



## Admission Requirements for Special Education Programs:

1. Graduate Certificate in Special Education:
  - a. Provide proof of a current teaching certificate.
  - b. Hold a baccalaureate degree from a regionally accredited institution.
  - c. GPA of 3.0 (minimum) on a 4.0 scale.
  - d. One year of appropriate, recent experience with children experiencing disabilities at the developmental level in which the special education endorsement is sought.
2. Master of Education in Special Education:
  - a. Proof of a current teaching certificate in Special Education.
  - b. Hold a baccalaureate degree from a regionally accredited institution.
  - c. GPA of 3.0 (minimum) on a 4.0 scale.

## How to Apply:

### University of Alaska Admission Office

- Apply to UAA Admissions at UA Online Services: <https://www.uaa.alaska.edu/admissions> and select Graduate Certificate – Special Education or M.Ed. Special Education Program.
- Send ALL official transcripts to:  
UAA Office of Admissions  
P O Box 141629  
Anchorage AK 99514-1629
- If sending electronic transcripts with secure log-in, please send to [admissions@uaa.alaska.edu](mailto:admissions@uaa.alaska.edu). Do not send official transcripts to the School of Education.

### School of Education Special Education Program

- Complete School of Education, Special Education application. Provide proof of a current State of Alaska teaching certificate or proof of application for a State of Alaska teaching certificate if an out-of-state license is held.
- Provide the names and email addresses of three (3) professional references; one (1) must be from a current supervisor.
- Submit a reflective essay. Refer to the directions on the following pages: Writing Evaluation Rubric – Graduate Studies Program Admission.
- Curriculum Vitae/Resume documenting all experience working with individuals with disabilities.

Attach all documents listed above in an email and send to [bshenderson@alaska.edu](mailto:bshenderson@alaska.edu) to complete your application.



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## Special Education Application for Admission

Applications will not be processed until the Special Education Program Lead receives all documents. Contact Brenda Henderson at [bshenderson@alaska.edu](mailto:bshenderson@alaska.edu) to inquire about the status of your SOE application.

Name:

Student ID:

Address:

Home Phone:

Cell Phone:

UAA Email Address:

Personal Email Address:

Degree / Certificate Desired (check one):

- Graduate Certificate (*program to add endorsement in Special Education to current teaching certificate*)
- Master of Education (*Master of Education can be applied for after completion of graduate certificate.*)

Level Desired (check one):

- K-8
- 7-12
- K-12 (*Requires two, 6 credit internship courses, to be completed before degree is awarded.*)

### **Disclaimer/Information for Reference Form:**

WAIVER FORM: I, the undersigned, hereby waive any right or privilege provided by Public Law 93-380 to inspect or challenge the content and comments expressed in this letter of recommendation. I expect that the observations made shall remain confidential between the writer and the person, agency, or organization to which any reference may be addressed.

Notice: Public Law 93-380, the Family Education Rights and Privacy Act of 1974, grants all students the right to inspect and review all of their official educational records. This right extends to letters of recommendation written on or after January 1, 1975, except that a student may waive his/her right to inspect and review letters of recommendation by signing a waiver.



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Please list the name and email address for three references who will receive a link via email from UAA to complete a confidential reference. One reference must be from a current or previous supervisor.

Reference Name	Email Address
1.	
2.	
3.	

Signature of Candidate:

Date:

### Internship Placement

All program courses must be completed before entering into the internship courses. All M.Ed. and Graduate Certificate candidates are responsible for applying for practicum/internship placement by the published deadlines. DO NOT contact any teacher, school or organization regarding any placement. Candidates cannot request a school where a spouse, significant other, child or relative attends or works.

### Praxis II Exam

Students seeking a Special Education endorsement on an existing teacher certificate must pass the Praxis II - Special Education: Core Knowledge and Applications during the internship. Please note that this is both a State requirement and a UAA requirement. Be aware that the State of Alaska Department of Education & Early Development (DEED) may change requirements at any time. Please refer to their website for current information about the exam (i.e., test code and passing score) under Praxis II Examination – Developmental Areas at <https://education.alaska.gov/teachercertification/contentareaexams>.

### Degree Works

Candidates can track their progress towards degree completion, track petitions and advising notes by using DegreeWorks through UAOnline Services.

