



PROGRAM	CATE- GORY	STU- DENTS GRADU- ATED	STU- DENTS CERTI- FIED	NUMBER OF STUDENTS PLACED IN EACH SETTING														TOTAL	SUPPORT		
				SPECIAL EDUCATION											GENERAL						
				ECPE	ECG	PSE	PSS	RSC	SOS	H/C	CAG	PPH	C/U	STA	01	02	GE1			03	
1.0 Non-Degree Program Professionals	REP	Projected 25			3													22	25	GRANT SUPPORTED	
2.0 Non-Degree Program Professionals	VOL	Projected 20																		GRANT SUPPORTED	
3.0																				GRANT SUPPORTED	
4.0																				GRANT SUPPORTED	
5.0																				GRANT SUPPORTED	
6.0																				GRANT SUPPORTED	
7.0																				GRANT SUPPORTED	
8.0																				GRANT SUPPORTED	
9.0																				GRANT SUPPORTED	
10.0																				GRANT SUPPORTED	
01																				GRANT SUPPORTED	
02																				OTHER	
03																				OTHER	
				TOTAL																25	

A P P E N D I X

"A"

B U D G E T

D E T A I L

PROPOSED BUDGET

A. Personnel Services	(1) % of Full Time	(1) Salary	(2) Leave Benefits	(3) Staff** Benefits	Total Sal. & Ben.
Project Coordinator	50%	\$17,303	\$1,834*	\$3,426	\$22,563
Part-Time Instructors	90 hrs. of instruction per semester for 3 semesters	10,584	0	1,895	12,479
Secretary	50%	6,822	1,085***	1,415	9,322
					<u>44,364</u>
Increment 8%					<u>3,549</u>
TOTAL Personnel Services					<u>\$47,913</u>

B. Contractual Services

Consultants for Summer Institutes					
Three weeks - 7/78				\$1,875	
Three weeks - 6/79				1,875	
Consultant for Parent Program Development; one week - 9/78				625	
TOTAL Contractual Services					<u>\$ 4,375</u>

C. Travel

Project Director - one rd. trip to Nat'l Conference on East Coast Transportation				\$ 600	
Per Diem (4 days @ \$35/day)				140	
Consultants (3)					
Transportation				1,800	
Per Diem (48 days @ \$35/day)				1,680	
Special Ed. Instructors from Univ. of Alaska in Anchorage - one rd. trip/week for 30 weeks				2,520	
TOTAL Travel					<u>\$ 6,740</u>

* 10.6% of column (1)

** 17.9% of columns (1) & (2)

*** 15.9% of column (1)

D. Services

Advertising	\$1,000	
Xerox	225	
Printing	250	
Freight & Postage	175	
Phone	200	
	<hr/>	
TOTAL Services		<u>\$1,850</u>

E. Equipment

Desks (2)	\$ 550	
Chairs (2)	220	
Typewriter (1)	700	
Calculator (1)	160	
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TOTAL Equipment		<u>\$1,630</u>

F. Supplies

Instructional Supplies	\$ 300	
Curriculum Library Acquisitions	2,500	
Office Supplies	200	
	<hr/>	
TOTAL Supplies		<u>\$3,000</u>

Total Direct Costs \$65,508

Indirect Costs (8% of Direct Costs) 5,241

TOTAL FEDERAL SHARE \$70,479

TOTAL INSTITUTIONAL SHARE* \$ 8,982

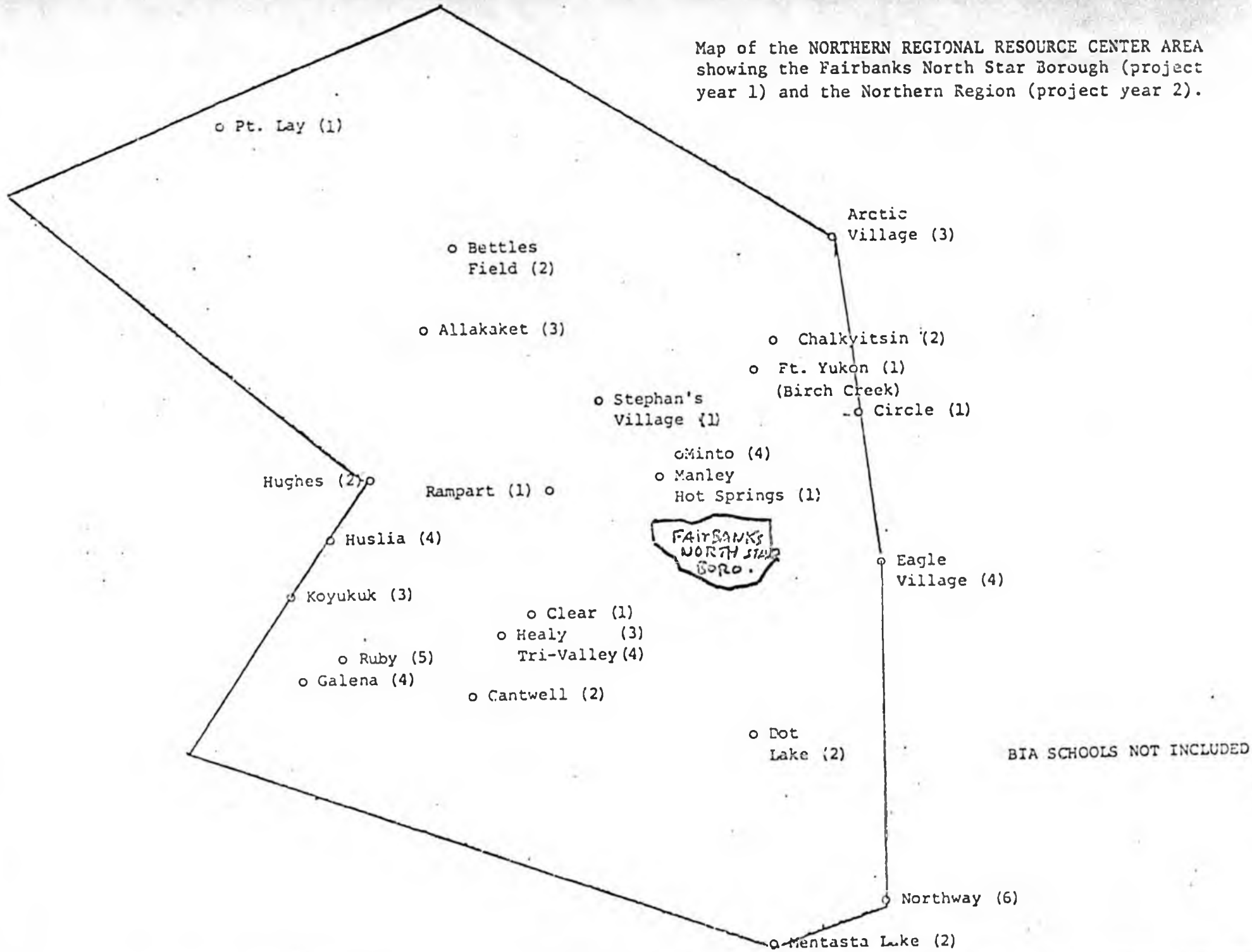
* Audited overhead rate = 37.8% of salaries & leave benefits = \$14,223.
Institutional share equals overhead rate less indirect costs charged
to Federal Share (\$14,223 - 5,241 = \$8,982).

A P P E N D I X

"B"

M A P O F
N O R T H E R N
R E G I O N

Map of the NORTHERN REGIONAL RESOURCE CENTER AREA showing the Fairbanks North Star Borough (project year 1) and the Northern Region (project year 2).



A P P E N D I X

"C"

SPECIAL EDUCATION
DEGREE & CERTIFICATION
PROGRAMS AT
UNIVERSITY OF ALASKA, ANCHORAGE

UNIVERSITY OF ALASKA, ANCHORAGE

Master of Education Degree Program with
Specialization in SPECIAL EDUCATION

Ed 460 3 Credits

THE EXCEPTIONAL CHILD (3+0)

Characteristics, identification, diagnosis and remediation procedures for use with exceptional children. Prerequisites: Ed 313 and prerequisites thereto and junior standing. This is the introductory course for the area of special education.

Ed 680 3 Credits

THEORIES OF LEARNING
DISABILITIES (3+0)

Interdisciplinary contributions to the development of the field of learning disabilities including familiarity with a wide spectrum of theories such as educationally oriented concepts, perceptual motor systems, multisensory systems, language systems, psycholinguistic approaches, neuro-psychological concepts, and psychodynamic theories. The concept of specific learning disabilities will be developed by definition, probable cause, and characteristics of learning-disabled children. An overview proceeding from evaluation to instruction will include diagnostic teaching, newer approaches to reading and specialized methods to prevent and remediate deficits in social, mental and physical development.

Ed 627 3 Credits

EDUCATION RESEARCH (3+0)

Techniques of education research; selection of topics and problems, data gathering, interpretation and preparation of reports. Prerequisites: graduate standing in education.

Ed 687 Credits Arranged

ADVANCED PRACTICUM: SPECIAL
EDUCATION

Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of specialization. From 15 to 30 hours per week in the facility are required. Prerequisite: students must be in the final phase of their programs and have instructor permission.

Ed 697 Credits Arranged
Ed 698 Credits Arranged

THESIS

Thesis as directed by graduate committee. Prerequisite: Ed 627.

plus electives to total 36 credits

UNIVERSITY OF ALASKA, ANCHORAGE

Certification Program in Special Education

"Core" Courses

Ed 460 3 Credits
THE EXCEPTIONAL CHILD (3+0)

Characteristics, identification, diagnosis and remediation procedures for use with exceptional children. Prerequisites: Ed 313 and prerequisites thereto and junior standing. This is the introductory course for the area of special education.

Ed 471 3 Credits
ISSUES AND TRENDS IN SPECIAL
EDUCATION (3+0)

A critical analysis of the current trends affecting special education programming across the country and in the state and local community. Includes an indepth review of the literature describing trends and participation by local individuals in issues pertinent to the Alaska communities. Exposure to private and public agencies available to and for handicapped persons in Alaska is included in this course.

Ed 486 3 Credits
CURRICULUM MATERIALS FOR
SPECIAL EDUCATION (3+0)

Provides both extensive and intensive knowledge of and experience with, instructional materials intended for use with exceptional children. Students will study, use, and learn how to critically evaluate materials at the Special Education Instructional Materials Center of Hubbard School. Methods for designing special curricular activities around behavioral objectives and various evaluation techniques will be presented. Prerequisite: Ed 384.

