February 8, 2005

Curriculum Committee
University Council
The University of Georgia

Dear Committee:

The Special Education Program is requesting that you approve two separate, but related programs. First, the SETWEB Program is a non-degree post baccalaureate alternative teacher certification program that was developed to meet a critical need in the state of Georgia. Originally, the program was approved by the Professional Standards Division as an extension of our existing on campus program. Since that time the Board of Regents has mandated that distance education programs that use flexible delivery systems require an additional level of approval.

The second program for which we are seeking your approval is entitled SPECTRUM and it is related to SETWEB in that they share some, but not all courses (i.e., two undergraduate courses). The SPECTRUM project is being developed as a result of a federally funded grant that will allow our program to provide an undergraduate degree and teacher certification to a limited group of non-traditional students. Both programs are funded through tuition returns or federal grant funds and do not require state funds.

The packet that accompanies this request includes the following documents: (1) History of SETWEB and Relationship to SPECTRUM (requested by the Board of Regents); (2) SETWEB Program of Study and Fact Sheet; (3) SPECTRUM Overview; and (4) Addendum for Distance Education Delivery of New Programs.

Sincerely,

John Langone, Ph.D.
Professor and Interim Head
Department of Communication Sciences and
Special Education
SETWEB Initial Certification  
Fact Sheet  
Summer 2005 Cohort  

Application Deadline: May 1, 2005

The Department of Special Education has a program to enable individuals who do not hold a clear renewable teaching certificate to become fully certified interrelated special education teachers. This program is called SETWEB Initial Certification, and it takes a minimum of seven semesters to complete. This innovative program is designed for those who are seeking a career change or a second career, and is also appropriate for teachers who hold some type of a probationary/provisional/non-renewable teaching certificate.

Most of the SETWEB Initial Certification program is available on-line. However, you must come to Athens for an orientation session prior to beginning the program. There are also two in-state academies required. And, from time to time, you might have a Saturday meeting in Athens. The typical SETWEB Initial Certification program of study includes the following:

- One on-campus orientation session
- Eight SPED (Special Education) web-based courses
- Three SPED practicum courses
- Two two-day Academies in Atlanta and/or Savannah
- Five teleconferences delivered via satellite and/or videotape
- One four-day Summer Institute (optional)
- Additional corequisite courses:
  - READ 4010 - Teaching of Reading
  - EPSY 2020 - Learning and Development
  - EDIT 6150 – Computer-Based Education
- Two PRAXIS examinations
  - PRAXIS One – By Fall Semester 2006
  - PRAXIS Two (interrelated exam) – Prior to certification recommendation

Some of the courses listed above are available on-line from other USG (University System of Georgia) institutions. Other courses are available as staff development courses from RESAs (Regional Educational Service Agencies) or school systems.

To become a SETWEB Initial Certification student, you must be admitted to the Graduate School at UGA as a Special Education Non-Degree graduate student. If you do not hold some type of teaching certificate, you must have a 2.5 grade point average.
Please contact Ms. Kimberly Wood, the SETWEB Student Coordinator, prior to applying for admission to the UGA’s Graduate School. Ms. Wood will review the SETWEB Initial Certification program requirements and can also conduct a pre-assessment of your transcript. Where appropriate, you will receive credit for previous courses, including staff development courses. Ms. Wood will also advise you of the appropriate starting date for your program. The “semester you plan to enter” must be accurate on your application to the Graduate School.

N.B.: This Fact Sheet is designed to provide an overview of SETWEB Initial Certification. However, it is not your official program of study. Your official program of study will be planned by the SETWEB advisor after you have been admitted to the program.

Questions and Answers

Has SETWEB Initial Certification been approved by Georgia Professional Standards Commission?

Yes, the University of Georgia has an approved program leading to interrelated certification. SETWEB is one of the program delivery models of our approved program.

How will the SETWEB Initial Certification program be scheduled?

Outlined below is the TENTATIVE SETWEB Initial Certification program of study for the Summer 2005 cohort.

Spring, 2005

• Application Deadline: May 1
  o Graduate School Application and transcripts must be submitted by this date, no exceptions.
• On Campus Orientation: 10:00 a.m. – 3:00 p.m., Saturday, May 14 or Saturday, May 21, 2005
• This orientation includes an overview of computer/WebCT skills necessary for program success and an advising session. You must attend this orientation. You will receive instructions on signing up in a letter from the SETWEB Coordinator, after you are officially admitted to the SETWEB program.
Summer, 2005

- **SPED 2000, Introduction to Special Education.** Individuals with special needs, including possible impact, causes, and characteristics of specific needs across life spans and cultural diversity. Topics include legal requirements, ethical implications, education strategies, collaboration between regular and special educators, inclusion, family involvement, and current issues relating to individuals with special needs. (3 hours, web-based)

  **SPED 2000 is a prerequisite to all other courses in the program of study.**

- **SPED 7120, Learning Disabilities.** Characteristics of individuals with learning disabilities across the lifespan. Theory and current issues as they relate to definition, assessment, eligibility, diversity, service delivery, and family needs. (3 hours, web-based)

- **Summer Institute - 4 days (optional)**
  - Jekyll Island: June 29 – July 2, 2005
  - Gatlinburg: July 5-8, 2005
  - Panama City Beach, FL: July 10-13, 2005

  Attendance at a Summer Institute is not a required part of SETWEB. However, you can substitute the institute for one course in your program of study. Please talk with Ms. Kimberly Wood if you are interested in this option. For details on specific institutes please go to [http://www.itnonline.org/](http://www.itnonline.org/).

- For out-of-sequence students, SPED 3030 and SPED 3050 will probably be offered. Please talk with Ms Kimberly Wood if you are interested in this option.

Fall, 2005

- **SPED 3030, Introduction to Assessing Individuals with Disabilities.** Educational and adaptive behavior assessment of individuals with disabilities. Basic measurement concepts and procedures for administering standardized, informal, and curriculum-based tests. (3 hours, web-based).