### State Approved Program Verification (Institutional Recommendation)

The State of Alaska Department of Education & Early Childhood Development (DEED) requires approved Alaska Studies and Multicultural/Cross-Cultural Communications course work that may or may not be a part of your graduate program. See the DEED website for more information (<http://www.eed.state.ak.us>). Candidates will only receive a State Approved Program Verification by completing their program of study and passing the Praxis II. Applying for graduation and applying for a Program Verification from UAA are the responsibility of the student.

### Communications via E-mail

The UA Student Gmail account is the university's preferred method of contacting candidates. Candidates can set their UA Student Gmail account so that email is forwarded to another account. It is the candidate's responsibility to forward their UA Student Gmail account to another e-mail.

### Program Delivery

Since the majority of graduate course work includes distance delivery by Blackboard and Blackboard Collaborate (<https://classes.uaa.alaska.edu>), candidates will need access to the Internet and a headset with microphone. Candidates must have the technological knowledge and skills to engage in distance learning.

### Electronic Portfolios

Digication and VIA are ePortfolio software programs that allow users to present their work to various audiences. Students can share their ePortfolios to small groups for assessment purposes, either for course assignment, course learning objectives, program outcomes, or accreditation. Students can document



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learning artifacts, as well as a reflection on what they know and how they know it. All Masters and Graduate Certificate students are expected to build on ePortfolio to store and share their evidence of learning through the program. The eWolf program provides students a chance to create and maintain their digital Wolf identity through Digication. For more information, visit eWolf: ePortfolios at UAA. Information on the use of VIA will be provided after admission to the program.

My signature indicates that I read the above information, and I understand I must provide the required documents to be considered for admission into the Educational Leadership program. I also understand I am responsible for applying to my internship and UAA Graduation by UAA's published dates.

Signature of Candidate:

Date:



## SPED GCRT & M.Ed. Course Rotation 4.18.19

### Fall-Proposed

- EDSE A622 - Curriculum & Strategies II: High Incidence
- EDSE A623 - Assessment & Interventions in Language and Literacy Development
- EDSE A624 - Social Emotional Development, Assessment and Intervention
- EDSE A692 - Internship Seminar in Special Education (Add Fall 2020)
- EDSE A695 E & S - Advanced Internship in Special Education
- EDRS A660 - Fundamental of Research in Education

### Spring-Proposed

- EDSE A610 - Clinical Assessment: Eligibility and Program Planning
- EDSE A612 - Curriculum & Strategies I: Low Incidence
- DSE A625 - Math for Special Learners
- EDSE A692 - Internship Seminar in Special Education (Add 2021)
- EDSE A695 E & S - Advanced Internship in Special Education
- EDRS A660 - Fundamental of Research in Education

### Summer-Proposed

- EDSE A632 - Special Education Law: Principles and Practices
- EDSE A633 - Autism: Communication and Social Disorders
- EDSE A686 - Transition Planning for Secondary Students with Disabilities
- EDRS A660 - Fundamental of Research in Education

## WRITING EVALUATION RUBRIC - ADVANCED PROGRAM ADMISSION

Applicant Name:

Student ID:

Date:

School of Education Mission: We prepare educators and support the lifelong learning of professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, and communities. Intellectual vitality, collaborative spirit, inclusiveness and equity, and leadership are the core values we promote.

School of Education Graduate Studies Mission: We prepare scholarly practitioners grounded in purpose and research to address complex problems of practice in the context of Alaska's Indigenous and culturally and linguistically diverse setting.

*Graduate Studies faculty and students enact the School of Education's core values and Graduate Studies' mission in the following ways.*

- Collaborative Spirit
  - Collaborating with key partners (e.g., Alaska Natives; school-based teachers and administrators; community-based leaders and Elders).
- Intellectual Vitality
  - Conducting scholarship in teaching and research that address complex problems of practice relevant to Alaska's context.
  - Implementing interdisciplinary practices indicative of a holistic, integral approach to graduate studies.
  - Framing and examining critical questions through inquiry/research.
- Leadership
  - Engaging in self-reflection.
  - Listening.
- Inclusiveness and Equity
  - Examining, analyzing, evaluating, and commenting on education policies and practices.
  - Recognizing and respecting multiple perspectives and worldviews.