Ed 689 3 Credits
BEHAVIOR MODIFICATION: SPECIAL
EDUCATION (3+0)

Theoretical basis of various behavioral theories of classroom management are covered. Several projects using behavior management principles with children are required. Students must have access to children or classrooms or work with children in local institutions.

Ed 693 Credits Arranged
Ed 694 Credits Arranged

(optional) Ed 487 Credits Arranged
PRACTICUM IN SPECIAL EDUCATION

Provides field experience with exceptional children in various facilities in the Anchorage area. Students will work with children who have communications, emotional, organic, and medical problems and with children who are mentally retarded. From two to three weeks will be spent in each institution. A time commitment of from 12-15 hours per week is required. Prerequisite: Ed 384 or may be taken concurrently with Ed 384.

Courses Required for Certification in Speciality Area of LEARNING DISABILITIES

"Core" Courses plus

Ed 482 3 Credits
THE MALADJUSTED CHILD (3+0)

Covers the causes of maladaptive behavior in children and presents effective strategies for teaching these children. Functional and organic causes will be reviewed along with the major explanatory theories. The effects of home, school, and society and procedures and methods used successfully in special and regular classrooms in other areas will be discussed. Prerequisite: Ed 384.

Ed 483 3 Credits
THE PHYSICALLY HANDICAPPED CHILD (3+0)

Covers the psychological and physical problems of children with organic disabilities. Included in this category are impairments of the central nervous system, cerebral palsy, epilepsy, and/or muscle, joint or bone disabilities. Also included will be children with chronic medical problems. Prerequisite: Ed 384.

Ed 604 3 Credits
DIAGNOSIS AND CORRECTION OF READING DEFICIENCIES (3+0)

Nature of the reading process; emphasis on psychology involved in discerning reading difficulties, testing programs to ascertain specific disabilities in readiness, vocabulary, word-attack, comprehension, speed and accuracy; specific suggestions for their correction; newer approaches to teaching reading. Prerequisites: Ed 409 and experience in the teaching of reading. (In conjunction with Ed 605, Reading Lab.)

Ed 675 3 Credits
GENETIC AND NEUROLOGICAL CAUSES OF MENTAL RETARDATION (3+0)

Clinical conditions of genetic or neurological origin which may result in learning or physical disabilities of various kinds. Basic genetic principles and their relationship to learning, physical, and mental handicaps will be discussed. Empha-

sis will be given to common clinical syndromes which can be recognized by classroom teachers and other professionals and which suggest alternate educational strategies or need for a medical referral. The class will include lectures, discussion, movies, film, slide, and field visits. Prerequisites: Ed 384 and ED 482.

Ed 680 3 Credits
THEORIES OF LEARNING DISABILITIES (3+0)

Interdisciplinary contributions to the development of the field of learning disabilities including familiarity with a wide spectrum of theories such as educationally oriented concepts, perceptual motor systems, multisensory systems, language systems, psycholinguistic approaches, neuro-psychological concepts, and psychodynamic theories. The concept of specific learning disabilities will be developed by definition, probable cause, and characteristics of learning-disabled children. An overview proceeding from evaluation to instruction will include diagnostic teaching, newer approaches to reading and specialized methods to prevent and remediate deficits in social, mental and physical development.

Ed 687 Credits Arranged
ADVANCED PRACTICUM; SPECIAL EDUCATION

Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of specialization. From 15 to 30 hours per week in the facility are required. Prerequisite: students must be in the final phase of their programs and have instructor permission.

Courses Required for Certification in Speciality Area of MENTAL RETARDATION

"Core" Courses plus

Ed 481 3 Credits

THE MENTALLY RETARDED CHILD IN THE SCHOOL (3+0)

Provides a basic understanding of the retarded child in an educational setting. Emphasizes the role of education of handicapped persons, the importance of early intervention, and consideration of such issues of labeling and the treatment of culturally different students. Includes an overview of characteristics, definitions and prevalence of various educational handicaps as well as their social, psychological and medical correlates. Prerequisite: Ed 384.

Ed 677 3 Credits

COUNSELING FOR EXCEPTIONAL CHILDREN (3+0)

Presents theories and techniques of counseling the mentally retarded child. Also introduces procedures for assisting parents of mentally retarded children and other professionals who work with the mentally retarded. Covers school, family, vocational and personal problems confronting the mentally retarded child and his family. Prerequisites: Ed 384 and 481.

Ed 675 3 Credits

METHODS FOR EDUCATING THE MENTALLY HANDICAPPED (3+0)

Presents the principles and methods for teaching mentally handicapped elementary and secondary students. Class participants will practice developing appropriate instructional programs for teaching mentally handicapped students communication skills, arithmetic skills, and social and vocational competencies. Various methods including unit instruction, clinical teaching, work/study programming, and programmed instruction will be explored for teaching the mentally handicapped student. Prerequisites: Ed 384 and Ed 481.

Ed 678A 1 Credit

METHODS FOR THE MENTALLY RETARDED: MUSIC (1+0)

This course presents theoretical background of uses of music in the education of the mentally retarded. Practical experiences using music and music therapy demonstrated. Opportunities for applied work with handicapped children will be provided. Prerequisites: Ed 384 and 481.

Ed 678B 1 Credit

METHODS FOR THE MENTALLY RETARDED: ART (1+0)

Covers methods and materials for teaching art to mentally retarded elementary and secondary students. The class will explore strategies, material characteristics, and activities for the enriched experiencing of the mentally retarded through art with emphasis on the teaching-therapy process for physical and mental growth. Prerequisites: Ed 384 and 481.

Ed 678C 1 Credit

METHODS FOR THE MENTALLY RETARDED: PHYSICAL EDUCATION (1+0)

This course presents theoretical basis for a planned physical education program. State and community resources in recreation will be covered. Curriculum development and practice

in the implementation of special curricular-physical education methods will be emphasized. Prerequisites: Ed 384 and 481.

Ed 679 3 Credits

ASSESSMENT AND PLANNING FOR THE RETARDED (3+0)

Students will develop individual and group instructional programs based upon a complete assessment of the individual(s) to be taught. Assessment measures to be mastered include individual intelligence tests (WISC, Peabody, etc.), academic and social living assessment measures. This course is restricted to those who have completed half or more of their program. Instructor permission required for admission.

Ed 607 Credits Arranged

ADVANCED PRACTICUM: SPECIAL EDUCATION

Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of specialization. From 15 to 30 hours per week in the facility are required. Prerequisite: students must be in the final phase of their program and have instructor permission.

A P P E N D I X

"D"

C O U R S E D E S C R I P T I O N S
U A A S P E C I A L E D U C A T I O N
C U R R I C U L U M

COURSE DESCRIPTIONS

Prerequisite: Ed 322 and prerequisite course

Ed 442 3 Credits CURRICULUM AND INSTRUCTION IN SECONDARY ART (3+1)

Objectives, scope, sequence, and organization of art instruction at the secondary level, recommended practices, instructional, and evaluative aspects. Prerequisite: A minimum of 18 hours in required art courses, Ed 313 and prerequisite course

Ed 443 3 Credits FOUNDATIONS OF VOCATIONAL EDUCATION (3+0)

A study of the social and philosophical basis of vocational education in America and public policy as a response to the need for an educated labor force. The relationship of vocational, technical, and special education to general education and the responsibility of public education in a technological society.

Ed 444 3 Credits PUBLIC SCHOOL ORGANIZATION, CONTROL, AND SUPPORT (3+0)

Fundamentals of public school organization, control, and support. Relation of federal, state, and local agencies. Problems incident to public school organization, control, and support in Alaska. Prerequisite: sound standing in education.

Ed 445 6 Credits STUDENT TEACHING--SECONDARY

Supervised teaching in secondary schools of the Anchorage area approved by the Department of Education. The department may limit registration, determine assignments, protect the number of teaching hours required, and exceed the requirement of students doing satisfactory work. Prerequisite: See requirements for admission to student teaching. Must be taken concurrently with Ed 446.

Ed 446 9 Credits STUDENT TEACHING--ELEMENTARY

Elementary student teaching consists of a

fifteen week semester of full days in the classroom of the elementary schools approved by the Department of Education. Prerequisite: suitable observations, learning with best teacher or other team members, planning and conducting individualized instruction, organizing plans, daily critique of performance by best teacher, weekly supervision and performance by University supervisor, and weekly seminar meetings of all practical teachers with University faculty members. The classroom experience in the elementary school is designed to progress through the full range of teaching responsibilities of an elementary teacher in a typical school situation. Prerequisite: see admission to student teaching requirement.

Ed 448 3 Credits THE EXCEPTIONAL CHILD (3+0)

Characteristics, identification, diagnosis and remediation procedures for one with exceptional children. Prerequisite: Ed 313 and prerequisite course and prior standing. This is the introductory course for the area of special education.

Ed 449 3 Credits ISSUES AND TRENDS IN SPECIAL EDUCATION (3+0)

A critical analysis of the current trends affecting special education programming across the country and in the state and local community. Includes an in-depth review of the literature describing trends and participation by local individuals in cross permission to the Alaska communities. Topics to be given and guide agencies to identify and not handicapped persons in Alaska is included in this course.

Ed 450 3 Credits THE HANDICAPPED PRE-SCHOOL CHILD (3+0)

Covers the objectives, principles and procedures for development of preschool programs for the handicapped child. Basic understandings of child development provides a foundation of the preventative and educational role of preschool programming for the handicapped child. Management techniques and specific methods for teaching the preschool handicapped child. Personality, social, emotional and academic behaviors are discussed. Prerequisite: Ed 313.

Ed 440 3 Credits EDUCATION OF CULTURALLY DIFFERENT YOUTH (3+3)

In-depth exploratory study of problems encountered by teachers in educating culturally different youth. Consideration of psychological and social factors inherent in the educational process. Special attention given to curriculum development and to long term, appropriate for culturally different students. Prerequisite: Ed 313 and prerequisite course and prior standing.

Ed 481 3 Credits THE MENTALLY RETARDED CHILD IN THE SCHOOL (3+0)

Provides a basis of understanding of the retarded child in an educational setting. Emphasizes the role of education of handicapped persons, the importance of early intervention and consideration of such areas as labeling and the treatment of culturally different students. Includes an overview of characteristics, diagnosis and procedure of various educational handicaps as well as their social, psychological and medical correlates. Prerequisite: Ed 324.

