

Proposal for a new degree

EDUCATIONAL SPECIALIST IN SPECIAL EDUCATION

College of Education
Augusta State University
Augusta, Georgia 30904-2200

Starting Date Requested: August 1, 2009

Submitted by:



William A. Bloodworth, President

Date Submitted:

February 11, 2009

Proposal for a New Degree
EDUCATIONAL SPECIALIST

Institution: Augusta State University

Date: August 1, 2009

Unit: College of Education

Name of Proposed Degree: EDUCATIONAL SPECIALIST in Special Education

CIP Code: 13010100

Proposed Starting Date: August 1, 2009

Letter of Intent is in Appendix A

Program Description and Objectives

The College of Education mission statement begins:

The College of Education is committed to excellence in the preparation of teachers, counselors, and administrators for service with diverse populations in a wide variety of educational settings. The professional educators involved in the various preparation programs prepare students for today's classrooms through a collaboratively developed series of courses and appropriate field experiences while demonstrating outstanding teaching techniques and procedures from relevant research and best practices . . .

and is the basis for the Conceptual Framework that shapes and guides all aspects of decision making for the unit. The College of Education teacher education programs are all fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Georgia Professional Standards Commission (PSC).

This mission is directly related to the University mission statement of being “. . . committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a lifelong love of learning” and “. . . obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.”

The Educational Specialist program in Special Education in the Department of Educational Leadership, Counseling and Special Education is a post master's degree program. There is currently no post master's degree level program in Special Education in the Augusta area. The program of study is a minimum of 30 hours beyond the M.Ed. and/or M.A.T. level of study and the program will complement the existing undergraduate and master degree programs already in place at Augusta State University. Many of the students currently enrolled in one of the programs in our geographical area have requested a more advanced program in Special Education. These students seek to have additional professional training and increased competence in their knowledge and practice.

The objectives of the Educational Specialist degree program in Special Education are to provide special education teachers already having master's level training in the thirteen county Augusta area (counties include Burke, Columbia, Richmond, McDuffie, Emmanuel, Jefferson, Lincoln, Washington, Glascock, Warren in

Georgia and Edgefield, McCormick and Aiken Counties in South Carolina) a vehicle to increase their professional knowledge, become teacher leaders in their community, and increase their levels of professional expertise in instruction, research, and application of evidence based practices. Coursework would enable teachers to apply for grant funds to support the work of their school systems as well as help the county directors of Special Education implement new directives from the State Department of Education as they occur.

Justification and Need for the Program

Currently only bachelor's and master's level programs are offered in Special Education in Augusta's geographical area. The options for study beyond the master level in the College of Education are the Educational Specialist in Educational Leadership in the Department of Educational Leadership, Counseling, and Special Education and Teaching and Learning in the Department of Teacher Education. Approximately 50% (35) of the ASU special education graduate students have expressed a desire to continue in their field beyond the master's degree level but prefer to obtain that degree in Special Education instead of a related field.

The program will be delivered at the graduate level for students who have received Master level training from an accredited program in special education and/or Master level preparation in some other teaching or related field. Courses will be offered at ASU, and a minimum of 170 hours of a field based component will be necessary to complement the coursework in the required subjects. An additional number of field experience hours will be completed depending on elective course selections and any additional certification requirements the student needs. Students will be able to combine research and evidence based practice which will have a positive impact in their school systems during their studies.

A well-qualified faculty for this degree is already in place with full NCATE/PSC accreditation of the Special Education programs at the initial and at the advanced level. University Hall houses the College of Education and is a state of the art education/classroom building on the Augusta State University campus that has been in operation for over four years and offers modern classrooms with technology for instruction and for learning; student computer labs; spacious student study areas on each floor; access to the faculty and advisors of the College of Education; and the Media Services support programs for students, faculty and staff.

Procedures used to develop the program

The Education Specialist degree in Special Education was formally an approved program up at ASU until 1999 when it was officially dropped due to a lack in the number of faculty. Because of increased demand in this area, the College of Education has been investigating the re-implementation of this program for the past few years. Special Education is now identified as one of the critical needs fields by the state of Georgia ("Hope Teacher Scholarship Loan", n.d.). Procedures leading to the development of the Specialist program include:

Addition of a faculty member in Special Education available to teach courses. A fourth faculty member will be needed in the 2009/2010. The addition of this faculty member will ensure a qualified faculty to teach the courses.