- **SPED 7130, Behavioral Disorders.** The characteristics of individuals with behavioral disorders across the lifespan. Theory and current issues as they relate to definition, assessment, eligibility, diversity, service delivery, and family needs. (3 hours, web-based).

- One Teleconference (Tuesday, November TBA, 4:00 – 6:00 p.m.)

- Academy (2 days, November TBA, Savannah)
  - You have the option of attending this academy in Savannah or you can choose to attend the academy in Atlanta next semester.

Spring, 2006

- **SPED 7220, Methods for Teaching Academic Skills.** Research-based methods and materials used to teach academic skills to persons with mild disabilities across different school and vocational settings. (3 hours, web-based). **Prerequisite: At least two of the following four: SPED 7110, SPED 7120, SPED 7130 and/or a Summer Institute.**
SPED 7440, Practicum. Supervised field experience related to teaching individuals with disabilities. Non-traditional format: Field based practicum. (3 hours, general or special education class placement). **Prerequisite: Must be co-enrolled in SPED 7220.**

SPED 3050, Classroom and Behavior Management for Individuals with Disabilities. Classroom and behavior management program design based on the principles and procedures of applied behavior analysis. Emphasis is on proactive strategies that promote learning and prosocial behavior. (3 hours, web-based)

Three Teleconferences (Tuesdays; January TBA, February TBA, & March TBA, 4:00-6:00 p.m.)

Academy (2 days, February or March TBA, Atlanta)
If you did not attend last semester’s academy in Savannah, you must attend this program in Atlanta.

**Summer, 2006**

SPED 7110, Mental Retardation. The characteristics of individuals with mental retardation across the lifespan. Theory and current issues as they relate to definition, assessment, eligibility, diversity, service delivery, and family needs. (3 hours, web-based).

Summer Institute - 4 days (optional)
- Jekyll Island, GA TBA
- Gatlinburg, TN TBA
- Panama City Beach, FL TBA

Attendance at a Summer Institute is **not** a required part of SETWEB. However, you can substitute the institute for one course in your program of study. Please talk with Ms. Kimberly Wood if you are interested in this option. For details on specific institutes please go to [http://www.itnonline.org/](http://www.itnonline.org/).

For out-of-sequence students, SPED 3030 and SPED 3050 will **probably** be offered. Please talk with Ms Kimberly Wood if you are interested in this option.

**Fall, 2006**

SPED 7230, Methods for Teaching Social Skills. Behavioral analysis as applied to socially significant behavior. Emphases include skills curricula, social behavior across cultures, school- and community-based instruction, generalization of skills, and validation of intervention procedures. (3 hours, web-based.) **Prerequisite: At least two of the following four: SPED 7110, SPED 7120, SPED 7130 and/or a Summer Institute.**

SPED 7440, Practicum. Supervised field experience related to teaching individuals with disabilities. Non-traditional format: Field based practicum. (3 hours, general or special education class placement). **Prerequisite: Must be co-enrolled in SPED 7230.**

One Teleconference (November, TBA)

Academy (2 days, November TBA, Savannah)
You have the option of attending this academy in Savannah or you can choose to attend the academy in Atlanta next semester.
Spring, 2007

- SPED 7440, Practicum. Supervised field experience related to teaching individuals with disabilities. Non-traditional format: Field based practicum. (3 hours, interrelated class placement required). Prerequisite: All other courses in the program of study.

- Academy (2 days, February or March TBA, Atlanta)
  If you did not attend last semester’s academy in Savannah, you must attend this program in Atlanta.

Are all of the courses, teleconferences, and academies required?

The following rules will apply to all SETWEB Initial Certification students.

   Before being recommended for certification, you must complete the following three courses: SPED 2000, SPED 3030, and SPED 3050. If you have received credit for any of the three courses previously, you may transfer in those credits. If you register for only one course per semester, you must complete the three courses above before taking the courses listed below.

   Before being recommended for certification, you must complete three of the following four: SPED 7110, SPED 7120, SPED 7130, and/or Summer Institute. If you have received credit for any of the three courses previously, you may transfer in those credits.

   Before being recommended for certification, you must complete two methods courses: SPED 7220 and SPED 7230. You may not transfer in these courses.

   Before being recommended for certification, you must complete any corequisite courses for which you have not been awarded credit by the SETWEB Advisor.

   Before being recommended for certification, you must participate in two Academies and five Teleconferences.

   Before being recommended for certification, you must complete three practicums: SPED 7440 (3 hours, Spring 2006), SPED 7440 (3 hours, Fall 2006) and SPED 7440 (3 hours, Spring 2007). The first two practicums may be completed in a general or special education classroom. The final practicum must be completed in an interrelated classroom. A representative of your local school district, probably your principal or director of special education, must also agree to help supervise your practicums. You may not transfer in these courses.

How will practicum supervision be handled?
SETWEB Initial Certification students will complete three practicums (SPED 7440). These practicums will be supervised by an administrator in the student’s local school district, in consultation with faculty at UGA. A representative of the local school system must sign an agreement to help supervise your practicums. Your practicums will include web-based assignments, videotaped teaching observations, and possibly on-site teaching observations.

N.B.: If you are not employed by the school system in which you are completing your practicums, you must be admitted to Teacher Education at UGA prior to your first practicum. Admission to Teacher Education requires a 2.5 overall grade point average and you must pass a criminal background check.

What are the PRAXIS examination requirements and when must I take them?

If you do not have initial certification, you must either pass PRAXIS I or be exempted based on your (1) SAT scores (a minimum of 480 verbal and 520 math), (2) ACT scores of 21 in English and 22 in math, or (3) GRE scores (a minimum of 490 verbal and 540 quantitative). The PRAXIS I requirement must be met before registering for Fall Semester 2006.

You must also pass PRAXIS II exam code 20353, Interrelated Special Education – Education of Exceptional Students: Core Content Knowledge. Most SETWEB students take the PRAXIS II during their last semester in the program.

How and when will I receive my interrelated teaching certificate?