Ed 482 3 Credits THE MALADJUSTED CHILD (3+0)

Covers the causes of maladjustive behavior in children and presents effective strategies for teaching these children. Functional and organic causes will be reviewed along with the major regulatory theories. The effects of home, school, and society on special and regular classrooms in other areas will be discussed. Prerequisite: Ed 324.

Ed 483 3 Credits THE PHYSICALLY HANDICAPPED CHILD (3+0)

Covers the psychological and physical problems of children with organic disabilities. Included in this category are amputations of the lower limbs, spinal cord injury, epilepsy, and muscular joint or bone disabilities. Also included will be children with chronic medical problems. Prerequisite: Ed 324.

Ed 484 3 Credits COMMUNICATION DISORDERS (3+0)

Covers the general field of communication disorders which include speech, hearing, and vision. The psychological, social, emotional, and physical problems that are often with these disorders are treated. Will be discussed: biological factors, diagnostic tests, and procedures and educational implications. Will be covered. Prerequisite: Ed 324.

Ed 486 3 Credits CURRICULAR MATERIALS FOR SPECIAL EDUCATION (3+0)

Provides both extensive and intensive knowledge of materials available in curricular materials adapted for use with exceptional children. Students will study, use, and from time to time evaluate materials at the Special Education Instructional Materials Center of the University of Alaska. Includes a variety of special materials available in the state and national and various adaptation techniques will be presented. Prerequisite: Ed 324.

Ed 487 3 Credits PRACTICUM IN SPECIAL EDUCATION

Provides field experience with exceptional children in various facilities in the Anchorage area. Students will work with deaf, blind, hearing, communication, emotional organic, and physical problems and with children who are mentally retarded. From two to three weeks will be spent in each institution. A time commitment of from 12-15 hours per week is required. Prerequisite: Ed 324 or may be taken concurrently with Ed 324.

Ed 488 3 Credits Ed 489 3 Credits SPECIAL TOPICS SEMINAR

Various subjects, principally directed study, discussion, and research.

Ed 490 3 Credits METHODS OF TEACHING ENGLISH FOR THE HIGH SCHOOL (3+0)

A study to assist future teachers in determining objectives and to prepare plans to

implement these objectives in the teaching of language, composition, and literature.

Ed 603 3 Credits SEMINAR: READING PROGRAM IN THE ELEMENTARY SCHOOL (3+0)

The course is designed to provide for the survey and study of current literature in the area of instructional methods, and reading programs. Methods of choosing journals and instructional practices to provide an overview will be a major focus of the course. Prerequisite: Ed 448 and 449.

Ed 604 3 Credits DIAGNOSIS AND CORRECTION OF READING DEFICIENCIES (3+0)

Nature of the reading process, emphasis on psychology involved in diagnosing reading difficulties, testing programs to ascertain specific disabilities in readiness, vocabulary, word-attack, comprehension, speed and accuracy, specific suggestions for their correction, recent approaches to teaching reading. Prerequisite: Ed 449 and experience in the study of reading (in conjunction with Ed 445 Reading Lab).

Ed 605-A 2 Credits READING LAB--ELEMENTARY (0+6)

Working with a child who has been identified as having reading problems using testing and remedial techniques appropriate to his needs. (Can be taken only in conjunction with Ed 604)

Ed 605-B 2 Credits READING LAB--SECONDARY (0+6)

Working with a child who has been identified as having reading problems using testing and remedial techniques appropriate to his needs. (Can be taken only in conjunction with Ed 604)

Ed 606 3 Credits READING CLINIC (2+6)

An extension approach to learning the techniques for diagnosis and therapy regarding multiple types of reading and learning difficulties. The student works with a child who has been identified as having reading problems. This course will work with a child who has been identified as having reading problems.

30 minutes per week. Limited enrollment based upon student and staff evaluation. Prerequisite: Ed 448 or its equivalent.

Ed 607 3 Credits READING IN SECONDARY SCHOOLS (1+6)

Designed to prepare teachers of reading and teachers of subject matter content areas so that they may be better prepared to teach children who have reading problems or to act as reading specialists in the area of remedial, preventive and advanced reading and to be able to organize reading programs in the junior and senior high school. (Work with a subject is required for 30 minutes in Ed 605-B Reading Lab.)

Ed 608 6 Credits SLINGERLAND WORKSHOP (Beginning) (6+6)

This is an introductory workshop devoted to the Slingerland-Spaulding-Multisensory system of teaching oral and written and spelling designed for children who need this particular delivery system. This is the first Slingerland adaptation of the Orton-Gillingham-Spaulding remedial method. The course is designed to present features in language arts.

Ed 610 6 Credits SLINGERLAND WORKSHOP (Intermediate) (6+6)

The intermediate workshop devoted to specific language techniques (11) and independent reading the Slingerland-Spaulding adaptation for the classroom. Attention to the organization of reading and the role of oral and written language tasks in oral and written skills. Emphasis on reading and writing skills. Emphasis on reading and writing skills. Emphasis on reading and writing skills.

Ed 611 3 Credits SLINGERLAND WORKSHOP (Advanced) (3+6)

Advanced workshop for reading, writing and spelling for children with specific language disabilities. Each teacher taking the course will be required to teach 40 hours a week according to the Slingerland work shop. Testing of children with SLD problems will be held with various

Prerequisite: Only teachers having a minimum of 12 credits in an SLD course will be accepted in this course which is designed primarily for those interested in teaching SLD techniques.

Ed 612 3 Credits HUMAN RELATIONS IN EDUCATION (3+0)

Development of attitudes and behaviors which will help all those involved in education to deal directly with the effective dimension of teaching. Effective teaching and learning in communication will be studied as well as techniques for creating a positive communication atmosphere for the profession.

Ed 622 3 Credits PHILOSOPHY OF EDUCATION (3+0)

Basic philosophic concepts and their historical development, philosophy applied to education and related issues and problems, examination of contribution of outstanding education. Prerequisite: graduate standing in education.

Ed/Psy 623 3 Credits PRINCIPLES OF INDIVIDUAL COUNSELING (3+0)

Philosophy and theory relevant to counseling, experimental research and the relationship that foster emotional growth. Prerequisite: Psy 231, 234, and 406.

Ed/Psy 624 3 Credits GROUP COUNSELING (3+0)

The development of theoretical concepts and their application to the field of group counseling as a component of self in relation to the specific group systems of the group. Prerequisite: Ed 623.

Ed 627 3 Credits EDUCATION RESEARCH (3+0)

Techniques of a historical search, selection of topics and problems, data gathering, analysis, and preparation of reports. Prerequisite: graduate standing in education.

Ed 631 3 Credits ADVANCED EDUCATIONAL PSYCHOLOGY: DEVELOPMENT (3+0)

Stresses understanding of human emotional, mental, physical, and social development. Emphasis on individual differences. Analysis and planning of current research in development, educational psychology and teaching experience. Prerequisite: graduate standing.

Ed/Psy 632 3 Credits OCCUPATIONAL INFORMATION (3+0)

Principles and practices of occupational information. Explains process of choosing a vocation. Reading of occupational choice sources and dissemination of occupational information. Prerequisite: Ed 323.

Ed 633 3 Credits ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF GUIDANCE (2+0)

For administrative, guidance personnel and others concerned in developing an effective guidance program. Selection procedures and supervision of guidance personnel are covered. Prerequisite: Ed 487.

Ed 636 3 Credits COUNSELING PRACTICUM (0+6)

The educational aspects of counseling preparation. The student will work with a child who has been identified as having reading problems. This course will work with a child who has been identified as having reading problems.

Ed 638 2 Credits ADVANCED PUBLIC SCHOOL ADMINISTRATION: ISSUES AND CONCEPTS (2+0)

The study of major contemporary issues in education, identification and analysis of these issues and possible identification of potential data and preparation of reports. Prerequisite: first course in public school administration.

COURSE DESCRIPTIONS

Prerequisite: Only teachers having a minimum of 12 credits in an SLD course will be accepted in this course which is designed primarily for those interested in teaching SLD techniques.

Ed 612 3 Credits HUMAN RELATIONS IN EDUCATION (3+0)

Development of attitudes and behaviors which will help all those involved in education to deal directly with the effective dimension of teaching. Effective teaching and learning in communication will be studied as well as techniques for creating a positive communication atmosphere for the profession.

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Philosophy and theory relevant to counseling, experimental research and the relationship that foster emotional growth. Prerequisite: Psy 231, 234, and 406.

Ed/Psy 624 3 Credits GROUP COUNSELING (3+0)

The development of theoretical concepts and their application to the field of group counseling as a component of self in relation to the specific group systems of the group. Prerequisite: Ed 623.

Ed 627 3 Credits EDUCATION RESEARCH (3+0)

Techniques of a historical search, selection of topics and problems, data gathering, analysis, and preparation of reports. Prerequisite: graduate standing in education.

Ed 631 3 Credits ADVANCED EDUCATIONAL PSYCHOLOGY: DEVELOPMENT (3+0)

Stresses understanding of human emotional, mental, physical, and social development. Emphasis on individual differences. Analysis and planning of current research in development, educational psychology and teaching experience. Prerequisite: graduate standing.

Ed/Psy 632 3 Credits OCCUPATIONAL INFORMATION (3+0)

Principles and practices of occupational information. Explains process of choosing a vocation. Reading of occupational choice sources and dissemination of occupational information. Prerequisite: Ed 323.

Ed 633 3 Credits ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF GUIDANCE (2+0)

For administrative, guidance personnel and others concerned in developing an effective guidance program. Selection procedures and supervision of guidance personnel are covered. Prerequisite: Ed 487.

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The educational aspects of counseling preparation. The student will work with a child who has been identified as having reading problems. This course will work with a child who has been identified as having reading problems.

Ed 638 2 Credits ADVANCED PUBLIC SCHOOL ADMINISTRATION: ISSUES AND CONCEPTS (2+0)

The study of major contemporary issues in education, identification and analysis of these issues and possible identification of potential data and preparation of reports. Prerequisite: first course in public school administration.

society. Prerequisites: Ed 332 and prerequisites thereto.

Ed/Am 442 3 Credits
CURRICULUM AND INSTRUCTION IN SECONDARY ART (2+1)

Objectives, scope, sequence, and presentation of art experiences at the secondary level; recommended practices, motivational, and evaluative aspects. Prerequisites: A minimum of 18 hours in required art courses, Ed 313 and prerequisites thereto.

Ed 443 3 Credits
FOUNDATIONS OF VOCATIONAL EDUCATION (3+0)

A study of the social and philosophical roots of vocational education in America and public policy as a response to the need for an educated labor force. The relationship of vocational, technical, and special education to general education and the responsibility of public education in a technological society.