Requests from employers in the C.S.R.A. (Central Savannah River Area and Directors of Special Education) School superintendents, principals, and department heads have requested that Augusta State University investigate the feasibility of offering the Educational Specialist degree in Special Education. Retention of teachers in special education is a national and statewide problem (Luekens, Liter & Fox, 2001). Advanced degrees may be one way to keep teachers in classrooms longer. A survey of former and current graduate students as well as current special education teachers in Richmond, Columbia, Burke, and McDuffie counties was distributed in the spring of 2006. Results indicate a large number of both groups have a strong desire to

continue their education via an advanced degree such as the Educational Specialist degree. For example, the average likelihood of respondents to enroll in an Ed.S. Special Education Program if one were offered at ASU in the next two years was 66%.

The 10th District Special Education Leadership/Stakeholders, composed of the twenty seven Special Education Directors of a ten county area surrounding Augusta, informally agreed with the results of a survey of area special education teachers indicating a need in their county for teachers who have higher degrees than master's level to become teacher leaders. Teacher leaders are exemplary teachers who lead their areas in best practice and mentor new teachers in their field. The proposed educational specialist program would provide such a program in this geographical area. The Directors would favor such a degree, and this would be perceived as a collaborative effort to enhance communication between ASU and the local school systems.

Personnel directors of the local counties also feel such a program would enhance the attractiveness of teaching Special Education to future educators. There is a critical shortage of special education teachers, especially in rural counties, and frequently positions may be filled with noncertified teaches or even long-term substitutes. The advent of an Educational Specialist degree in this geographical area will make this teaching field more attractive to many potential teachers.

Requests from students in graduate programs: Throughout the years students previously enrolled in graduate programs and teachers in the community have requested a degree beyond the master's level in their field of study. Many of these graduates are teacher leaders in their counties who do not wish to go into administrative leadership positions, and therefore would like to pursue a degree in Special Education to enable them to be placed in a teaching leadership position.

Curriculum

The following ASU Special Education Teacher Education programs are approved by NCATE and by the PSC:

- **P-12 Programs**
- BS.ED Special Education-General Curriculum
- M.Ed. Special Education
 - General Curriculum track
 - Adapted Curriculum track
- M.A.T. Special Education
 - General Curriculum track
 - Adapted Curriculum track

The program of study for the Educational Specialist degree was designed and based on the standards from the Council for Exceptional Children (CEC). The courses have been developed to provide advanced study beyond the Master's degree. The complete program of study can be found in Appendix A. Students must hold a M.Ed. or M.A.T. degree in Special Education or a related field from an accredited program. A student who takes a course for credit in a master's level program may not take the same course for credit in a sixth-year program.

All the courses are developed for a sixth year program and are more advanced than a Master's level. Students must complete the appropriate number of semester hours (30) beyond the Master's degree. In the program of study there are four existing courses from the areas of EDUC and EDLR; two courses being developed with Counseling; and seven new courses being developed in Special Education. Any student who is not currently certified in Georgia will need to take two prerequisite courses which lead to certification. These courses are SPED 4002: Teaching Students with Disabilities in the General Classroom, and EDTD 6011: Educational Technology.

The courses in the program of study have a strong field component in addition to the regular classroom format. It is expected that most of these teachers will already be teaching in a Special Education classroom. If they are not, then a classroom will be assigned. The new courses were designed to offer an advanced knowledge base for current issues and trends in the field for teacher practitioners.

Inventory of faculty directly involved

Resumes of faculty directly involved in the Educational Specialist in Special Education program, including details of degrees, publications, and professional activities, are presented in **Appendix C**.

During a typical semester all four current faculty have full teaching loads (4 courses per semester) as well as service and research expectations. There are currently 3 adjunct professors from the community teaching 5 sections of introductory courses. With the addition of the new program it will be necessary to hire a new full time faculty member. The desired qualifications for the candidate will be an earned doctorate in Special Education and college teaching experience. An employment search will be conducted in spring 2009 with the new faculty position to begin in fall 2009. The addition of the Educational Specialist program in Special Education will result in a net increase in enrollment of 15-25 students per semester. This increase will generate the revenue sufficient to cover the salary.

Outstanding programs of this nature in other institutions

Examples of similar programs can be found at the following institutions:

The University of West Georgia
University of Georgia

The University of Alabama

Inventory of pertinent library resources

Reese Library will be able to support a new Educational Specialist in Special Education degree in the College of Education at Augusta State University. Research and learning resources are provided by the Library, Media Services, and the Curriculum Lab. Media Services and the Curriculum Lab are housed in University Hall with the College of Education.

Library Instruction: A major goal is to help the graduate faculty and students maintain their information literacy skill sets. The Library provides classes and workshops for students and faculty.

Reference and Circulation Services:

The Reese Library building is staffed 86.5 hours per week. A library faculty member is available when the library is open. The Library's online services are accessible to ASU faculty, students and staff via any computer connected to the Internet. Individual and group study areas are available with self-service photocopiers and materials placed on reserve for students in the Library or through electronic reserves on the campus network. The Library provides a website (www.aug.edu/library), flyers and brochures to help library users navigate the building and library services.