Teacher certification is an important and sometimes confusing issue. Your certification comes from the Georgia Professional Standards Commission (PSC). The University of Georgia will recommend you for the appropriate interrelated certification after you (1) successfully complete the SETWEB Initial Certification program of study and (2) submit a certification application packet. This application packet is available online and instructions for obtaining it will be provided during your last semester in SETWEB.

Please submit your completed application to the individual and office at UGA identified in the application packet. Your application will be reviewed and, if approved, forwarded to the PSC along with UGA’s recommendation for certification. (If you have completed the SETWEB Initial Certification program of study and competed the application packet correctly, your application will be approved by UGA.)

Individual certification questions – whether they relate to probationary/provisional/non-renewable certification or clear renewable certification – must be addressed to the PSC. The school system in which you are employed (or in which you seek employment) is your best source for help in dealing with the PSC. You also might find your answer on the PSC website at http://www.gapsc.com/.

Once you are admitted to the University of Georgia and SETWEB Initial Certification, we can verify that you have been admitted to an approved program leading to interrelated certification.
However, we cannot recommend you for certification until you successfully complete the entire program.

To recap: Individual certification questions must be directed to the Professional Standards Commission, not the University of Georgia.

Where can I enroll for the corequisite courses that are not included in the SETWEB Initial Certification program?

The corequisite courses may be offered by other USG (University System of Georgia) institutions either on their campuses or on-line. You would enroll at the other USG institution as a transient student and transfer the credit to UGA. RESAs (Regional Educational Service Agencies) also offer some of these courses on weekends or evenings. It may be possible to obtain these credits from out-of-state institutions. The SETWEB Advisor will conduct an assessment of your transcript to determine your specific program of study. Where appropriate, you will receive credit for previous courses.

Is it possible to transfer in credit for corequisite courses that are not included in the SETWEB Initial Certification basic program?

In certain academic disciplines, you may have already received credit for a course that will substitute for one of the corequisite courses. Please check with the SETWEB Student Coordinator for an evaluation of any course that could substitute for another.

Can non-credit or staff development courses satisfy any requirements?

Yes, these courses are typically offered by RESAs, and generally apply to the corequisite courses (READ 4010, EPSY 2020, and EDIT 6150) and the undergraduate special education courses (SPED 2000, 3030, and 3050). To receive credit for staff development courses please submit a copy of your SDU transcript to the SETWEB Student Coordinator. Please note that to be equivalent, the SDU course must be for five hours of credit.

If I have problems during the semester, can I receive an incomplete grade (I) and finish the work at a later date?

Incompletes are rarely given, and never because you just need more time. An incomplete grade can be given only if you are doing satisfactory work, but for nonacademic reasons beyond your control, you are unable to meet the requirements of the course. We are very strict about giving an incomplete, and it typically requires medical documentation.

Course assignments are purposefully distributed throughout the semester, and it is not acceptable to try and complete all of the work in a short period of time (e.g., during the last month of the semester). Therefore, if the assigned work is not competed according to the schedule in the
course syllabus, you will not pass the course. It is not the instructor’s job to constantly remind students of assignment due dates.

**If I have problems during the semester, can I withdraw from a course without penalty?**

Before the midpoint of a semester, a student may withdraw from a course without penalty. That is, they will receive a grade of \textit{W}. Please note that after the designated drop/add period for a semester there is no tuition refund. A student who withdraws from a course after the midpoint of a semester will automatically be assigned a grade of \textit{WF}.

**Can the instructor withdraw me from a course?**

Yes, the instructor will withdraw you from a course if you have excessive absences. For our online/web-base courses, the term “excessive absences” is defined in terms of “work completed prior to the midpoint of the semester.” The SETWEB program uses a 75% completion rate for continuation in its courses. That is, if a student has completed less than 75% of the assigned work due by the midpoint of the semester, the student will be withdrawn from the course. Such students will receive a grade of \textit{W}.

**What grade point average must I maintain?**

To remain in the SETWEB Initial Certification program and to be recommended for certification, you must maintain an average of 3.0 (B) on all courses in your SETWEB program of study. Additionally, no grade below a C will be accepted as part of your program of study.

**What are the probation and dismissal rules?**

You are placed on probation if your cumulative grade point average falls below a 3.0 (B) for two consecutive semesters. You then must make a 3.0 (B) or higher graduate grade point average each succeeding semester that your overall cumulative graduate grade point average is below 3.0 (B). Failure to do so will result in your dismissal.

Students will be dismissed at the end of any semester if they have not made sufficient academic progress to warrant continuance in the SETWEB Initial Certification program. Possible reasons include the grade point requirements described above and non-participation in required SETWEB activities (i.e., teleconferences and Academies).

**What will the SETWEB Initial Certification program of study cost?**

At present, a three semester hour graduate education course costs $507.00 for in-state tuition. A minimum $50.00 late fee will accrue for late registration. In addition, a technology fee of $75.00 per semester must be paid. Each course will have limited additional expenses; e.g., a required textbook and materials packet. The registration fee for an Academy is $199.00. The registration fee for a Summer Institute is $343.00. Both the Summer Institute and the two Academies will
have additional expenses; e.g., food, housing, and travel. The package of five teleconferences is $125.00. **All fees are subject to change by the University of Georgia.**

**Will the courses in my program of study count in my master’s program?**

Non-degree students who are later admitted as prospective degree candidates may apply course work taken in non-degree status toward a graduate degree program, subject to the approval of their major professor, the departmental graduate coordinator, and the dean of the Graduate School. **Students pursuing a graduate degree at another institution must check with the institution where they are pursuing their degrees.**

Students should note that participation in SETWEB Initial Certification on a non-degree basis does not constitute admission to the master’s degree or any other graduate degree program at the University of Georgia. Further, participation does not assure students that they will subsequently be admitted to a graduate degree program at the University of Georgia.

**Will SETWEB Initial Certification become a graduate degree program?**

At present, no degree programs are being offered on-line by the Department of Special Education. However, such programs may be developed in the future. SETWEB Initial Certification students are encouraged to consider complete degree programs at the University of Georgia.