Ed 446 3 Credits
PUBLIC SCHOOL ORGANIZATION, CONTROL, AND SUPPORT (3+0)

Fundamentals of public school organization, control, and support. Relation of federal, state, and local agencies. Problems incident to public school organization, control, and support in Alaska. Prerequisite: junior standing in education.

Ed 452 6 Credits
STUDENT TEACHING — SECONDARY

Supervised teaching in secondary schools of the Anchorage area approved by the Department of Education. The department may limit registration to certain conditions, provide the necessary training and materials, and cancel the registration of students if the unsatisfactory work necessitates. Prerequisites for admission to student teaching must be taken concurrently with Ed 452.

Ed 452 21 3 Credits
STUDENT TEACHING — ELEMENTARY

Elementary student teaching consists of a

fifteen-week semester of full days in the classroom of the elementary schools approved by the Education School. Experiences include: observations; teaming with host teacher and/or other team members; planning and conducting individualized instruction; organizing plans for grouping to meet varying needs of children; daily critique of performance by host teacher; weekly supervision and post-conference with University supervisor; and weekly seminar meetings of all student teachers with University faculty members. The classroom experience in the elementary school is designed to progress through the full range of teaching responsibilities of an elementary teacher in a typical school situation. Prerequisite: see admission to student teaching requirement.

Ed 460 3 Credits
THE EXCEPTIONAL CHILD (3+0)

Characteristics, identification, diagnosis and remediation procedures for use with exceptional children. Prerequisites: Ed 313 and prerequisites thereto and junior standing. This is the introductory course for the area of special education.

Ed 471 3 Credits
ISSUES AND TRENDS IN SPECIAL EDUCATION (3+0)

A critical analysis of the current trends affecting special education programming across the country and in the state and local community. Includes an in-depth review of the literature describing trends and participation by local individuals in issues pertinent to the Alaska community. Exposure to private and public agencies available to and for handicapped persons in Alaska is included in this course.

Ed 475 3 Credits
THE HANDICAPPED PRE-SCHOOL CHILD (3+0)

Covers the objectives, principles, and procedures for developing pre-school programs for the handicapped child. Basic understandings of child development precedes a discussion of the preventative and educational role of pre-school programming for the handicapped child. Management techniques and specific methods for teaching the pre-school handicapped child. Prerequisite: social, emotional, and academic behaviors are described. Prerequisite: Ed 334.

COURSE DESCRIPTIONS

Ed 480 3 Credits
EDUCATION OF CULTURALLY DIFFERENT YOUTH (3+3)

Interdisciplinary study of problems encountered by teachers in educating culturally atypical pupils. Consideration of psychological and social factors inherent in the educational process. Specific attention given to curricular improvement and teaching strategies appropriate for culturally different students. Prerequisites: Ed 315 and prerequisites thereto and junior standing.

Ed 481 3 Credits
THE MENTALLY RETARDED CHILD IN THE SCHOOL (3+0)

Provides a basic understanding of the retarded child in an educational setting. Emphasizes the role of education of handicapped persons, the importance of early intervention, and consideration of such issues of labeling and the treatment of culturally different students. Includes an overview of characteristics, definitions and prevalence of various educational handicaps as well as their social, psychological and medical correlates. Prerequisite: Ed 334.

Ed 482 3 Credits
THE MALADJUSTED CHILD (3+0)

Covers the causes of maladaptive behavior in children and presents effective strategies for teaching these children. Functional and organic causes will be reviewed along with the major explanatory theories. The effects of home, school, and society and procedures and methods used successfully in special and regular classrooms in other areas will be discussed. Prerequisite: Ed 334.

Ed 483 3 Credits
THE PHYSICALLY HANDICAPPED CHILD (3+0)

Covers the psychological and physical problems of children with organic disabilities. Included in this category are impairments of the central nervous system, cerebral palsy, epilepsy, and/or muscle, joint or bone disabilities. Also included will be children with chronic medical problems. Prerequisite: Ed 334.

Ed 484 3 Credits
COMMUNICATION DISORDERS (3+0)

Covers the general field of communication disorders which includes the interrelated areas of speech, hearing, language, and vision. The psychological, social, emotional, and physical problems that children with these handicaps encounter will be discussed. Etiological factors, diagnostic tests and procedures, and educational implications will be covered. Prerequisite: Ed 334.

Ed 486 3 Credits
CURRICULUM MATERIALS FOR SPECIAL EDUCATION (3+0)

Provides both extensive and intensive knowledge of and experience with instructional materials intended for use with exceptional children. Students will study, use, and learn how to critically evaluate materials at the Special Education Instructional Materials Center of Hubbard School. Methods for designing special curricular activities around behavioral objectives and various evaluation techniques will be presented. Prerequisite: Ed 334.

Ed 487 Credits Arranged
PRACTICUM IN SPECIAL EDUCATION

Provides field experience with exceptional children in various facilities in the Anchorage area. Students will work with children who have communications, emotional, organic, and medical problems and with children who are mentally retarded. From two to three weeks will be spent in each institution. A time commitment of from 12-15 hours per week is required. Prerequisite: Ed 334 or may be taken concurrently with Ed 334.

Ed 493 Credits Arranged
Ed 494 Credits Arranged

SPECIAL TOPICS SEMINAR

Various subjects, principally directed study, discussion, and research.

Ed/Eng 496 3 Credits
METHODS OF TEACHING ENGLISH FOR THE HIGH SCHOOL (3+0)

A study to assist future English teachers to determine objectives and to prepare plans to

COURSE DESCRIPTIONS

implement those objectives in the teaching of language, composition, and literature.

Ed 603 3 Credits
SEMINAR: READING PROGRAM IN THE ELEMENTARY SCHOOL (3+0)

The course is directed to provide for the survey and study of current literature in the areas of instructional methods and reading programs. Methods of changing programs and instructional practices to include recent advances will be a major focus of the course. Prerequisites: Ed 499A and 499B.

Ed 604 3 Credits
DIAGNOSIS AND CORRECTION OF READING DEFICIENCIES (3+0)

Nature of the reading process; emphasis on psychology involved in discerning reading difficulties; testing programs to ascertain specific disabilities in readiness, vocabulary, word-attack, comprehension, speed and accuracy; specific suggestions for their correction; newer approaches to teaching reading. Prerequisites: Ed 410 and experience in the teaching of reading. (In conjunction with Ed 602 Reading Lab.)

Ed 605-A 2 Credits
READING LAB — ELEMENTARY (0+6)

Working with a child who has been identified as having reading problems using testing and remedial techniques appropriate to his need. (Can be taken only in conjunction with Ed 604.)

Ed 605-B 2 Credits
READING LAB — SECONDARY (0+6)

Working with a child who has been identified as having reading problems using testing and remedial techniques appropriate to his need. (Can be taken only in conjunction with Ed 604.)

Ed 606 3 Credits
READING CLINIC (2+6)

A practicum approach to learning the techniques for evaluation and therapy regarding multiple types of reading and learning difficulties. Time required with children depends upon time available in a clinic situation. Graduate student will work with 6 to 10 remedial subjects

30 minutes per week. Limited enrollment based upon student and staff evaluations. Prerequisite: Ed 604 or its equivalent.

Ed 607 3 Credits
READING IN SECONDARY SCHOOLS (3+6)

Designed to prepare teachers of reading and teachers of subject matter content area so that they may be better prepared to teach children who have reading problems or to act as reading specialists in the area of remedial reading and accelerated reading and to be able to organize reading programs in the junior and senior high school. (Work with a subject is required for 30 minutes as Ed 605-02 Reading Lab.)

Ed 609 6 Credits
SLINGERLAND WORKSHOP (Beginning) (6+6)

This is an introductory workshop devoted to the Slingerland Specific Multi-sensory system of teaching reading, writing, and spelling designed for children who need this particular delivery system. This is the Both Slingerland adaptation of the Orin-Gillingham System remedial method. This course is designed to prevent failure in language arts.

Ed 610 6 Credits
SLINGERLAND WORKSHOP (Intermediate) (6+6)

The intermediate workshop devoted to specific language disabilities (Orin-Gillingham) using the Both Slingerland adaptation for the classroom. Emphasis on the competency of teaching and the SLD child and using advanced techniques and phonics skills. Extensive training will be given in administering and evaluating the SLD screening tests.

Ed 611 3 Credits
SLINGERLAND WORKSHOP (Advanced) (3+6)

Advanced workshop for reading, writing and spelling for children with Specific Language Disabilities. Each teacher taking the course will be required to spend 10 hours a week assisting in the beginning workshop. Testing of children with SLD problems will be dealt with exten-

sively. Prerequisites: Only teachers having a minimum of 12 credits in an SLD course will be accepted in this course which is designed primarily for those interested in teaching SLD techniques.

Ed 612 3 Credits
HUMAN RELATIONS IN EDUCATION (3+0)

Development of attitudes and behaviors which will help all those involved in education to deal directly with the affective domain of learning. Ineffective sending and receiving in communication will be studied as well as techniques for creating a positive communication atmosphere for the profession.

Ed 622 3 Credits
PHILOSOPHY OF EDUCATION (3+3)

Basic philosophic concepts and their historical development; philosophy applied to education and related issues and problems; examination of contribution of outstanding educators. Prerequisite: graduate standing in education.

Ed/Psy 623 3 Credits
PRINCIPLES OF INDIVIDUAL COUNSELING (3+0)

Philosophy and theory relevant to counseling; exploring of interaction and the relationships that foster emotional growth. Prerequisites: Psy 251, 261, and 406.

Ed/Psy 624 3 Credits
GROUP COUNSELING (3+0)

The development of theoretical constructs and their application to complex group interactions; an awareness of self as change agent in the evolving unique society of the group. Prerequisite: Ed 623.

Ed 527 3 Credits
EDUCATION RESEARCH (3+0)

Techniques of education research; selection of topics and problems; data gathering, interpretation and preparation of reports. Prerequisites: graduate standing in education.

Ed 631 3 Credits
ADVANCED EDUCATIONAL PSYCHOLOGY: DEVELOPMENT (3+0)

Stresses understanding of human emotional, mental, physical, and social development. Emphasis on individual differences. Assumes one previous course in human development, educational psychology, and teaching experience. Prerequisite: graduate standing.

Ed/Psy 632 3 Credits
OCCUPATIONAL INFORMATION (3+0)

Principles and practices of vocational guidance. Explains process of choosing a vocation, theories of vocational choice, sources and dissemination of occupational information. Prerequisite: Ed 623.