Library Computing and Automation:

There are computers available in the first floor INFOSQUARE area, in Reference, in Government Documents, and in a lab and electronic classroom on the third floor. The Library's online catalog, GIL, provides bibliographic access to the library's collections and contains links to various online resources. Full text products, bibliographic databases and other links provided by ASU are merged into GALILEO, the University System of Georgia's virtual library.

Information Resources:

The College of Education is provided an allocation from the Library's collection development budget for books, journals and media to support COE's teaching and research. When new programs are added to the University's curriculum, the need for additional funding for information resources is made known by the Library and the College to the Vice-President for Academic Affairs. The University's administration is understanding and is responsive to these needs. The Library already has most of the resources to support the new program.

All books, journals, media and other learning resources available in Reese Library, Media Services and the Curriculum Center are listed in GIL online catalog. Access to books in the other University System of Georgia libraries is available through a universal catalog and an interlibrary lending/borrowing system called GIL Express. The Library also provides ILLiad, an electronic request/delivery system for books and journal articles.

The use of LiveText provides institutions with the most advanced, complete, and user-friendly web-based tools for developing, assessing, and measuring student learning and more. LiveText provides its students, faculty, administration, and stakeholders the best assurance of its commitment to accountability, continuous improvement, and excellence in education. The Augusta State University College of Education is committed to the use of LiveText in all courses and programs.

Books:

The Library currently provides nearly 14,000 books in the Education (L) Library of Congress classification range. There are also over 2000 electronic online books related to teaching related disciplines available in ASU NetLibrary. The more than 503,000 volumes comprising the Library's total collections support the information and research needs of post graduate students and education majors in their various subject specialties.

Journals:

Currently ASU subscribes to over 200 print and electronic full-text journals directly related to education. For additional journal access, students and faculty at Augusta State University have access to the same journals as students and faculty at all the other University System of Georgia institutions through GALILEO. ASU also offers additional full-text resources, bibliographic indexes, and web resources.

Overall, access is available to ERIC, Academic Search Premier, Research Library, MERLOT, Middle Search Plus, Primary Search, GAcollge411, Open College Source, MIT OpenCourseWare, PsychINFO, PsychARTICLES, WilsonOmniFile Mega, Library Literature and Information Science, Applied Social Sciences Index and Abstracts, SocINDEX with Full Text, MasterFILE Premier, Mental Measurements Yearbook, Physical Education Index, and the Professional Development Collection (Education).

For historical coverage ASU provides JSTOR and Project Muse which offers full-text coverage of core education journals and core journals in twenty-eight additional academic disciplines, some dating back to the 19th century. ASU library users have access to over 25,000 full-text journals either in print or online in all academic disciplines.

Other resources:

The library is a U.S. Government Document depository and receives almost all publications of the Department of Education.

Media Services and the Curriculum Center also provide extensive resource support to the College of Education in the form of media and instructional technology, study and test review materials, children's books and other curriculum support resources. Media Services also manages and maintains the instructional support technology delivered in, and to, all the University's classrooms.

Student qualifications

Students for this program will be attracted from the existing counties in our service area that include Burke, Columbia, Richmond, McDuffie, Emmanuel, Jefferson, Lincoln, Washington, Glascock, Warren counties in Georgia; and, Aiken, McCormick and Edgefield counties in South Carolina.

Admissions requirements for new students wishing to enter the program include completing an application for graduate admissions as stated in the catalog, meeting all applicable certification requirements for the State of Georgia, and holding an MED/MAT degree in Special Education or a related field from an accredited program.

Facilities

University Hall, a state of the art education/classroom building on the Augusta State University campus, has now been in operation for over four years and offers modern classrooms with technology for instruction and for learning; student computer labs; spacious student study areas on each floor; access to the faculty and advisors of the College of Education; and the Media Services support programs for students, faculty and staff. No new facilities or equipment is required for the administration of this program other than a computer for the new faculty member.

Administration

The proposed Educational Specialist in Special Education degree will be administered under the existing graduate programs in the College of Education with admission, retention and exit requirements being consistent with existing graduate programs. There are no administrative changes expected.

Assessment

Assessment procedures will be the same as existing procedures for all other national, regional and state accredited teacher education programs in the College of Education and will be a part of the Continuing Accreditation Visits by these accrediting agencies. The use of LiveText for data collection is required in most College of Education courses and programs.

Accreditation

The proposed Educational Specialist in Special Education program will be accredited utilizing the certification requirements by NCATE and by the PSC as a part of the scheduled Continuing Accreditation Visits. Southern Association of Colleges and Schools (SACS) has no specific accreditation requirements for the Ed.S program in Special Education that differ from any other graduate program in the College of Education. According to Dean Richard Harrison and Dr. Ray Whiting, the Faculty Assistant to the President and Assessment Liaison, a SACS visit for substantive change is not likely to be necessary. A determination on this issue will be forthcoming.