**How do I apply to become a SETWEB Initial Certification student?**

**STEP 1**
Please contact Ms. Kimberly Wood, the SETWEB Student Coordinator, prior to applying for admission to UGA’s Graduate School. Ms. Wood will review the SETWEB Initial Certification program requirements and can also conduct a preassessment of your transcript. Where appropriate, you will receive credit for previous courses, including staff development courses. Ms. Wood will also advise you of the appropriate starting date for your program. The “semester you plan to enter” must be accurate on your application to Graduate School.

N.B.: If you do not hold some type of probationary/provisional/non-renewable teaching certificate, you must have a 2.5 grade point average.

**STEP 2**
By May 1, 2005, complete an on-line application for UGA’s Graduate School. Please access this application from the SETWEB website at: [http://www.coe.uga.edu/setweb](http://www.coe.uga.edu/setweb). At the website, please read “How to Apply” and then select “SETWEB Online Application Page” to complete the two step application process. To participate in SETWEB you must be admitted to the University of Georgia’s Graduate School as a Special Education Non-Degree (ND) student, and have the correct starting date. **Please note that as a non-degree applicant, letters of**
recommendation and GRE scores are not required for admission. Graduate Admissions can also be contacted at:

**Voice:** 706-542-1787, **Fax:** 706-542-9480  
**Email:** gradadm@arches.uga.edu

The following paragraph, taken from the Graduate School Bulletin governs non-degree applications.

Applicants who do not intend to pursue a degree but who wish to take courses for professional advancement, licensure, or certification purposes, and who hold a baccalaureate degree or higher degree from a regionally accredited institution, should apply for non-degree status. Applicants must submit the following to the Office of Graduate Admissions: the general application for admission, a $50 application-processing fee, two official copies of transcripts for the institution which awarded the highest degree, and a statement of purpose.

The statement of purpose should state Teacher Certification - Interrelated Special Education, SETWEB Initial Certification. A space is provided on the Graduate School application in which you can enter your statement of purpose. You should also complete a residency form to ensure that you are charged the correct tuition. All Georgia teachers are charged in-state tuition.

**Who should I contact about the SETWEB Initial Certification Program?**

Contact Ms. Kimberly Wood in the Department of Special Education to let us know that you are interested in applying for the SETWEB Initial Certification program. You can reach her at:

**Voice:** (Toll-free) 866-860-1380 or 706-542-4970  
**Fax:** 706-583-0664  
**Email:** kwood@coe.uga.edu  
**Mail:** 551 Aderhold Hall, Athens, GA 30602-7153

**Ms. Wood is the SETWEB Student Coordinator.** She should always be the first person you contact if you have any questions about the SETWEB Initial Certification program.
History of SETWEB and Relationship to SPECTRUM

In Summer 2000, the Department of Special Education at the University of Georgia launched SETWEB (Special Education Training on the Web), a primarily online program leading to certification in special education. At that time, the shortage of special educators in Georgia was severe. In an effort to fill vacant positions in school systems throughout the state, the Georgia Professional Standards Commission (PSC) decided to permit individuals who held teaching certification in another field to be provisionally certified in special education, as long as they were enrolled in some type of special education certification program. SETWEB was designed as a flexible, alternative certification program that allowed educators teaching on provisional certificates to complete requirements for a clear renewable certificate in special education while teaching full-time. Curriculum committees or the USG Board of Regents did not review the initial program because SETWEB, at that time, was a certification-only program of less than 20 credit hours and therefore did not require review.

When the PSC made the decision to allow individuals with a bachelor’s degree in any area to obtain provisional certification in special education, SETWEB responded to state need by expanding its offerings to prepare and certify individuals who had little or no background related to education. The response to both the original (“add-on certification”) program and this expanded (“initial certification”) program was impressive. During the 4 year period from 2000 – 2004, students enrolled in over 11,000 credit hours of UGA coursework through SETWEB. Approximately 38% represented diverse populations, a significantly greater proportion than our traditional on-campus program. The program placed a heavy emphasis on quality instruction and supervision, with ongoing external review of coursework and partnerships with employing school systems to ensure adequate support to participants. The expanded (initial certification) program consisted of more than 20 credit hours, which required review by curriculum committees, University Council, and the Board of Regents. Those working to further build the program in response to state needs were unaware that the expanded course offerings necessitated these approvals. The existing SETWEB certification program, therefore, currently operates without having been through this process.

SETWEB is self-sustaining from a fiscal standpoint. Tuition returns support the employment of full-time and adjunct faculty, field supervisors and teaching assistants, as well as 3 dedicated staff members. Additionally, tenure-track faculty in the Department regularly design and teach SETWEB coursework. SETWEB was recently recognized by the Board of Regents as an innovative and exemplary program. While the program has clearly been successful on a number of levels, we have received many requests from area special education directors that we offer an online degree program to meet the needs of promising special education paraprofessionals who have some college credit but lack the 4-year degree that would enable them to become certified as special educators.

In August 2004, faculty in the Department of Special Education received a Transition to Teach grant through the U.S. Department of Education’s Office of Innovation and Improvement. This grant, SPECTRUM (Special Education Training on the Web:
Undergraduate Education, Mentoring, and Certification Program) provides $2.4 million over the course of 5 years and supports the development and enhancement of routes to alternative certification. Specifically, SPECTRUM faculty are charged with providing an alternative certification program in special education for the following 3 groups:

- “mid career changers” with degrees unrelated to education;
- recent college graduates with degrees in fields unrelated to education; and
- special education paraprofessionals with 60 transferable hours who wish to earn their bachelor’s degrees and certification.

The initial certification track within the existing SETWEB program meets the needs of the first two groups, and we are requesting that this existing program be approved by the COE curriculum committee at this time, with application for approval by UGA curriculum committee, University Council, and the USG Board of Regents to follow. Concurrent to this request for approval of the SETWEB program, we are submitting an Addendum for Distance Education Delivery of New Programs that outlines our plan to create an online bachelor’s degree program in special education. This program, while new in the sense that it will be delivered online, will mirror the requirements of our existing on-campus program. Many of the courses included in the online degree program are already taught through SETWEB, and the development and staffing of new courses will be supported entirely through federal funds over the course of the next 5 years. Given the ability of the SETWEB program to support itself via tuition returns and the anticipated demand for an online undergraduate program in special education, we anticipate that the program will be self-sustaining by the end of the funding period.