Ed 633 2 Credits
ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF GUIDANCE (2+0)

For administrators, guidance personnel, and others interested in developing or evaluating a guidance program; selection procedures and supervision of guidance personnel are considered. Prerequisite: Ed 462.

Ed 634 3 Credits
COUNSELING PRACTICUM (3+6)

The culminating activity of counselor preparation. The counselor candidate works in a school setting and experiences the real situation of a school counselor. Prerequisites: Ed 623 and Ed 624 and permission of the instructor. Limited to three credits per semester.

Ed 636 2 Credits
ADVANCED PUBLIC SCHOOL ADMINISTRATION: CASES AND CONCEPTS (2+0)

Case study approach to public school administration; identification and analysis of basic issues and problems; identification of pertinent data and possible solutions. Prerequisite: first course in public school administration.

Ed 637 3 Credits
PUBLIC SCHOOL ADMINISTRATION (3+0)

Responsibility pertaining to the organization of a school and the direction of personnel. Functions of instructional leadership. Public school administration as a career. Problems incident to public school administration in Alaska. Prerequisite: Ed 446 and graduate standing in education.

Ed 638 3 Credits
SUPERVISION AND IMPROVEMENT OF INSTRUCTION (3+0)

Implementation, purpose, organization of supervisory programs, special attention to current in-service education programs. Prerequisite: graduate standing in education. (Required for, but not limited to, administration majors)

Ed 639 3 Credits
PUBLIC SCHOOL FINANCE (3+0)

Contemporary basis for income and distribution federal, state and local education funds, problems of school financing in Alaska. Prerequisite: Graduate standing in education.

Ed 641 3 Credits
SCHOOL LAW (3+0)

Rights and responsibilities of teachers and pupils under of the Alaska General decisions of the courts, relationship of the State Board of Education. Prerequisite: graduate standing in education.

Ed 642 3 Credits
CAREER EDUCATION IN THE PUBLIC SCHOOL (3+0)

An examination of the structural concepts inherent in career education and guidance in grades K-12. Designed to stimulate thinking through a comprehensive lesson program linking education to the world of work.

Ed 643 3 Credits
COOPERATIVE OCCUPATIONAL EDUCATION IN THE CURRICULUM (3+0)

A study of cooperative work experience pro-

grams as an interdependent combination of instruction and employment. The course will focus on key elements of the cooperative work experience plan as a vehicle for applying and testing what has been learned in the classroom.

Ed 644 3 Credits
ORGANIZATION AND ADMINISTRATION OF VOCATIONAL EDUCATION PROGRAMS (3+0)

This course will examine the principles and problems of organizations and administrative practices as related to the structure and operation of state and local programs of vocational education.

Ed 645 3 Credits
SCHOOL BUILDING PLANNING (3+0)

School site visitation, discussions with planning personnel, and reading in the area of school architecture will be the course bases.

Ed 646 3 Credits
SCHOOL BUSINESS MANAGEMENT (3+0)

Operations of the school business manager will be the topic of research. State, federal and local regulations and policies will be studied.

Ed 647 3 Credits
COMMUNITY — SCHOOL BOARD RELATIONS (3+0)

This course will provide opportunities to observe, participate and interact with educational leaders and organizations of the community. Reading and research in the area of community-school board relations will be included.

Ed 651 3 Credits
CURRICULUM AND INSTRUCTION IN THE ELEMENTARY CLASSROOM (3+0)

This course is designed to provide opportunities for participants to explore a wide range of current developments in elementary education which relate to curriculum content and organization, teaching techniques, and current issues and movements in education.

Ed 652 3 Credits
CURRICULUM AND INSTRUCTION IN THE SECONDARY CLASSROOM (3+0)

This course is designed to provide opportunities for participants to explore a wide range of current developments in secondary education which relate to curriculum content and organization, teaching techniques, and current issues and movements in education.

Ed 660A 3-5 Credits
INTERNSHIP: PRINCIPAL

Field work in an appropriate educational or agency setting. Assignment will be respective to the principalship. Prerequisite: approval of student's advisory committee.

Ed 660B 3-6 Credits
INTERNSHIP: SUPERINTENDENT

Field work in an appropriate educational or agency setting. Assignment will be respective to the superintendency. Prerequisite: approval of student's advisory committee.

Ed 675 3 Credits
METHODS FOR EDUCATING THE MENTALLY HANDICAPPED (3+0)

Presents the principles and methods for teaching mentally handicapped elementary and secondary students. Class participants will practice developing appropriate instructional programs for teaching mentally handicapped students communication skills, arithmetic skills, and social and vocational competencies. Various methods including unit instruction, clinical teaching, work study programming, and programmed instruction will be explored for teaching the mentally handicapped student. Prerequisites: Ed 384 and Ed 481.

Ed 676 1 Credits
GENETIC AND NEUROLOGICAL CAUSES OF MENTAL RETARDATION (3+0)

Clinical conditions of genetic or neurological origin which may result in learning or physical disability of various kinds. Basic genetic principles and their relationship to learning, physical, and mental handicaps will be discussed. Empha-

sis will be given to common clinical syndromes which can be recognized by classroom teachers and other professionals and which suggest alternate educational strategies or need for a medical referral. The class will include lectures, discussion, movies, film, slide, and field visits. Prerequisite: Ed 554 and ED 482.

Ed 677 3 Credits
COUNSELING FOR EXCEPTIONAL CHILDREN (3+0)

Presents theories and techniques of counseling the mentally retarded child. Also introduces procedures for assisting parents of mentally retarded children and other professionals who work with the mentally retarded. Covers school, family, vocational and personal problems confronting the mentally retarded child and his family. Prerequisites: Ed 354 and 451.

Ed 678A 1 Credit
METHODS FOR THE MENTALLY RETARDED: MUSIC (1+0)

This course presents theoretical background of uses of music in the education of the mentally retarded. Practical experiences using music and music therapy demonstrated. Opportunities for applied work with handicapped children will be provided. Prerequisites: Ed 354 and 451.

Ed 678B 1 Credit
METHODS FOR THE MENTALLY RETARDED: ART (1+0)

Covers methods and materials for teaching art to mentally retarded elementary and secondary students. The class will explore strategies, material characteristics, and activities for the enriched experiencing of the mentally retarded through art with emphasis on the teaching-therapy process for physical and mental growth. Prerequisites: Ed 354 and 451.

Ed 678C 1 Credit
METHODS FOR THE MENTALLY RETARDED: PHYSICAL EDUCATION (1+0)

This course presents theoretical basis for a planned physical education program. State and community resources in recreation will be covered. Curriculum development and practice

COURSE DESCRIPTIONS

in the implementation of special curricular physical education methods will be emphasized. Prerequisite: Ed 384 and 481.

Ed 679 3 Credits
ASSESSMENT AND PLANNING FOR THE RETARDED (3+0)

Students will develop individual and group instructional programs based upon a complete assessment of the individual(s) to be taught. Assessment measures to be mastered include individual intelligence tests (WISC, Peabody, etc.), academic and social living assessment measures. This course is restricted to those who have completed two or more of their previous instructor permission required for admission.

Ed 680 3 Credits
THEORIES OF LEARNING DISABILITIES (3+0)

Interdisciplinary contributions to the development of the field of learning disabilities including familiarity with a wide spectrum of theories such as: classically oriented concepts, perceptual motor systems, multi-sensory systems, behavior systems, psychodynamic approaches, neuropsychological concepts, and psychodynamic theories. The concept of specific learning disabilities will be developed by definition, probable cause, and characteristics of learning-disabled children. An overview proceeding from evaluation to instruction will include diagnostic testing, power approaches to reading and specialized methods to prevent and remediate deficits in social, mental and physical development.

Ed 681 3 Credits
SOCIAL-CULTURAL DETERMINANTS OF MENTAL RETARDATION (3+0)

The advanced course in Mental Retardation presents an interdisciplinary approach of mental retardation, societal determinants, expectations, learning characteristics and current issues. The various social and cultural determinants of mental retardation will be examined. Prerequisite: Ed 481.

Ed 682 3 Credits
DIAGNOSIS OF LEARNING DISABILITIES (3+0)

Offer advanced work in administration and

interpretation of standardized diagnostic instruments designed for use with children with various kinds of learning disabilities. Students will administer, score, interpret diagnostic tests, and prepare appropriate reports for use with remediation. Prerequisite: Ed 485.

Ed 683 3 Credits
REMEDICATION OF LEARNING DISABILITIES (3+3)

Designed to provide supervised practice for students in (1) diagnosing learning problems of children; (2) recommending specific corrective intervention techniques; (3) implementing the recommended interventive program with the child; and finally (4) assessing and evaluating the effectiveness of the intervention strategy. Prerequisite: Ed 485.

Ed 684 3 Credits
THE GIFTED CHILD (3+0)

Covers the education of the gifted child, social, emotional, and educational problems; divergent and convergent modes of thinking; understanding of high mental ability; and characteristics and methods of optimal classroom program.

Ed 685 3 Credits
PSYCHOLOGICAL ASPECTS OF LEARNING DISABILITIES (3+0)

An advanced course in which the concept of specific learning disabilities is further developed through the application of psychoeducational theory to specific case studies. Alternative educational planning for the learning-disabled student is discussed along with the psychological impact of this learning handicap on the student, family, and community. Prerequisite: Ed 485.

Ed 686 3 Credits
WORK STUDY AND CURRICULUM FOR SECONDARY EXCEPTIONAL STUDENTS (3+0)

Designed to provide secondary special education teachers with (1) a basic understanding of the work study concept; (2) practice in developing appropriate instructional programs for the high school mentally handicapped student; (3) an introduction to the principles and methods of vocational evaluation, counseling and place-

ment of the handicapped; and finally (4) for the adolescent and young adult mentally handicapped person. Prerequisites: Ed 384 and 481.

Ed 687 Credits Arranged
ADVANCED PRACTICUM: SPECIAL EDUCATION

Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of specialization. From 15 to 30 hours per week in the facility are required. Prerequisite: students must be in the final phase of their programs and have instructor permission.

Ed 689 3 Credits
BEHAVIOR MODIFICATION: SPECIAL EDUCATION (3+0)

Theoretical basis of various behavioral theories of classroom management are covered. Several projects using behavior management principles with children are required. Students must have access to children or classrooms or work with children in local institutions.

