of approval, and assurances regarding programmatic requirements, 4 AAC 60.037 Transition, 4 AAC 60.039 Monitoring, recordkeeping, and inspections, 4 AAC 60.040 Denial of approval; appeal, and 4 AAC 60.170 Programmatic requirements for pre-elementary schools. The motion passed unanimously, with Second Vice-Chair Harmon recused.

Agenda Item 8B. Physical exams. Barbara Thompson moved and Rebecca Himschoot seconded the following motion: After considering all public comment, I move that the State Board of Education and Early Development repeal 4 AAC 06.050 Physical examinations of school employees. The motion passed unanimously.

Agenda Item 8C. Career and college readiness assessments as a graduation requirement. Rebecca Himschoot moved and Second Vice-Chair Harmon seconded the following motion: After considering all public comment, I move that the State Board of Education and Early Development repeal 4 AAC 06.710 (5) Statewide student assessment system; repeal 4 AAC 06.717 College and career readiness assessments; adopt proposed amendments to 4 AAC 06.718 (a) and (c)(1) College and career readiness assessment after student receives a certificate of achievement; repeal 4 AAC 06.721 College and career readiness assessment waivers; repeal 4 AAC 06.722 Waiver for entering the public school system late; repeal 4 AAC 06.723 Rare or unusual circumstances; repeal 4 AAC 06.724 Procedures for appeal from a denial of a waiver from the college and career readiness assessments; adopt proposed amendments to 4 AAC 06.765 (a) Test security, consequences of breach; adopt proposed amendments to 4 AAC 06.775 (a) Statewide assessment program for students with disabilities; repeal 4 AAC 06.790 (a) and (b)(4) Definitions. The motion passed unanimously.

Agenda Item 9. Board subcommittees. Chair Fields said there would be no changes to the subcommittees, although he would check whether Rebecca Himschoot could join a joint committee of board members and university regents.

Agenda Item 10. Dates and locations of meetings. Barbara Thompson moved and Rebecca Himschoot seconded a motion to adopt the following dates and locations for board meetings for the 2017-2018 school year:

Date	Location	Meeting Type
July 14, 2017	Audio Conference	Special -- PEAKS & ESSA
August 1, 2017	Juneau or Audio Conference	Special -- ESSA
September 14-15, 2017	Audio Conference	Regular quarterly
October 5, 2017	Anchorage	Work session -- Ak's Educ. Challenge
November 2, 2017	Juneau/Fairbanks	Special – Ak's Educ. Challenge
December 7-8, 2017	Audio Conference	Regular quarterly
January 29, 2018	Audio Conference	Special – legislative and budget report
February 28, 2018	Audio Conference	Work session -- Commissioner's report
March 19-20, 2018	Juneau/Sitka	Regular quarterly
April 25, 2018	Audio Conference	Work session -- Commissioner's report
May 31-June 1, 2018	Audio Conference	Regular quarterly

The motion passed unanimously.

Agenda Item 11. Board officers. The board unanimously elected James Fields as Chair, Sue Hull as First Vice-Chair, and John Harmon as Second Vice-Chair.

Agenda Item 12. Commissioner evaluation. The board met in executive session to evaluate the Commissioner's performance during the past 12 months. In public session, Chair Fields said the board gave the Commissioner a favorable evaluation.

Agenda Item 13 and Agenda Item 15. Standing written reports and board questions. Board members asked whether the Parents as Teachers program is closing, what changes AdvancED is considering in updating its standards for quality schools, changes to the reporting of disciplinary data, alleged bias in the statewide science assessment questions, the Mt. Edgecumbe Advisory Board's schedule and topics, online courses and dual credit at Mt. Edgecumbe, and financing the operations of the aquatic center at Mt. Edgecumbe.

Agenda Item 16. Mt. Edgecumbe High School Advisory Board Appointments. First Vice-Chair Hull moved and Rebecca Himschoot seconded the following motion: I move the State Board of Education and Early Development appoint Mary Huntington and Michelle D. Martin to

serve three-year terms on the Mt. Edgecumbe High School Advisory Board. The motion passed unanimously.

Agenda Item 14. Commissioner's report. Commissioner Johnson said the Department of Law is trying to determine what state functions are constitutionally allowed to continue in a government shutdown. He thanked Director Bob Williams and Todd Brocius for their work on a new eLearning module on childhood trauma and its effect on learning.

Agenda Item 17. Consent agenda. Barbara Thompson moved and Rebecca Himschoot seconded the following motion: I move the State Board of Education and Early Development approve the consent agenda consisting of approval of the minutes of the March 27 & 29, 2017, meeting and the minutes of the May 3, 2017, work session. The motion passed unanimously.

Board comments

Outgoing student member Wilfried Zibell thanked the board for the opportunity to serve on the board.

Charles Michael thanked Mr. Zibell and retiring Information Officer Eric Fry.