In addition to meeting the objectives outlined in the SPECTRUM proposal, the proposed degree program holds the potential to serve individuals beyond the scope and life of the funded project. We plan to eventually offer the program to a broader audience. We will apply for participation in the Academic Common Market in order to make the program easily accessible and affordable to individuals living in other states within the region, and will request differential tuition rates for individuals living in states outside the Academic Common Market.

In summary, we believe that we have an existing online alternative certification program that helps to address a critical need in the state by providing high-quality coursework and practicum experiences in partnerships with local school systems that employ special education teachers on provisional certificates. We request that the existing SETWEB program to be approved and also request approval of a new online degree program that will utilize the SETWEB infrastructure. The online program will be completely federally funded in its first five years and is expected to be self-sustaining by the end of the funding period. **No state funds are to be requested for the SETWEB program or the proposed online bachelor’s degree program.** The new program will mirror the existing on-campus special education program both in content and quality and holds the potential to expand beyond the state of Georgia to offer opportunities to those throughout the nation.
SPECTRUM Overview

SPECTRUM (Special Education Certification, Training, and Mentoring) is modeled in part on an existing program, SETWEB (Special Education Training on the Web), offered by the Special Education program in the College of Education at UGA. SETWEB, begun in Summer 2000, has met a need for certifying teachers who already hold a bachelors degree. SPECTRUM is the next step in improving and expanding the offerings in the Special Education program. Like SETWEB, the new SPECTRUM will use distance-learning technologies to deliver course content. More specifically, SPECTRUM combines on-line course work with remotely supervised practicum experience whereby University faculty can supervise practicum students in distant schools via cutting-edge web cameras in the classroom. This represents a significant advancement in pedagogy and technology because, while still utilizing face-to-face supervision, the distance education tools will allow for more intensive supervision.

SPECTRUM will serve three groups of individuals.

**SPECTRUM CERTIFICATION**- Students who hold a degree in a field unrelated to education (as determined by the Professional Standards Commission) and who require course work and supervised practicum to earn full certification.

**SPECTRUM MENTOR**- Students who hold a degree in a field related to education and have passed PRAXIS II and the new Teaching and Learning test and who require a one year intense mentoring experience (as outlined by the PSC).

**SPECTRUM UNDERGRAD**- Students who do not yet hold a bachelors degree but who do have college course credit and desire to complete their bachelor’s degree. SPECTRUM will provide the equivalent of the junior and senior years worth of course work, practica, and student teaching that these individuals need to become certified. **We anticipate that this group will include many individuals working as paraprofessionals in the schools now.**

The last option, the **SPECTRUM Undergrad**, is the single part of the SPECTRUM program that differs significantly from SETWEB. The essential difference is that the **SPECTRUM Undergrad** program mirrors our current on campus undergraduate program (whereas SETWEB is a non-degree post baccalaureate program comprised mostly of graduate level coursework). The fundamental course content and entry requirements for SPECTRUM are identical to what we require on campus of our undergraduates. We intend to uphold the same standards of admission as our on campus program. SPECTRUM provides us a vehicle through which we are able to meet a pressing need in the state of Georgia by increasing the number of certified teachers we add to the field each year while maintaining the quality and rigor that students expect at UGA.
Academic Affairs Handbook, Section 2.03.02

Addendum for Distance Education Delivery of New Programs

PROCEDURES

The Board of Regents encourages the use of distance education to help meet the instructional needs of the citizens of the State. The guidelines and questions below are not considered to be exhaustive, but rather, are listed to provide an idea of the kind of information being sought in order to judge the merits of the proposal.

Date: November 8, 2004
Institution: University of Georgia
College/School/Division: Education
Department: Special Education
Degree (please indicate whether this is a stand-alone degree): Stand-alone Degree – B.S.Ed.
Major: Special Education
CIP Code: 13.1001
Proposed Start Date: August 2005

The President shall forward to the Senior Vice Chancellor for Academic Affairs, information that addresses the following issues:

1. Description of the Delivery System

The primary delivery mode (95% +) for the program will be internet-based instruction via UGA’s Web Course Tools (WebCT) platform. Course content and activities will be delivered through both synchronous and asynchronous means. Horizon Live and online chats via WebCT will support synchronous interactions. Asynchronous interaction will take place via email and on-line discussion boards within WebCT. Additional face-to-face interactions will occur each semester. We are proposing that this program be initially offered for a period of approximately 6 years. This will allow for 5 grant-funded cohorts* (a total of 80 students) to complete the program.

*Program development is being supported through the U.S. Department of Education’s Transition to Teach office, which awarded a $2.4 million grant to the Department of Special Education for delivery of expanded online programs in the field. This grant (SPECTRUM: Special Education Training on the Web: Undergraduate Degree, Certification, and Mentoring) will prepare provisionally certified special education teachers and special education paraprofessionals to be certified special educators. All funds necessary to cover development and delivery will come from this grant budget or from the existing SETWEB program. No additional state funds will be requested.

2. Assessment of Societal Need and Demand for Distance Education Delivery

Shortages of special education personnel have been well documented on a national, regional, and state level through a variety of sources. The Council on Exceptional Children (2001) reports that, nationally, institutions of higher education prepare only half as many teachers as are needed in any given year. According to the American Association for Employment in Education (2000), the Southeastern U.S. has a “considerable shortage” of teachers across all areas of special education. Furthermore, the United States Department of Education indicates that, of employed special education teachers in Georgia, approximately one quarter are not fully certified (2002). The Georgia Professional Standards Commission reports that the state will need 12,781 special education teachers by Fall 2007 and 15,828 by Fall 2012. Meanwhile, Georgia student teacher production has declined 59.8% in recent years from 5,415 in 1998 to 3,388 in 2002 (The Georgia Professional Standards Commission, 2003). Clearly, current efforts to prepare and retain special education teachers in the state of Georgia and beyond fall terribly short of projected need.