Ed 693 Credits Arranged
Ed 694 Credits Arranged
SPECIAL TOPICS

Various subjects, principally by directed study, discussion, and research. Admission by arrangement. Prerequisite: Ed 627 when taken as independent project in lieu of thesis.

Ed 695 Credits Arranged
Ed 696 Credits Arranged

INDEPENDENT PROJECT

Investigative paper as directed. Admission by arrangement. Prerequisite: Ed 627.

Ed 697 Credits Arranged
Ed 698 Credits Arranged

THESIS

Thesis as directed by graduate committee. Prerequisite: Ed 627.

Ed 699 3 Credits
READING SUPERVISED PRACTICUM

Provides supervised field experience with

students and staff in public schools. Graduate students will work with an elementary or secondary faculty member fifteen to thirty hours per week. This course will be taken during the last spring or fall term of the program. Prerequisites: Ed 409A, 409B, or 409C, 604, 605, and 606.

COURSE DESCRIPTIONS

Electrical Engineering

EE 203 4 Credits
ELECTRICAL ENGINEERING FUNDAMENTALS I (3+3)

Analysis of alternating-current circuits using complex notation and phasor diagrams. Studies include: resonance, the complex frequency plane, three phase circuits, complex power, and transient analysis of circuits. Laboratory deals with circuits treated in the lectures. Prerequisites: Math 200, ES 112.

EE 204 4 Credits
ELECTRICAL ENGINEERING FUNDAMENTALS II (3+3)

Topics in energy conversion, magnetic circuits, transformers, principles of electromechanics and rotating machines. Includes principles of electronic linear models of electronic devices and electronic amplifiers. Laboratory work parallels these topics. Prerequisite: EE 203.

EE 323 1 Credit
EE 324 1 Credit

ELECTRICAL ENGINEERING LAB I (0+3)

Laboratory problems emphasizing measurement techniques, laboratory procedures, and operation principles of basic instruments. Laboratory exercises basically in circuits, electronics, and control. Semester design problems. Prerequisites: EE 333, 334, or permission of the instructor.

EE 332 3 Credits
ELECTROMAGNETIC WAVES AND ANTENNAS (3+0)

Use of Maxwell's equations in the analysis of

A P P E N D I X

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L E T T E R S O F S U P P O R T

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FAIRBANKS HEALTH CENTER

800 AIRPORT WAY

FAIRBANKS, ALASKA 99701

Oct 10, 1977

Mr. [Name], Coordinator
Special Programs

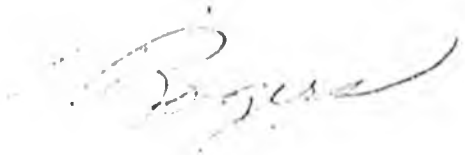
Community College
[Address]

Community College
[Address]
Fairbanks, Alaska 99701

Dear Mr. [Name] and Ms. Bartlett,

I am pleased that I fully endorse the development of the
Special Education Program.

The alternative program described in your letter of October 4, 1977
has been provided in the Fairbanks area although the need for
such a program has existed for many years.



[Name]
[Title]

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Fairbanks Rehabilitation Association, Inc.

117 SLATER DRIVE - FAIRBANKS, ALASKA 99701

TELEPHONE (907) 452-5226

HOPE INDUSTRIES DIVISION
117 SLATER DRIVE
FAIRBANKS, ALASKA 99701
452-5226

October 11, 1977

HOPE INDUSTRIES DIVISION
1448 DAVIS ROAD
FAIRBANKS, ALASKA 99701
479-6210

Tanana Valley Community College
University of Alaska
Attn: Michelle Bartlett
Room 104 Constitution Hall
Fairbanks Alaska 99701

Dear Michelle:

Fairbanks Rehabilitation Association works residentially and
clinically with adults having a primary disability of mental
illness. While the population addressed in your proposal is
a chronological population we serve, I strongly endorse
your program. Early identification and development of individu-
alized programs can conceivably reduce the need for the services
of this Association.

One growing concern is education to the parents of child-
ren with disabilities. The strain imposed on these families is
significant; frequently the family unit is threatened and
the child's development is undermined.

Special Education is enjoying the favor of federal legis-
lation and preparation for direct and related service people is
and very necessary.

Sincerely,

Barbara A. Hultin
Executive Director

BAH/njm

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ORIGINAL.

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A UNIT IN THE ORIGINAL FILE.

Alaska Crippled Children and Adults

1020 Barnette St., Fairbanks, Alaska 99701

Telephone 456-4884

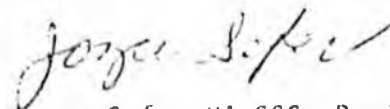
October 5, 1977

To Whom It May Concern:

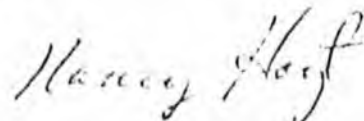
I have learned about the Supportive and Special Education Program, and am extremely supportive of such a program. It would not only fulfill a dire need in the Fairbanks area, it would supplement and enhance the Infant-Learning Program of which I am the director. Our program is designed to train parents to carry our individual programs tailor made for each child from the age of 0 to 3 years. We would welcome a training program which would aid out parents and which would train the teachers who eventually have these children in their class.

Another goal of our Infant-Learning Program is to eventually have a formalized arrangement with students from the University of Alaska at Fairbanks which would provide therapeutic training through observation, evaluation and remediation. This goal of ours would be reached more expeditiously if the Special Education Program were implemented. Certainly the type of program proposed would serve many other programs in Fairbanks and the Interior, where Special Education training is sorely lacking at the present time.

I endorse this proposal wholeheartedly!



Joyce Sefer MA CCC, Project Director



Nancy Hoyt R.P.T. Project Coordinator

November 14, 1977

Dr. Philip Burke
Division of Personnel Preparation
Bureau of Education for the Handicapped
Department of Health, Education, and Welfare
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

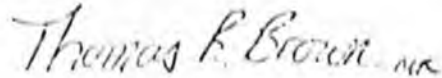
Dear Phil:

This is to advise your office that the Alaska Department of Education has read the Title VI-d proposal from the University of Alaska, Fairbanks titled "A Supportive Special Education Project." It is with a great deal of reluctance that I inform you that this office is unable to endorse this proposal although I certainly appreciate the time, effort and well-meaning concern that led to its development.

Generally, the proposal does attempt to address the State's goals for serving handicapped children (e. g. by 1977-78 all handicapped children ages 3-19 will be served). However, two basic differences were noted: 1) the primary focus of this project is youngsters 3-11 years of age and although it is stated that "whenever possible" older children will have access "to appropriate educational activities of this project" it seems hardly cost beneficial when given the total cost of the project, and 2) the project is not competency based. That is, the application does not show that the proposed courses are related to the goals and objectives of the project. Moreover, inspection of the individual course descriptions provided fails to show any marked relationship between courses and goals. There were no stated outcomes of training in terms of trainee knowledge or skills. There was no mention of how unserved and underserved children or parents of these children would be addressed.

I am confident that given time the State of Alaska can coordinate its currently fragmented approach to Special Education training to such an extent that proposals in the future will be better conceived, written, and executed.

Sincerely,



Thomas R. Brown, Administrator
Special Education
Office for Exceptional Children

TRB:mr
cc: Charles Ray, University of Alaska, Fairbanks

15 DEC 1977

Dr. Charles K. Ray
School of Education
University of Alaska
Fairbanks, Alaska 99701

Dear Sir:

Your application filed under CFDA #13.451 - Handicapped Personnel Preparation, with a deadline date of October 14, 1977, has been reassigned from a Special Project to a Program Assistance Grant.

The original number assigned was 451BH80065.

The newly assigned number is 451AH81567.

The title and/or description is "A Supportive and Special Education Project"

DEPARTMENT OF
HEALTH, EDUCATION

Sincerely,

Cathy DeLuca

Cathy DeLuca
Program Review Staff
Division of Personnel Preparation

*Copy sent to Michael
Rothstein + Carrie Smith*

FROM: COLLEGE OF BEHAVIORAL SCIENCES AND EDUCATION

UNIVERSITY



OF ALASKA

TO: Dr. Ray

DATE: 12/14/77

For your information: I had a call from the Bureau of Education for the Handicapped concerning the proposal that Michelle Bartlett had sent. Apparently it is still being considered... they wanted 4 more copies.

I called Michelle's office...she is on leave, but the secretary was familiar with it and is going to make the copies and mail them today.

Va.

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUCH F - ALASKA OFFICE BUILDING
JUNEAU 99811

March 31, 1978

T/Sgt. & Mrs. William M. Mills
5189 - G. Koyuk
Eielson Air Force Base, AK 99702

Dear Sergeant & Mrs. Mills:

We appreciate your having written and shared with us your concern relative to your son's, Scott's, education. We certainly share in this concern since it is our purpose that all handicapped children between the ages of 3-19 in the State of Alaska receive an appropriate education. By Statute and Regulation we are mandated - and justly so - to see that children who are handicapped receive the necessary educational services to enable them to maximize their potential. Conversely we must take particular care not to mislabel children as handicapped when in fact they are not.

You referred in your letter to the proposed eligibility criteria for learning disabled which is expected to be in our Special Education Handbook next year. I can assure you that the final version of these Regulations will be compatible with Federal Statute and Regulation. The proposed Special Education Handbook revisions will soon be disseminated for written comments. We will mail you a copy and solicit your written comments. All comments received will be duly considered before the final regulations are adopted by the State Board of Education. We can assure you that the State Board will have in mind all children in this State - handicapped and non-handicapped, when a Regulation is adopted.

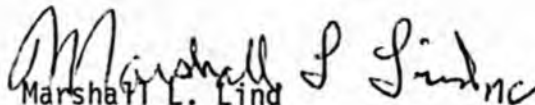
Dr. Tom Brown expresses his apology for having given you the impression of coldness in his conversation with you. This is certainly not a normal demeanor for him, and was not his purpose.

March 31, 1978

Your study of the Federal Register and grasp of the complicated P.L. 94-142 is commendable. All parents of the handicapped should be so informed. Perhaps we could solicit your assistance in the future in conducting some state-wide training sessions on this law.

If we can be of further service to you, please do not hesitate to call or write.