Affirmative Action Impact

Many of the students attending Augusta State University originate from the counties in the service area. Students are diverse in terms of ethnicity, socioeconomic status, age, religion and geographical point of origin. The latest NCATE/PSC accreditation information indicates that about 24% of students registered in the College of Education are minority students.

Degree Inscription

Graduates of this program will earn an Educational Specialist in Special Education, CIP code 13010100.

Fiscal and Enrollment Impact, Estimated Budget

I. ENROLLMENT PROJECTIONS:

	(1 st Yr)	(2 ^{nc} Yr)	(3 rd Yr)	(4 th Yr)
	FY 10	FY 11	FY 12	FY 13
A. Student Majors				
1. Shifted From Other Programs	5	0	0	--
2. New To Institution	15	15	15	--
Total Majors	20	35	30	
B. Course Sections Satisfying Program Requirements				
1. Previously Existing	3	3	3	--
2. New	7	7	7	--
Total Program Course Sections	10	10	10	
C. Credit Hours Generated by Those Courses				
1. Existing Enrollments	0	0	0	--
2. New Enrollments	540	945	945	--
Total Credit Hours	540	945	945	
D. Degrees Awarded	0	18	13	13

II. COSTS:

	(1 st Yr)	(2 nd Yr)	(3 rd Yr)
	FY 10	FY 11	FY 12
A. Personnel – Reassigned or Existing Positions			
1. Faculty	0	0	0
2. Part-Time Faculty	6,000	6,000	6,000
3. Graduate Assistants	0	0	0
4. Administrators	0	0	0
5. Support Staff	0	0	0
6. Fringe Benefits	1,980	1,980	1,980
7. Other Personnel Costs	0	0	0
Total Existing Personnel Costs	7,980	7,980	7,980
B. Personnel – New Positions			
1. Faculty	58,000	0	0
2. Part-Time Faculty	0	0	0
3. Graduate Assistants	0	0	0
4. Administrators	0	0	0
5. Support Staff	0	0	0
6. Fringe Benefits	19,140	0	0
7. Other Personnel Costs	0	0	0
Total New Personnel Costs	77,140	0	0
C. Start-Up Costs (One-Time Expenses)			
1. Library/Learning Resources	0	0	0
2. Equipment	2,000	0	0
3. Other	0	0	0
Total Start-Up Costs	2,000	0	0
D. Phys. Facilities: Const. or Major Renovation	0	0	0
E. Operating Costs			
1. Supplies / Expenses	500	500	500
2. Travel	250	250	250
3. Equipment	0	0	0
4. Library / Learning Resources	0	0	0
5. Other (additions to new position)	1500	0	0
Total Recurring Costs	2250	750	750
GRAND TOTAL COSTS	89,370	8,730	8,730

III. REVENUE SOURCES

	(1 st Yr)	(2 nd Yr)	(3 rd Yr)
	FY 10	FY 11	FY 12
A. Source Of Funds			
1. Reallocation of Existing Funds	0	0	0
2. New Student Workload	0	0	0
3. New Tuition	50,270	87,980	75,410
4. Federal Funds	0	0	0
5. Other Grants	0	0	0
6. Student Fees	2,700	4,725	4,050
7. Other	0	0	0
Sub Total	52,970	92,705	79,460
New State Allocation Requested	0	0	59,400
GRAND TOTAL REVENUES	52,970	92,705	138,860
B. Nature Of Funds			
1. Base Budget	51,180	146,360	161,760
2. One-Time Funds	0	0	0
GRAND TOTAL REVENUES	51,180	146,360	161,760

References

- Georgia College 411. (2008). Hope Teacher Scholarship Loan. Retrieved March 3, 2008, from http://gacollege411.org/FinAid/LoanPrograms/hope_teacher_scholarship.asp
- Lukenes, M. T., Lyter, D. M. & Fox, E. E. (2001) Teacher Attrition and Mobility: Results from the Teacher Follow-up Survey, 2000-01. In *Education Statistics Quarterly*. 6 (3).

APPENDIX A

Letter of Intent

Letter of Intent

EDUCATIONAL SPECIALIST IN SPECIAL EDUCATION

Institution: Augusta State University

Date: January 14th, 2008

School/Division: College of Education

Department: Educational Leadership, Counseling, and Special Education

Name of Proposed Program: Educational Specialist in Special Education

Degree: Ed.S.