The proposed program is needed throughout the state because the current pool of potential new teachers includes individuals such as paraprofessionals and provisionally certified teachers working full time who require a flexible delivery system in order to obtain their teaching credentials. Further, individuals in Georgia’s most impoverished communities lack ready access to the caliber of program that UGA is equipped to offer. During the 5-year funding period, we plan to primarily serve 37 counties throughout Georgia that are designated by the grantor as high need (percentage of teachers teaching out of field or not fully certified and percentage of students living in poverty as determined by...
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Academic Affairs Handbook, Section 2.03.02

U.S. census figures). It is expected that the program will be self-sustaining at the end of the 5-year period and may be expanded to other areas of the state. We also perceive this program as one that can be offered on a regional or national basis in the long term.

3. Readiness of the Institution to Offer the Program

a. Institutional Mission and Relevance to Other Programmatic Offerings--

This program does duplicate our on-campus program in that we will hold our students to the same expectations with regard to knowledge and skills. However, our current campus-based program is unable to adequately meet the demand and diverse needs of non-traditional students in remote areas of Georgia and this further impacts our ability to prepare a sufficient number of highly qualified teachers.

This proposed program is consistent with our mission and role as defined by the Southern Regional Education Board [SREB]. The proliferation of for profit programs (e.g. The University of Phoenix) compels institutions of higher education like UGA to offer high quality alternatives in order to remain competitive. This program also supports the College of Education’s mission to provide the highest level of leadership in furthering education and lifelong learning for all citizens. Additionally, this program supports the strategic plan of the College’s initiative of commitment to service and improving the quality of teaching and learning through distance education.

b. Faculty Inventory with Delivery Expertise –

Within the Department of Special Education, 7 full time faculty have experience delivering distance education through on-line instruction. Tenure-line faculty regularly teach SETWEB courses as part of their normal instructional load. The Special Education program has extensive experience providing distance education through SETWEB and several faculty are actively engaged in research related to best practices in teacher preparation via distance education.

In regard to technology supports for faculty, SETWEB funds one doctoral-level graduate assistant in the Office of Information Technology whose duties included providing technical assistance to SETWEB faculty. Additionally, the university provides training in WebCT for all faculty members involved in distance education activities as well as technical assistance for faculty and students. Course design is supported by the WebCT template, which guides the faculty member through development of coursework.

c. Facilities –

With the exception of regularly updating computer equipment for faculty, no changes or alterations are required of the existing facilities.

d. Instructional Support --

WebCT will provide a platform for course delivery as well as student support. Students will need access to the Internet. Based on experience with the SETWEB program, we expect that the majority of students will be employed in the school systems where they will have access even if they do not have access at home.

Communication through email, bulletin boards (delayed, asynchronous interaction), and chat rooms, and Horizon Live (real-time synchronous interactions), will be used by students and faculty to interact during the learning process. WebCT provides the security and infrastructure required to guarantee protection of student privacy as well as validate student submission of course assignments. Students will access WebCT using their UGA MyID. Students will also have access to library resources at UGA through GALILEO. On-line tutorials will be available to assist students with procedural issues regarding access and use of GALILEO.
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Students supported by the grant will be paraprofessionals and provisionally certified teachers working in special education classrooms. Student teaching seminars will be offered online and intensive supervision via distance will be provided throughout the program of study. Internet protocol (IP) cameras, sometimes referred to as “webcams,” will be used to allow frequent supervision of students. Graduate assistants, employed by the grant and supervised by special education and Learning Performance Support Lab (LPSL) faculty will provide on-site assistance as needed to ensure that the cameras operate without interfering with the classroom experience.

e. Student Services

We recognize that the non-traditional students who will be participating in this distance education initiative will likely require a number of supports in order to successfully complete the program. Programmatic, academic, and financial supports are outlined below.

Programmatic Support:
An initial orientation to the program will include an in-person meeting to familiarize students with the academic program and WebCT format. Because our 80 grant-funded students will be admitted as a cohort according to region, we will be able to offer orientations in locations that are within reasonable driving distance for participants. The group orientation will also allow program advisors to personally assist students in developing their programs of study. Students will be able to register for all course work online and will have the option of ordering books and materials needed for all program courses. An advisor in the existing SETWEB office will be available to assist students in these tasks as needed. Student advisors will also be available to assist students throughout their program to ensure a successful experience.

We anticipate that many of our participants will be special education paraprofessionals who have some college credit but lack the 4-year degree necessary to qualify for teacher certification. The SPECTRUM program has established, and will continue to seek out, partnerships with two-year programs that prospective students may attend in order to complete 60 transferable hours. These partnerships are aimed at providing individual advising to prospective students to ensure that they are able to complete core requirements and experience as easy a transition as possible into the University program. The eCore program will also be utilized for completion of required coursework. While the SPECTRUM project cannot fund students who have not yet transferred into UGA, our Recruitment Coordinator and Student Support Specialist will work with individual students to identify other financial supports (e.g., HOPE scholarships) to help meet their financial needs prior to admission to the program.

Academic Support:
In an effort to meet the academic support needs of our students, the SPECTRUM project has contracted with the Georgia Center for Continuing Education to develop and deliver a flexible student support program. This program will include online and telephone support on issues such as assignment preparation/proofreading, study strategies, and test preparation. The SPECTRUM Student Support Specialist will team with faculty to provide individualized consultation and online tutorials to assist students who may have varying levels of experience with college coursework. Additionally, funds are available to support faculty travel to deliver in person orientations, workshops, and group consultations. SPECTRUM faculty will also develop an online self-study course to help students prepare for the PRAXIS II exam necessary for certification. Development of the course is funded by the grant and it will be available free of charge to all SPECTRUM participants who wish to take advantage of the service.