Sincerely,


Marshall L. Lind
Commissioner of Education

cc: Senator Mike Gravel
Representative Charlie Parr ✓
Senator Glenn Hackney
Joe Bielski, Director of Special Education
Fairbanks
Katherine Hurley, President
State Board of Education
Kris Rogers, President
Association of Special Education Administrators
Dot Truran, Governor's Council for
Handicapped & Gifted
Nancy Johnson, Arctic Association
for Retarded Citizens

Randy Phillips

TO: The Alaska State Senate and House Health, Education and Welfare
Committees

FROM: Sarah Eliassen and Nancy M. Sweat - Anchorage Borough School
District

Dear Gentlemen:

As a classroom teacher, Sarah Eliassen; and as a learning disability resource teacher, Nancy Sweat, we feel that it is imperative that Senate Bill No. 842 and House Bill No. 848 be made into law and implemented in order that each child in our schools be provided with an adequate education. The following are some of our major concerns and reasons this bill should be implemented:

- 1) Six or more certified learning disabled students are being mainstreamed into classes with twenty-five to thirty regular students. The regular classroom teacher cannot effectively teach these learning disabled mainstreamed students if she is expected to work with such large numbers.
(Sec. 14.30.217 and Sec. 14.30.218)
- 2) The time from initial referral by the teacher to the appropriate placement for the child is taking as long as one-third of the school year. This is due to a shortage of educational diagnosticians and psychologists to administer the required tests needed to appropriately place the child.
- 3) For the mild to moderately emotionally disturbed child there are absolutely no appropriate services available, such as, counseling; or smaller classes with teachers specifically trained in teaching the emotionally disturbed child.

STATE OF ALASKA
Inter-Department Route Slip



TO:
MAIL STATION NUMBER 3100
DEPARTMENT Legislature
ATTENTION Charles Park - Room 110

- | | |
|--|--|
| <input type="checkbox"/> Approval | <input type="checkbox"/> Note & Return |
| <input type="checkbox"/> Signature | <input type="checkbox"/> Initial & Return |
| <input type="checkbox"/> Comment | <input type="checkbox"/> Return As Requested |
| <input type="checkbox"/> Contact Me | <input type="checkbox"/> Return For Approval |
| <input type="checkbox"/> Prepare Reply | <input type="checkbox"/> Necessary Action |
| <input type="checkbox"/> For Your File | <input type="checkbox"/> Your Information |

Remarks:

FROM:
MAIL STATION NUMBER 0500
DEPARTMENT Education
BY Special Ed. DATE 5-5

STATE OF ALASKA

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUGH F-ALASKA OFFICE BUILDING
JUNEAU 99811

CHARLES PARK
JAY S. HAMMOND
GOVERNOR

May 5, 1978

Dr. Edwin W. Martin
Department of Health, Education,
and Welfare
Office of Education
400 Maryland Street, SW
Washington, D.C. 20202

Dear Ed:

I have just received notification that Alaska's Title VI-D award for our Personnel Preparation Proposal is only \$111,000. In view of the fact that our proposal requested an amount in excess of \$1.1 million and that \$55.375 million was appropriated by Congress for the nation, this is a minuscule amount, two-tenths of one percent for Alaska. As a result, when one considers that the State of Alaska is attempting to meet the needs of its 12,000 exceptional students in an area that is over one-fifth the size of all the contiguous United States.

A great deal of effort went into the development of our proposal. It set forth needs which were not exceeded by any other proposal. In order to adequately meet the mandates of P.L. 94-142, it is imperative that we design and implement a Comprehensive System of Personnel Development (CSPD).

Assuredly, diverse geography, demography, and ethnicity makes this difficult but not impossible. While a major segment of our population may be found in such urban centers as Anchorage and Fairbanks, our obligation to carry personnel development to such places as Barrow, Adak, and Ft. Yukon, is not lessened. Board member, parent, and paraprofessional needs are as great or greater in these remote locales. High staff turnover in these areas due to isolation and privation increases the needs of handicapped children in those areas and we must get training to the educators in rural and remote locations on an annual basis.

It is our desire to meet the CSPD requirements of P.L. 94-142 for the entire State. The meager Title VI-D amount awarded Alaska will thwart this purpose and discourage the very fine efforts already being put forth by my staff and other State educators.

Given the quality of our proposal, and the extensive training needs evident in Alaska, I am dismayed by the small award we received.


May 5, 1978

Therefore, I am formally appealing this funding decision. Please transmit to this office immediately the following items:

1. instructions and forms required of states requesting appeal
2. copies of all Reviewing Panel Commentaries concerning our CSPD application.

Thank you for your prompt response.

Sincerely,


Marshall L. Lind
Commissioner

cc: Dr. Jasper Harvey
Dr. Philip Burke
Dr. Kayte Fearn
Senator Ted Stevens
Dr. Thomas R. Brown
Honorable Charles H. Parr

ALASKA SPECIAL EDUCATION PROJECT FOR PERSONNEL DEVELOPMENT,
MANPOWER AND RESOURCE COORDINATION: A SUMMARY

1.0 The purpose of the grant application

The grant was written to assist the Department of Education in carrying out the requirements of Public Law 94-142 and the Alaska State Plan for the Education of Exceptional Children. The project is based upon providing a "comprehensive personnel development system". This system will make available preservice training, inservice training and technical assistance to assure that key personnel throughout the state have the knowledge and skills to provide full-service special education programs to handicapped children in Alaska.

Moreover, the grant seeks to establish an organization for coordination of effort, manpower and resources by all agencies, institutions, organizations and groups who are involved in the education of handicapped children and who agree to work in a "Manpower and Resource Coordination Consortium".

2.0 All of the above purposes are based on seven identified areas of need:

Area One: The needs and rights of handicapped children in a full-services special education program model (these form the key to the entire project).

Area Two: The need for training of key personnel who have responsibilities toward education of handicapped children, such as teachers, administrators, parents, specialists, important others.

Area Three: The need for instructional materials to provide key personnel with needed knowledge and skills.

Area Four: The need for methods of delivery of personnel development services to key personnel.

Area Five: The need to have local school districts and appropriate agencies, institutions, organizations, and groups work together in both the development of instructional materials and the delivery of personnel development services and in coordinating manpower and material resources in special education of the handicapped.

Area Seven: The need to manage the project as a "system", including planning, administration and evaluation of the project.

Each of the seven identified areas of need is explained on the following pages. This material is intended to provide you with an overall understanding of the project's goals and how it is projected that these goals be accomplished.

2.1 The needs and rights of handicapped children are the "key" to the entire project

Public Law 94-142 has been analyzed in terms of its full service goals and requirements in education of handicapped children. Six basic full-service goals have been identified. The school district which provides organized effort to meet the needs and rights of all handicapped children, ages three through nineteen years, in all of these goal areas, will be in line with the requirements of the federal law and state laws and regulations for education of the handicapped. The six full-service goals are explained below:

- A. Identification. Handicapped children must be identified in order to be served. Each school district should have in operation a planned and organized "childfind" procedure to discover, refer, and screen unserved and underserved handicapped children.
- B. Evaluation. Each referred or known handicapped child must have a complete educational evaluation which includes gathering and assessment of information concerning the child's physical, intellectual, and social emotional status. The assessment must obtain objective information which will be used by the Child Study Team to evaluate the child's eligibility and need for special education and to write his Individualized Education Program (IEP).
- C. Individualized Educational Program. Each handicapped child must be the subject of study by a Child Study Team. The Team is responsible for development of an Individualized Educational Program (IEP) for the child. The IEP must meet a number of specific legal requirements to assure that the handicapped child will have a free appropriate public school education, as specified in federal and state laws and regulations.
- D. Appropriate Instruction. The IEP must contain the basic plan for provision of appropriate instruction to meet the needs of the handicapped child, as these needs have been identified by the Child Study Team. It is the district's responsibility to provide this instruction. The IEP must be reviewed at least once a year to determine whether or not the child's needs are being met. An evaluation plan is part of the IEP. If the child's needs have not been met or have been changed, the IEP must be revised so that appropriate instruction can be provided.
- E. Due Process and Rights. Handicapped children and the parents or guardians of such children are entitled to certain procedural safeguards and rights under due process of law, in regard to the education of such children. These safeguards and rights are described in P.L. 94-142 and in the State Plan.
- F. Related Services. In addition to appropriate instruction, handicapped children must be provided with related services as necessary. These include provision of transportation and such developmental, corrective and other support services as are required to assist a handicapped child to benefit from special education. Speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, medical services for diagnostic or evaluation, school health services, social work services, and parent counseling and training are included in "related services".

The above full-service goal requirements for school districts become the goals for a "Comprehensive Personnel Development System" in the grant project. P.L. 94-142 requires that each State Plan contain the plan for development and operation of such

a system in order to assure that all personnel have the knowledge and skills to carry out the provisions of this law.

The grant defines personnel development as, "activities associated with increasing the abilities and capacities of agencies and personnel within agencies to meet the educational needs of handicapped children. Training, technical assistance and dissemination are components of personnel development."

Thus, the grant seeks to provide personnel with knowledge and skills to increase their abilities and capacities to meet the needs of handicapped children - in the six full-service goal areas (A,B,C,D,E and F) described above. The six full-service goals now become the six "key" personnel development goals of the project.

2.2 The need for training and technical assistance

Public Law 94-142, Section 613, requires that each state plan describes programs and procedures for the development and implementation of a comprehensive system of personnel development. This system shall include the inservice training of general and special educational instructional and support personnel. It shall contain detailed procedures to assure that all personnel necessary to carry out the purposes of the law are appropriately and adequately prepared and trained. Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, are required.

Technical assistance by the project staff is designed to assist other agencies, institutions, organizations and groups in provision of training.

The need for training and technical assistance, required by P.L. 94-142, is supported by needs assessment data collected by the State Department of Education. The purpose of the needed training and technical assistance is to provide teachers, administrators, supervisors, specialists, aides, parents, and such other personnel as may require additional knowledge and skills toward providing appropriate education and related services to handicapped children.

2.3 The need to acquire or develop instructional materials

The instructional materials required are for training purposes. They are needed to provide key personnel with specific knowledge and skills in each of the six full-service goal areas previously described. Such materials need to be available in appropriate format for delivery of training across the state. The Department of Education needs assessment, conducted with special education administrators, produced recommendations that workshop, classroom course, and self-instructional formats were required. Thus the materials need to be developed in three different delivery formats, as appropriate for delivery of training.

2.4 Proposed methods of delivery of training by appropriate agencies

Training is proposed to be delivered in workshop, classroom course, and independent study package formats. Delivery will be by project staff and by other agencies, institutions, organizations, and groups who are present or potential deliverers of personnel development services. Both direct training and trainer-training are proposed. Dissemination of information to all concerned will acquaint the potential "receivers" of training with the training opportunities available. Delivery of both training and technical assistance is at the request of receiver agencies (school districts and other organizations or groups which desire training) and provider agencies (who themselves provide training).