Major: Special Education

CIP Code: 13010100

Starting Date: Fall 2009

Institutional Mission

The program of Special Education at Augusta State University seeks to offer an Educational Specialist degree that will advance knowledge of teachers and enrich community school systems. This degree will further the mission of the University and will not require a significant alteration of the institutional mission. It will not require a new organizational unit for the College of Education or Department of Educational Leadership, Counseling, and Special Education. According to Dean Richard Harrison and Dr. Ray Whiting, the Faculty Assistant to the President and Assessment Liaison, a SACS visit for substantive change is not likely to be necessary. A determination on this issue will be forthcoming. The proposed program will help meet the priorities of our department's strategic plan by training special education teachers beyond the M.Ed. and M.A.T. level of study. The proposed change will not require an addition or change in our institutional strategic plan. No new program delivery formats are expected for the new program of study.

Need

Currently only bachelor and master's level programs in special education are offered in the Augusta geographical area. An Ed.S. sixth year program will offer additional professional training and increase competence of teachers in applying and generating evidence-based information in special education. Special Education is a critical needs field in Georgia. A survey was conducted in 2005 of area special educators, utilizing focus group polling of students in graduate teaching programs at ASU, surveys sent to current teachers in the Augusta area, and collaborative discussions of ASU faculty with community special education leaders. Special educators in the Augusta community are expressing continuing needs to become knowledgeable about the evidence base in special education that informs best practices. Our special education graduate students are expressing a desire to continue in their field beyond the master's degree level. Currently the only option in our department is in Educational Leadership. Many of our student's have expressed a desire for an advanced degree in the field of Special Education. There are no Ed.S. programs in Special Education offered in the Augusta and larger eastern Georgia area.

The Ed.S. degree will offer advanced preparation for special education teachers to increase their levels of professional expertise in instruction, research, and application of evidence-based practices. Coursework for the degree will enable teachers to apply for grant funds to support the work of their school systems. It will prepare teachers to conduct research in their schools to contribute to the growing evidence base in the special education field. Teachers with the Ed.S. degree in Special Education will help strengthen teacher-identified areas of professional weaknesses in the community that include classroom management, autism spectrum disorders, educational leadership, and student identification and placement in special education.

Students

Based on the surveys conducted within the past few years, it is estimated that there will be approximately 15 new students enrolled in this degree program annually in the steady state equaling approximately 30 students at any period of time. Approximately 25 % of the initial enrollment would likely be from other existing Educational Specialist programs, in Educational Leadership and Teaching and Learning both from the College of Education. After implementation of the Educational Specialist in Special Education there would be no expected transfer students from existing College of Education programs. The new students would be those who would have formally stopped their advanced education after their Master's degree. The majority of students who enter the program will graduate on schedule. The University would expect to have to account for a moderate attrition rate.

Budget and Facilities

A search will be conducted and a new full time Special Education faculty member will be hired. The new faculty member will teach both Ed.S. and other Special Education courses to help teach the new courses that the Ed.S. program will create. Supplies indicated in the budget will be for a new computer for the new faculty member. The current faculty members will be reassigned to teach Ed.S. courses as well as other classes. All five faculty members will have a full teaching load as well as opportunities for summer teaching.

No new facilities will be needed

Curriculum and Delivery

All the courses are developed for a sixth year program and are more advanced than a Master's level. Students must complete the appropriate number of semester hours (30) beyond the Master's degree. In the program of study there are four existing courses from the areas of EDUC and EDLR; two courses being developed with Counseling; and seven new courses being developed in Special Education. Any student who is not currently certified in Georgia will need to take two prerequisite courses which lead to certification.

The program will not require new or special student services. The program will be attractive to Special Education teachers who wish to pursue studies beyond the Master's level in the 13 county Augusta Area.

Collaboration

Currently the closest Ed.S. program in special education to ASU is in Athens at UGA (2 hours) or West Georgia in Carrollton (3 hours). The Ed.S. in Educational Leadership in our department is a generic program as is the Ed.S. in Teaching and Learning in the Department of Teaching and Learning. We do not plan a collaborative arrangement with another institution or entity, but we are planning to collaborate with the faculty from other programs in the College of Education at ASU such as Educational Leadership, Counseling, and Teacher Education.

The Educational Specialist in Special Education degree will benefit ASU students and the larger Augusta, Georgia community. Teachers graduating from an Ed.S. program in Special Education will contribute to the quality of Special Education program delivery in the Central Savannah River Area (CSRA). This degree is

needed to improve the depth of knowledge among teachers in area schools that will benefit other teachers and students with special needs.

APPENDIX B

Program of Study Information

AUGUSTA STATE UNIVERSITY
Department of Educational Leadership, Counseling, & Special Education
Education Specialist with Major in Special Education
Program of Study/Advising Sheet – 30Hours

Name _____ Student ID# _____

Address _____
street no. city state zip

Home Phone () _____ Work Phone () _____

Admission to Graduate Program _____

Professional Core Courses (9 hrs.)