Financial Support:
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The SPECTRUM grant includes funding of up to $5,000.00 for 80 participants. This funding may be used at each student’s discretion, as long as it is used for expenses related to completing the program and obtaining certification. Examples of costs that might be covered by this stipend include tuition/fees, books, computers, Internet access, registration for PRAXIS exams, and application fees for teacher certification. Because the proposed certification program is in a high-need subject area, we anticipate that many of our students will qualify for the HOPE teacher scholarship. Additionally, many of the special education directors in high need, impoverished districts with whom we will partner have funds available to support individuals in obtaining certification. Our Student Support Specialist and Recruitment Coordinator are both very familiar with various financial aid options and will be responsible for working with individual students to identify and secure additional monies as needed.

Other Supports:
Accommodations will be made in courses that rely heavily on streaming video to provide students with an alternative format for viewing that video (e.g. CD-ROM with video or VHS tapes shipped to the student). Additionally, we will take advantage of a current relationship established through the SETWEB program with Off-Campus Bookstore. This proprietor has worked to streamline the ordering and delivery process for students in our current programs and will be able to provide these same services for the proposed program.

f. Cooperative Links with the Community –

Cooperative links have been made (and will be sought on an ongoing basis) with high need school systems throughout the state of Georgia. This program will offer certification options to aspiring teachers in geographic regions of the state previously under(served) by UGA Special Education programs.

g. Accreditation and Legal Issues –

The program does not differ in any substantive way from the on-campus program in admissions, programmatic, or graduation requirements. Therefore, NCATE, the Council for Exceptional Children, and the Georgia Professional Standards Commission will review it at the same time as all other programs in the Department of Special Education. As with all programs in the Department, this program will follow all UGA policies and procedures.

3. Recruitment and Admission of Students –

No specific technology competencies will be screened; however, students are expected to be able to use web browsers and common office productivity software. No specific residency requirements are associated with the program; although grant-funded participants are required to serve 3 years in a high need school system upon completion of their program.

During the period in which it receives grant funding (the first 5 years), the program will have a dedicated Recruitment Coordinator. This individual will work with the Project Directors and Program Coordinator to recruit students and review applications. The application process and admission requirements will mirror what is currently required for on campus students. In addition to identifying and recruiting students into the program, we will provide support for students as they navigate through the application, enrollment, and registration process. SETWEB already employs a dedicated student advisor with extensive experience helping nontraditional students who may be intimidated by the application requirements. We believe that this existing support will be important, particularly as we seek out paraprofessionals with 2-year degrees who might otherwise be deterred by the process.

The program will have a direct impact on affirmative action because it will give equal opportunity to any and all students no matter where they are located. The SETWEB program has already increased the diversity of students enrolled in Departmental programs because it is able to cross geographic barriers and allow greater access to individuals in remote areas of the state.
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Initially, students will be classified as in-state or out-of-state for tuition purposes based on USG Board of Regents Policy. Ultimately, we plan to apply for inclusion in the Academic Common Market so that we can offer our program at an affordable rate throughout the region and differential tuition so that the program is competitively priced for prospective students in any state.

4. Curriculum –

The academic standards for this program are identical to our current campus based offerings. Faculty members who are experienced teaching and designing courses for on-campus delivery will teach courses. All courses in this program are appropriate for on-line delivery. Courses with labs will have an on-line equivalent that will involve student work in the school systems (where they will be in practicum placements) and the labs will be facilitated by UGA faculty, mirroring what is done for our on campus program. It is estimated the program will take students five semesters to complete.

Required Coursework:
SPED 2000 Survey of Special Education
SPED 3030 Introduction to Assessing Individuals with Disabilities
SPED 3040 Introduction to Individuals with Special Needs
SPED 3050 Classroom Behavior Management for Individuals with Disabilities
SPED 4040 Special Education Technology
SPED 4100 Instruction of Individuals with Mild Disabilities
SPED 4200 Advanced Instructional Methods for Individuals with Mild Disabilities
SPED 4300 Methods in Math Instruction (under development)
SPED 4440 Practicum in Special Education
SPED 5400 Collaboration Among Families and Professionals
SPED 5450 Student Teaching Seminar
SPED 5460 Student Teaching in Special Education

5. Consistency with Principles of Good Practice –

All distance-learning activities offered by the Department of Special Education are in accord with the Principles of Good Practice as outlined at: http://alt.usg.edu/research/goodpractice.html. These principles encourage a high level of student-faculty contact, cooperation among students, active listening, prompt feedback, emphasis on task, communication of high expectations, and respect for diverse talents and ways of learning (Chickering & Gamson, 1987). The Department will assess all on-line courses through surveys and questionnaires and faculty and student interviews. The program provides an appropriate balance of core, research, and elective courses and through the sequential scheduling of courses students are better able to plan their program of study. The learning structure provides opportunities for growth and development, faculty support, and the rigor of the program is comparable to traditional programs.

6. Fiscal Implications of the Program –

The costs in the chart below are paid for the first five years of the program from a federal grant. Any additional costs will be covered by tuition returns (based on the model established by SETWEB).

<table>
<thead>
<tr>
<th>Item</th>
<th>FY 1</th>
<th>FY 2</th>
<th>FY 3</th>
<th>FY 4</th>
<th>FY 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware Acquisition</td>
<td>5,600</td>
<td>40,000</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Software Acquisition</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Personnel (On-Campus Faculty)</td>
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<td>89,760</td>
<td>91,555</td>
<td>93,386</td>
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<tr>
<td>Personnel (Adjuncts &amp; Teaching Assistance)</td>
<td>70,000</td>
<td>71,400</td>
<td>72,828</td>
<td>74,284</td>
<td>75,770</td>
</tr>
<tr>
<td>Personnel (Student Advisor)</td>
<td>49,000</td>
<td>49,980</td>
<td>50,979</td>
<td>51,999</td>
<td>53,039</td>
</tr>
<tr>
<td>Personnel (Records)</td>
<td>21,000</td>
<td>21,420</td>
<td>21,848</td>
<td>22,285</td>
<td>22,731</td>
</tr>
</tbody>
</table>
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| Personnel (Technical Support) | 25,000 | 25,500 | 26,010 | 26,530 | 27,060 |
| Personnel (Secretarial) | 23,000 | 23,460 | 23,929 | 24,407 | 24,898 |
| Estimated Cost for Renovated Facilities for Technological Support | N/A |
| Operating Expenses | 50,000 | 51,000 | 52,020 | 53,060 | 54,121 |
| Total: | 342,600 | 372,520 | 339,169 | 345,952 | 352,871 |

a. What is the funding stream for this type of delivery as well as upgrades and replacements?