Rebecca Himschoot congratulated Mr. Zibell and Mr. Fry. She said she was unhappy about the pink slips that teachers have received in case of a government shutdown. She expressed concern about a shutdown's effect on teacher certification.

Barbra Thompson thanked Mr. Zibell and Mr. Fry, and said she was glad to see board secretary Shawn Sypeck back at work after an illness.

John Harmon thanked Mr. Zibell, Mr. Fry, DEED staff, and education stakeholders.

Sue Hull echoed the earlier expressions of thanks and said she looked forward to the board's work ahead.

James Fields thanked Mr. Zibell and Mr. Fry and thanked the board for re-electing him as board Chair. He said he is encouraged that the board's work is moving forward.

The meeting adjourned at 2:55 p.m.

Alaska State Board of Education and Early Development
Unapproved Minutes
July 14, 2017
Audio conference originating in Juneau, AK

Chair Fields called the meeting to order at 9:01 a.m. Kenny Gallahorn was excused, Charles Michael, LTC Toole, and Dr. Keith Hamilton were absent. After the pledge of allegiance, the board adopted the agenda for July 14. Board members declared no conflicts of interest.

Public comment

No public comment was received.

Agenda Item 1. The Every Student Succeeds Act (ESSA) 2nd draft. Commissioner Johnson said the second draft of the state plan has been changed due to the DEED team gathering public input; he encourages everyone to read the draft. The Team will continue to make changes as input continues to come in. Sondra Meredith, Administrator of Teacher Education & Certification, and Margaret MacKinnon, Federal Programs Coordinator, will introduce the second draft. Email any questions or suggestions to Sondra Meredith; this will help them to have answers prior to the August 1 meeting. Questions will be answered then so everyone can hear them; and an Executive Summary will be posted on the department's website by the end of the day.

Agenda Item 2A. Cut Scores, PEAKS & Dynamic Learning Maps Regulations. Margaret MacKinnon explained the need to change the regulations.

Agenda Item 3A. Cut Scores, PEAKS & Dynamic Learning Maps Regulations. Vice-Chair Hull moved and Second Vice-Chair Harmon seconded the following motion: I move the State Board of Education and Early Development open a period of public comment on 4 AAC 06.737 Standards based test, 4 AAC 06.739 Assessment achievement level scores, and 4 AAC 06.775 Statewide assessment program for students with disabilities. The motion passed unanimously in a roll call vote.

Board comments

Barbara Thompson thanked department staff for all their hard work on the ESSA plan

Rebecca Himschoot had no comments.

Keith Hamilton had no comments other than "kudos to the staff".

John Harmon appreciated all the hard work of department staff and members of the public.

Sue Hull had no comments other than to thank everybody for their hard work.

LTC Toole agrees with other comments.

James Fields welcomed LTC Van Meter to the board, and gave his thanks to LTC Toole for the time he gave to the board; and thanked everybody for their hard work.

The meeting adjourned at 10:31 a.m.

Alaska State Board of Education and Early Development
Unapproved Minutes
August 1, 2017
Audio conference originating in Juneau, AK

Chair Fields called the meeting to order at 9:00 a.m. First Vice-Chair Hull, and Second Vice-Chair Harmon were excused, Charles Michael, and LTC Toole were absent. After the pledge of allegiance, Member Hamilton made a motion to approve the agenda before them after removing agenda item #3, Member Gallahorn seconded the motion, and the board adopted the agenda for August 1. Board members declared no conflicts of interest.

Public comment

No public comment was received.

Agenda Item 1. The Every Student Succeeds Act (ESSA) 2nd draft (continued review).

Sondra Meredith, Administrator of Teacher Education & Certification said public comment was received from about 15 members of the public, native corporations and one board member. Margaret MacKinnon, Federal Programs Coordinator, addressed several questions asked by Member Himschoot regarding assessments.

Agenda Item 2A. Budget Review, FY2018. Heidi Teshner, Director, Finance and Support Services reviewed the capital budget for FY2018, and explained the intent language. She highlighted that ninety-five percent of our budget is passed on to school districts, three percent is travel, and two percent is personal services.

Board comments

Member Michael said that he appreciates the department looking at End of Course assessments; he is also looking forward to future committee meetings.

Rebecca Himschoot gave an update on the Educator Excellence sub-committee meetings, they are working to narrow down a lot of great ideas to a few transformational recommendations. She appreciates all the hard work and guidance she has been given.

Kenny Gallahorn said his committee is working hard but has had a difficult time finding direction; he believes they are going to be on track after their next meeting.

Keith Hamilton had no comments.

Barbara Thompson said she and Sue Hull are members of the student learning committee; she is happy with how well they are functioning. They are working on their strategic priorities for their group; she also mentioned the group is working hard and will complete their work on time.

James Fields is on the safety and wellbeing committee and modernization committee; both committees are going well. They hope to give the department their recommendations in the next couple of months. He thanked everyone for their work on ESSA; and Member Himschoot for her questions regarding the state plan.

The meeting adjourned at 11:01 a.m.