Course	Hrs	Lab Site Hrs/Level	Sem/Year	Grade	Advisor's Comments
EDUC 7021 Conducting Educational Research	3				
**SPED 7022 Advanced Behavior Analysis and Single Subject Research (prereq: SPED6003)	3				
**SPED 7023 Ethics and Issues in Special Education	3				

Content Concentration (15 hrs.)

Course	Hrs	Lab Site Hrs/Level	Sem/Year	Grade	Advisor's Comments
**SPED 7950 Selected Topics in Special Education	3				
EDLR 7110 Supervision for Teacher Support	3				
EDLR 7120 Internship for Teacher Support	3				
**SPED 7024 Technical and Professional Writing	3				
**SPED 7025 Independent Research *	3-9				

Electives (6 hrs.) - Choose 2

Course	Hrs	Lab Site Hrs/Level	Sem/Year	Grade	Advisor's Comments
COUN 7930 Advanced Multicultural Awareness for Counselors and Educators	3				
**SPED7026 Theory and Practices for Students with Autism	3				
**SPED7027 Transition to Adulthood for Individuals with Disabilities	3				
**SPED7028 Advanced Assessment & Direct Instruction	3				
COUN 7990 Professional and Community Collaboration for Counselors and Educators	3				

Additional Certification Requirements (not part of the 30hr degree program)

Course	Hrs	Lab Site Hrs/Level	Sem/Year	Grade	Advisor's Comments
SPED 4002 Teaching Students with Disabilities in the General Education Classroom	3				
EDTD 6011 Educational Technology	3				

***Must be taken during the last semester**

**** New courses in Special Education**

The purpose of this form is to help students and their advisors track the student's progress through the program. It should be used when meeting with a qualified program advisor.

Advisor Checklist:

The Application for Graduate Degree must be completed by midterm one semester prior to graduation.

Candidates for the T-6 certification will need to meet with the Director of the Office of Certification.

Semester/Year _____

1. _____ Admission to the Specialist Program
2. _____ Maintain a 3.0 GPA
3. _____ Application for Graduation (1 ½ semesters before expected graduation)
4. _____ Portfolio submission

Student _____ Date _____

Advisor _____ Date _____

Department Chair _____ Date _____

Appendix C

Faculty Resumes

CURRICULUM VITAE

ALICE B. POLLINGUE



CONTENTS

- I. PERSONAL INFORMATION**
- II. PROFESSIONAL EXPERIENCE**
- III. SCHOLARLY ACTIVITIES**
- IV. SERVICE**

I. PERSONAL INFORMATION

Position: Associate Professor
Department of Clinical and Professional Studies
College of Education
Augusta State University
Augusta, Georgia 30904
(706) 667-4493

Home Address: 787 Springbrook Lane
Evans, GA 30809
(706) 860-6439

Education:

- B. A. Arts and Sciences with a major in English and a minor in History
University of Alabama, 1970 with secondary teaching certification
- M. A. Counseling and Guidance with an emphasis in Rehabilitation
University of Alabama, 1972
- M. A. Special Education with an emphasis in Mental Retardation
University of Alabama, 1981
- Ed. D. Special Education with an emphasis in Mental Retardation
University of Alabama, 1985

II. PROFESSIONAL EXPERIENCE

1973 -1982	Program Coordinator of Tuscaloosa Association for Retarded Citizens –Opportunity School (Preschool Program) and McGraw Activity Center (work activities program), Tuscaloosa, Alabama.
1982 -1985	Graduate Assistant, Area of Special Education, University of Alabama Areas of Responsibility: Research Assistant Supervisor of undergraduate students at the RISE (Rural Infant Stimulation Environment) program Grant writing activities for the RISE project Coordinated Special Education department's comprehensive graduate follow-up study Teaching assistant in introductory courses
1985 – 1986	Assistant Professor (Temporary), Area of Special Education, University of Alabama.
1986 – 1992	Assistant Professor, Department of Education, Mercer University
1992 – 1999	Assistant Professor, College of Education, Augusta State University
1999-present	Associate Professor, College of Education, Augusta State University

Teaching and Advising

Primary Responsibilities

1992 – Present Undergraduate Program Director. B.S. Ed (Bachelor of Science in Education in Special Education). Primary teaching duties include five undergraduate classes currently teaching: SPED 3110, Characteristics of Students in Interrelated Classrooms; SPED 3004, Curriculum for Interrelated Special Education; SPED 4120, Methods/Materials for Students in Interrelated Special Education Classrooms; SPED 4004, Collaboration/Consultation; SPED 4491, Apprentices in Special Education. Graduate classes currently teaching: SPED 6201, Characteristics of Students with Mild/Moderate Intellectual Disabilities; SPED 6004 Facilitating Inclusive Instruction; SPED 6206, Internship in Special Education: intellectual disabilities. Advising duties include Undergraduate Special Education students (sophomores, juniors, seniors, and transfers), as well as Graduate Special Education Students majoring in Intellectual Disabilities.