The SPECTRUM grant will support the program in its first five years of operation. After the grant period, the funding stream for the proposed program will be derived from the University tuition return program. The SETWEB program is fully supported through the tuition return program and it is anticipated that the proposed program will be self-sustaining as well. No additional state funds will be requested to support the proposed program during or after the grant-funding period.

b. What are the line costs for delivering the program?

Many of the courses in the proposed program are already being offered to a broad audience as part of SETWEB. Faculty members teach these courses as part of their normal instructional assignment. Additional courses will be developed and delivered by grant-funded personnel during the grant period. Upon conclusion of the funding period, it is anticipated that tuition returns will support any additional faculty required to maintain the program.

c. Does the campus project that any tuition adjustments will need to be requested in support of the delivery of the program?

The primary audience at this time is Georgia residents who pay in-state tuition. The Department’s degree programs are recognized as among the best in the United States. Therefore, future enrollment projections include attracting a regional audience and then a national audience. We will seek participation in the Academic Common Market to support reduced tuition for a regional audience. In order to attract a national audience, we will seek a tuition adjustment to reduce out-of-state tuition.

d. What are the external sources of funding and support for the program?

During the first 5 years of the program, support will be provided through a U.S. Department of Education grant. The grant, administered through the Office of Innovation and Improvement as a Transition to Teach project, will provide approximately $2.4 million to develop and deliver the program and financially support students in high-need areas of the state. Upon conclusion of the funding period, it is anticipated that the proposed project, like SETWEB, will be self-sustaining.

e. Will there be any operating budget requests for this program that would exceed normal operating budget guidelines?

The University already provides site licenses for WebCT and Horizon Live, networks to host the hardware and software, and support services through the Office of Instructional Technology. Faculty members will need laptop computers to stay current with the latest software developments. Initial investments in hardware and software will be covered by the Transition to Teach grant, with subsequent upgrades underwritten by SETWEB.

f. Please demonstrate the cost and benefit of developing this program for a distance education format.

This program is serving an audience of future educators who could not attend the University of Georgia due to the distance they would have to travel to participate in on-campus coursework or
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because the demands of their work would prevent them from attending on-campus classes. Use of web-based courses, which are highly flexible in nature and the practice of allowing students to complete practicum requirements in the classrooms where they are teaching on provisional certificates or as paraprofessionals will facilitate the inclusion of individuals who are already highly committed to working in the field of special education but who need to complete academic requirements.

No state funds will be necessary to develop or support the proposed program, which will utilize the existing, self-supporting SETWEB program as a base and federal funding to support expansion.

8. Assessment --

a. Evaluation Plan –

Students will complete anonymous online evaluations of courses and instructors at the end of each semester, consistent with UGA and Department policy and similar to those evaluations currently in place for the SETWEB program. Core evaluation items will be identical to those included on the standard evaluation used by the Department. Additional items will be included to assess student satisfaction related to the delivery system and technology support provided. Core items will be rated on a Likert scale of 1 to 5. Additional items will include both Likert items and open-ended questions designed to provide the opportunity for in-depth commentary from students. Student evaluations will be reviewed each semester in order to determine appropriate changes.

External reviewers who have content expertise and experience with online course delivery will also evaluate courses. The SETWEB program currently engaged in this external review process with all course offerings and will support external reviews for new courses as well.

The SETWEB budget includes funds for personnel, including a doctoral-level coordinator. Because we will be able to hire additional personnel and pay summer salaries of current faculty to develop and teach courses for the undergraduate program, the proposed program will not increase the teaching load of any faculty member unless he/she elects to teach summer courses for additional pay. Based on our experiences with the SETWEB program, we project that faculty engaged in online learning spend approximately 50% more time engaged in instructional activities than they would in teaching an on-campus course. This additional time commitment is due primarily to the amount of time spent interacting electronically with individual students. The SPECTRUM grant provides funding for doctoral level graduate assistants to assist faculty of record, thereby making teaching assignments manageable. Consistent with existing SETWEB policy, these teaching assistants will devote approximately 10 hours per week to answering student questions, grading minor assignments under the direction of faculty, and monitoring discussion boards. Faculty will maintain responsibility for addressing content-related student questions, grading major assignments, and interacting directly with students through WebCT mail, chat rooms, and phone conversations.

Student performance will be monitored throughout the program in a manner consistent with the undergraduate assessment plan already in place in the Department of Special Education. The learning outcomes for the program were identified, defined, and updated based on the Council for Exceptional Children’s 2000 publication, What Every Special Educator Must Know: The Standards for Preparation and Licensure of Special Educators. This publication sets the minimum informational and performance competencies to be mastered by special educators. Through faculty discussion, a set of activities and products was developed to evaluate student achievement of these expected “outcomes”. Evidence of student achievement is outcomes are then included in an individual student portfolio. Upon completion of the program, therefore, each student will have developed a portfolio that documents his/her mastery of learning objectives. Live Text, for which UGA holds a site license, will be used as a platform for developing student portfolios.
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Consistent with existing Department policy, we will ask our graduates to complete student questionnaires 1 and 3 years after completing the program. These questionnaires assist faculty in determining what changes might be made in the program in order to prepare teachers who are ready to meet the challenges of a special education classroom. Employer evaluations will be solicited from principals and special education directors after program completion in order to determine our graduates’ competencies related to classroom responsibilities. Both student and employer evaluations are already in use within the Department and are appropriate for use in the proposed online program.

Data on student progress and retention will be maintained in a database specifically designed for this project. The SPECTRUM project includes a number of quantitative and qualitative evaluation measures, which will also be part of this database.