2.5 Explain the Consortium component of the grant

It is evident that no one agency can operate the comprehensive system of personnel development across the state in the six full-service goal areas. Cooperative planning and effort is required. The shortage of special education manpower in the state also points up the need for manpower planning to meet local school district requirements.

The project calls for the development of a consortium organization which assists two kinds of agencies, institutions, organizations, and groups to work together with the project staff toward meeting the needs of handicapped children through a comprehensive personnel development system. The first category is that of the "provider agencies", which provide or are potential providers of inservice and preservice training in the six full-service training goal areas previously given. The University of Alaska colleges of education, community colleges, the regional resource centers and private colleges are provider agencies. A school district which provided its own inservice training would be acting as a provider agency. An organization which receives training is a "receiver agency". This is the second category of consortium membership. School districts, parent groups, and other organizations which have a responsibility toward education of handicapped children and which desire training are receiver agencies.

2.6 What is meant by the term "system" and what are the components of the comprehensive personnel development system?

A system is a way of describing an organized effort to accomplish specified goals and objectives. The components of a system include (1) input, (2) interacting resources, (3) output, and (4) management. The project contains these four components.

The Project's Inputs include the specific requirements of P.L. 94-142 and the State Plan for Education of Exceptional Children. The six full-service goals for comprehensive personnel development are inputs. The basic information provided in the grant concerning numbers of handicapped children, numbers of teachers and schools, identified needs of teachers and others, constitute input. Input can be described as the planning information and intentions which determine what the system will attempt to accomplish. In the case of the project, inputs include the intention to develop instructional materials, deliver training and technical assistance, develop a consortium of coordinating agencies, and thereby increase the quality and amount of services available to handicapped children in Alaska.

Interacting Resources. The system's resources consist of persons, relationships, and things which must interact toward accomplishing the project's goals. The project staff, members of the consortium in both provider and receiver agencies, training relationships and agreements, work schedules, budgets and funds, equipment and facilities, travel and dissemination of information.....these are the interacting resources.

Project Outputs. The project's products or outputs are described in terms of numbers of workshops, classroom courses, and independent study packages acquired or developed, numbers of persons who receive training, consortium meetings conducted, and similar results of project efforts.

Management. The management component of the system is responsible for the planning of the original system, for administration of the project's activities, and for evaluation of project activities and outcomes. Management is responsible for control of the budget, supervision of staff, orchestration of the consortium arrangements, development of instructional materials, delivery of training and technical assistance.

3.0 How does it all work?

During the first year, the major activities of the project follow these steps:

- Step a. Organization. The Commissioner of Education selects the agency which will be responsible for operating the project. Project staff are hired. These include a project director, assistant director, media specialist, and staff for development of instructional materials and delivery of training and technical assistance. Clerical staff is employed.
- Step b. Consortium Organization. All receiver and provider agencies are invited to join the Consortium via a letter from the Commissioner. Participating agencies submit names of candidates for the project's Advisory Board. The Commissioner of Education selects twelve members for this Board. Six are from receiver agencies and six are from provider agencies. The twelve board members also function as "linkers" or key persons in communication and dissemination activities within the project system.
- Step c. Acquisition and Development of Training Materials. Project staff, in cooperation with Consortium members, begin the development of training materials. During the first project year 20 workshops will be developed and field tested. Eight classroom courses and eight independent study packages will be completed. Project staff who work in development of training materials will also work in field testing in school districts as arranged through the consortium.
- Step d. Delivery of Training. Project staff begin delivery of training to requesting districts as requests from school districts are received. During the first year it is projected that forty one workshops will be delivered, training 447 persons through project effort. Twenty-six independent study packages are expected to be delivered to 26 persons. Technical assistance services are proposed to be delivered to 30 persons.

During this time, the Consortium will have been formed and the project Advisory Board will have met and conducted board meetings with the project staff. These Advisory Board Meetings, regularly conducted three times each year, are for the purpose of enabling the project management staff to report to the Board concerning the project's goals, objectives, activities, and outcomes and to receive the Board's reactions and recommendations toward continuation and adjustment of project efforts.

The Consortium Board members are also designated as linkers to disseminate information to the agencies which they represent. From the beginning of the project, information will be provided to these linkers concerning project activities and needs.

- Step e. Development of a Statewide Special Education Manpower and Material Resource Data Subsystem. This refers to procedures to collect and disseminate information which is needed by the project staff for planning purposes, but is important on a much broader scale to assist receiver and provider agencies in planning for the education of handicapped children. Such information includes the needs and priorities for training and technical assistance, as identified by school districts. Manpower needs in special education, needs for material resources, needs of agencies which provide training, and identified listings of presently available manpower and other resources are included. This information will be collected and stored in a computer so that it can be easily called up for referral. The Consortium linkage organization will help to acquire the data and will also be users of the acquired information.

Step f. Operation of the Management Subsystem. Project management contains three components, planning, administration, and evaluation. Planning takes place throughout the project. The information exchanged during Advisory Board meetings, the ongoing acquisition of special education manpower and resource information, the production of monthly and quarterly reports, and use of acquired information are included as planning/management activities.

Administration involves project employment, personnel activity monitoring, fiscal control, supervision of employees, report writing, development and implementation of work schedules and activities to facilitate the acquisition and development of instructional materials and the delivery of training and technical assistance. It involves dissemination of information, fostering of public relationships, and provision for evaluation.

Evaluation involves determination of the effectiveness of the project in all phases, including acquisition and development, delivery, consortium, and management. All activities within these elements will be evaluated.

4.0 The Project's CIPP Management Model

The project's management model has four elements, Context, Input, Process, and Product management (CIPP). The model was derived from that of Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman and Provus' book, Educational Evaluation and Decision Making, Peacock Publishers, Itaska, Illinois, 1971.

Context management determines the rationale for development of the project's goals and objectives. It includes those elements referred to as input in the explanation of the "system" found on page 4 of this paper, and has particular reference to the requirements of federal and state laws and regulations, needs, and the goals and objectives derived from these.

Input management determines how resources can best be put to work in the project to achieve the goals of the program. Input management provides the framework for deciding what must be done by whom over what time span to accomplish projected outcomes.

Process management covers the courses of action which have been selected through context and input management processes. Process management provides an ongoing record of the activities as they occur, provides needed information to decision makers, and identifies defects in implementation.

Product management concerns the assessment and interpretation of outcomes both during and at the end of the project.

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

POUCH F - ALASKA OFFICE BUILDING
JUNEAU 99811

MEMORANDUM

To: Representative Charles H. Parr Date: May 5, 1978
Chairman, Committee Office of
Health, Education & Social Services

Thru: Nat. Cole *nc*
Deputy Commissioner
Department of Education

From: Dr. Thomas R. Brown *tb* RE: Special Education
Administrator, Special Education
Department of Education

At the request of Mike Morin, I will attempt to offer some suggestions to remedy the concerns expressed during the hearings on House Bill 848. Essentially, the concerns expressed seemed to revolve around two basic problems:

1. Adequate funding for supplementary support services to provide resources to accomplish the diagnosis and evaluation tasks required of school districts under AS 14.30.190, and,
2. Community interaction in the planning process of designing a district special education program.

The first concern might be handled by adding a supplementary services schedule to AS 14.17.041 that is reflective of the entire ADM (secondary and elementary) of any given school district. Perhaps some consideration should be given to Section two of the proposed (NEA) CSHB 848. I would offer that any such system be inclusive of all districts, however, not just those having over 600 ADM. Departmental approval should be included through an approved plan process as required by AS 14.17.031 to insure that the services do indeed serve the population for which it was intended.

The second major concern, that of community involvement, is not as easily addressed. Many districts already have active and on-going Special Education Advisory Committees. To mandate their existence would probably not solve the problem of obtaining community input into the planning process. Perhaps the legislature would rather consider approaching

MAY 5, 1978

this problem by requiring districts to hold public hearings on their proposed special education budget before it is finalized. In this way parents and interested citizens of communities could perhaps gain a better understanding of the complex and difficult issues confronting school boards as they establish their program priorities.

Janet - teachers not trained to handle, fear
of unknown, frustrated
- look at curriculum for reg teacher

Roberta Wallace - learning disabled child does
well one day, poorly, next - teachers think
lazy, won't try - need state wide ~~curriculum~~
standards

Janet - how local advisory committee

Joe Bielecki
- state computer allowed to ~~implement~~
in March of '84 (project to end of yr)
- state formula changed 2-3 times
during school yr
- local support for sped higher in
next yr

Spick - believe 20 more sped kids for
resource teacher, now carrying more

Bielecki - can't maintain present level
sped service w/o raise in funding (state
or local) - ~~but~~ said in the state formula
outlived usefulness

- road funded for each day disability,
could serve as ~~disability~~ ~~hand~~, now
want no of minutes - now ~~hand~~, reg,
less + to want get the funding

- formula allows way to no
of ~~sp~~ ~~to~~ ~~sub~~ ~~of~~ ~~reg~~ ~~and~~ ~~reg~~
want provision for various ~~of~~ ~~in~~
serving child

Bilski - maybe make small change
this year, e.g. 11-1 to 9-1, do strategy for
comprehensive change next year

Maria Benson Moore - student in spec ed at
- U.A. flying in prof. course from Rock ^{Univ}
-

Joe Bilski -

- group in spec ed not mandatory
in clinical degree

Jared -

- open to students but no spec
try working for me first, get diploma
to be required

- see how a minor - spec ed
degree some of spec ed not necessary level,
or dropping out on own

- gaps in spec ed for - p. 1, p. 2, p. 3, p. 4

- see how much spec ed try spec
workshop

- st. 115 - now add spec for 15
above - how will make living, structural
things as a station

- note - suit in bill about phys ed,
social, ~~sec~~ sec, etc

- rest of the (and other) -

- see how words within definition of
employee - if not necessary won't be there -
40 day year for less than

- to be type of activity should be
part of program for development

Jim Arvik -

- life skills expert, esp where sch
disc & discipline done - problem with
comm ambience for handicapped - managing
soc, sex, life, etc - maintaining into
life

- teaching social skills except
handicapped -

Jim Kuylenstierna

- not to be a great
thing, but - from one side to the other -

John S. ...

- used to be a ... in ...
to go ... by ...

- change in ...

- if local ...

... expenditures -

Book -

4th level change because of
... in which half of kids
will be ... reading level

Marilyn Johnson -

- ... saying for ... costs
for ...