Other Teaching Responsibilities

- Place and coordinate all undergraduate special education lab students in public schools; place graduate students not currently teaching.
- Liaison from special education with the Professional Development School Program and recruitment of Master Teachers
- Course development, program development, and accreditation duties
- Supervise lab experiences

III. SCHOLARLY ACTIVITIES

Publications

- Pollingue, A.B. (1987). Adaptive behavior and low incidence handicaps: Use of adaptive behavior instruments for persons with physical handicaps. Journal of Special Education, 21 (1), 117-125.
- Pollingue, A.B. & Cobb, H.B. (1986). Leisure education for moderately and severely mentally retarded adults: A model for community integration. Therapeutic Recreation Journal. 20 (3), 54-62.
- Pollingue, A.B. & Harris, P.P. (1999). What to do when the child's literacy development reflects neither standard English nor a native language. Journal of Early Education and Family Review
- Pollingue, A.B. & Williams, L.D. (1995). Using a book nook to encourage literacy, Intervention in School and Clinic, 31(1), 56-58.
- Shelton, C.F. & Pollingue, A.B. (2000). The Exceptional Teacher's Handbook. Thousand Oaks: Corwin Press.
- Harris, P.P. & Pollingue, A.B. (2004). Positive Attitudes Through Storybooks, (2004 issue). GA Reading Association's GA Journal of Reading/ GA Reading Focus.
- Shelton, C.F., & Pollingue, A.B. (2005). *The Exceptional Teacher's Handbook*, (2nd ed.), Thousand Oaks: Corwin Press.
- Pollingue, A.B. & Harris, P.P. (In press). An innovative collaborative service delivery model: Teaching teachers and administrators to collaborate. In Tom Deering (Ed.), Perspectives on American Education. Dubuque, IA: Kendall/Hunt Publishing Company.

International Presentations

- Pollingue, A.B. (2005, July). Training teachers and administrators to collaborate. Paper presented at the 9th Biennial Conference of the International Association of Special Education, Halifax, Nova Scotia.

National Presentations

- Pollingue, A.B. (1989, April). A Leisure assessment process to enhance transition for adolescents with moderate/severe mental retardation. Paper presented at the 67th annual meeting of the Council for Exceptional Children, San Francisco, CA.
- Pollingue, A.B. (1990, December). Assessment of adaptive behavior for preschoolers. A Procedure linking assessment with instruction. Paper presented at the 17th annual meeting of the Association for Persons with Severe Handicaps, Chicago, IL.
- Pollingue, A.B. (1994, April). Encouraging literacy in young children with disabilities. Paper presented at the annual meeting of the Council for Exceptional Children, Denver, CO.
- Pollingue, A.B. (1994, December). Training preservice regular and special education teachers in a model for inclusion and collaboration. Paper presented at the 21st annual meeting of The Association for Persons with Severe Handicaps, Atlanta, GA.

- Pollingue, A.B. & Bromer, B.S. (1994, November). Training Preservice early and special education teachers to work with preschoolers with disabilities in an inclusive preschool setting. Paper presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, GA.
- Pollingue, A.B. & Harris, P.P. (1997, November). Training preservice education teachers for inclusion at the preschool level. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Pollingue, A.B. & Harrison, P. L. (1990, May). Assessing adaptive behavior for preschoolers with handicaps. Paper presented at the 126th annual meeting of the American Association on Mental Retardation, Atlanta, GA.
- Pollingue, A.B., Long, K. J., Chatt, A., & Bentley, S. (1997, May). Creating an inclusive school community: An in-school postal service. Paper presented at the 42nd annual meeting of the International Reading Association, Atlanta, GA.
- Pollingue, A.B & Smith, P.D. (1989, December). Promoting community integration through leisure assessment. Paper presented at the 16th annual meeting for The Association for Persons with Severe Handicaps, San Francisco, CA.
- Pollingue, A.B. & Harris, P.P. (1998, March). ASU Literacy Center. Paper presented at the SCALE (on literacy), Columbia, S.C.
- Harris, P.P. & Pollingue, A.B. (March 1999). An innovative approach to family literacy: parents and children working together. Paper presented at the 50th Annual Conference, Southern Early Childhood Association, Nashville, TN.
- Harris, P.P. & Pollingue, A.B. (March 2001). Reaching youth at risk: building literacy skills through scaffolding. Paper presented at the Twelfth Annual National Youth at Risk Conferences, Savannah, GA.
- Harris, P.P. & Pollingue, A.B. (February 2002). Read aloud to all ages. Paper presented at the Thirteenth Annual Youth at Risk Conference, Savannah, GA.
- Harris, P.P. & Pollingue, A.B. (October 2002). Promoting awareness of students with disabilities through storybooks. Council for Exceptional Children (Teacher Education Division), Savannah, GA.
- Harris, P.P. & Pollingue, A.B. (March 2003). Improving attitudes of general education students towards special education students: bibliotherapy works. Southern Early Childhood Association Annual Conference, Myrtle Beach, SC.
- Pollingue, A.B. & Harris, P.P. (March, 2004). 16th Annual National Youth at Risk Conference, Successful programs for Empowering Youth: Overcoming poverty, violence, and failure. Paper presented at the National Youth at Risk Conference, Savannah, GA.
- Pollingue, A.B. & Harris, P.P. (March, 2005). Teaching tolerance through storybooks. Paper presented at the National Youth at Risk Conference, Savannah, GA.
- Harris, P.P. & Pollingue, A.B. (March 2006). 17th Annual National Youth at Risk Conference, An innovative summer service learning project for preservice special education students. Paper presented at the National YAR Conference, Savannah, GA.