Purpose: This writing assessment is one component of the SOE Graduate Studies admissions application process. It is used in making admission decisions to graduate programs in educational leadership, language education, and special education. Transcripts, references, resumes, and other documents, along with this writing assessment, are part of a holistic review that reveals the applicant's self-motivation, competence, dispositions, and potential as a graduate student in the chosen field of study.

Directions to Applicants: Review and reflect on the School of Education/Graduate Studies missions presented above. *Focusing on the ways the SOE faculty and students enact the core values and mission*, choose three key points that connect to your current practice. Craft a 750-1000 word essay that addresses a) how those key points are reflected in your current practice, b) your experiences in matters pertaining to social justice and equity, and c) your motivation for applying to your desired program including how it will benefit you, students, families and communities. Your essay will be evaluated using the following rubric. Please review the rubric before beginning your writing process. A minimum rubric score average of 2 is expected.

WRITING EVALUATION RUBRIC - ADVANCED PROGRAM ADMISSION

<b>Criteria</b>	<b>Improvement Needed to Approach Expectation 1</b>	<b>1.5</b>	<b>Meets 2</b>	<b>2.5</b>	<b>Exceeds 3</b>	<b>Score</b>
Topic Focus	Applicant does not identify and reflect on a topic that relates to the prompt or veers off-topic.	Partial success at rating 2	Applicant reflects on a topic that relates to the prompt and stays on topic.	Partial success at rating 3	Applicant reflects on a topic that relates to the prompt and supports reflections with details.	
Depth of Self-Reflection	Applicant does not include relevant examples or experiences, or content is unfocused.	Partial success at rating 2	Applicant describes examples from personal experience.	Partial success at rating 3	Applicant applies examples from personal experience and analyzes how the experience contributed to the applicant's understanding of self and others.	
Integration of Social Justice and Equity	Applicant does not include any examples from the applicant's practice that demonstrate an understanding of social justice and equity in education.	Partial success at rating 2	Applicant demonstrates an awareness of social justice and equity in education by using specific examples from the applicant's practice.	Partial success at rating 3	Applicant demonstrates the integration of social justice and equity concepts in education with the applicant's practice.	
Connects to Graduate Studies mission	Applicant does not address the Graduate Studies mission.	Partial success at rating 2	Applicant identifies three key points of the Graduate Studies mission and describes how they are connected to the applicant's practice.	Partial success at rating 3	Applicant addresses how three key points are connected to the applicant's practice. The connection is explicit and communicates a clear understanding of the correlation between the Graduate Studies mission and the applicant's practice.	



WRITING EVALUATION RUBRIC - ADVANCED PROGRAM ADMISSION

<p>Motivation</p>	<p>Applicant does not articulate how admission to the desired program (i.e., Language Ed, SPED, EDL) will benefit self beyond future employment.</p>	<p>Partial success at rating 2</p>	<p>Applicant articulates how admission to the desired program (i.e., Language Ed, SPED, EDL) will benefit self and students. Motivation beyond future employment for applying to program is clear.</p>	<p>Partial success at rating 3</p>	<p>Applicant articulates how admission to the desired program (i.e., Language Ed, SPED, EDL) will benefit self, students, families, and communities. The response goes beyond egocentric motivation.</p>	
<p>Organization, Grammar, Spelling, and Writing Mechanics</p>	<p>Applicant does not write in a professional manner: uses incomplete or only simple sentences, and makes grammatical and/or spelling errors. The examples are unclear, and the paper lacks cohesion and coherence.</p>	<p>Partial success at rating 2</p>	<p>Applicant writes in a professional manner: uses complete and grammatical sentences, makes few spelling errors. The essay is organized and the examples are clear.</p>	<p>Partial success at rating 3</p>	<p>Applicant writes in a professional and sophisticated manner: uses complete and grammatical sentences that are clear and varied in pattern, from simple to complex. Integrates all relevant points from throughout the essay into a logical, coherent whole. Connections between the parts are clear and insightful. Relevant, clear examples are used to illuminate concepts and issues.</p>	
<p>Total Score</p>						
<p>Rubric Score Average (total score/6)</p>						