Regional Presentations

- Pollingue, A. & Harris, P. (1999, March). An innovative Approach to family literacy: Parents and Children Working Together. Paper presented at the 50th Annual Conference, Southern Early Childhood Association, Nashville, TN.

State Presentations

- Pollingue, A.B. (1990, February). Adaptive behavior assessment for preschool aged children with handicaps. Paper presented at the annual meeting of the Alabama Federation of the Council for Exceptional Children Superconference, Birmingham, AL.
- Pollingue, A.B. (1991, February). Teaching functional library skills through the use of a "book nook". Paper presented at the annual meeting of the Alabama Federation of the Council for Exceptional Children Superconference, Tuscaloosa, AL.
- Pollingue, A.B. (1994, June). Promoting a literate environment for preschoolers with disabilities. Paper presented at the summer Georgia Federation of the Council for Exceptional Children Conference, St. Simon's Island, GA.
- Pollingue, A.B. (1996, November). Using cognitive strategies with students with mild learning problems. Paper presented at the Fall Federation of the Georgia Federation of the Council for Exceptional Children, Columbus, GA.
- Pollingue, A.B. & Bromer, B.L. (1995, June). Organizing a high school student group. Paper presented at the summer meeting of the Georgia Federation of the Council for Exceptional Children, St. Simons Island, GA.
- Pollingue, A.B. & Harris, P.P. (1998, March). Strategies in an inclusive preschool setting: How to embed pre-literacy activities. Paper presented at the Georgia Council International Reading Association, Atlanta, GA.
- Pollingue, A. & Harris, P. (1998, October). Emergent literacy activities: Creating opportunities in an inclusive preschool setting. Paper presented at the Georgia Unit of the Association of Teacher Educators (GATE), Atlanta, GA.
- Pollingue, A. & Harris, P. (1998, November). Appropriate measures for Assessing young children for whom English is a second language. Paper presented at the Georgia Educational Research Association (GERA), Atlanta, GA.
- Pollingue, A. & Harris, (1999, January). Exceptions Associated with Down syndrome: Challenges and possibilities for inclusion: A Problem-Solution Approach. Paper presented at the Georgia Federation of the Council for Exceptional Children, Macon, GA.
- Harris, P. & Pollingue, A. (1999, March). Off to Literacy Camp We Go. Paper presented at the Georgia Council for the International Reading Association, Atlanta, GA.
- Pollingue, A.B. & Harris, P.P. (1999, October). Including children with disabilities in literacy activities in preschool settings. Georgia Association on Young Children, Atlanta, GA.
- Harris, P. & Pollingue, A.B. (2000, February). Preparing pre-service educators for an inclusive pre-school setting. Georgia CEC Annual Conference, College Park, GA.
- Harris, P. & Pollingue, A.B. (2000, October). Family literacy through the arts. Georgia Association of Young Children, Atlanta, GA.
- Pollingue, A.B. & Harris, P.P. (2002, January). Learning about disabilities through storytelling. Paper presented at the Georgia Federation for Exceptional Children Annual Conference, Savannah, GA.
- Pollingue, A.B. & Harris, P.P. (2002, February). Enhancing student learning through university service projects in public schools. Kennesaw State University Conference on Teaching, Kennesaw, GA.

Harris, P. & Pollingue, A.B. (2002, October). Awareness of students with disabilities through storybooks. Georgia Federation Council of Exceptional Children, Macon, GA.

State Presentations (cont)

Harris, P.P. & Pollingue, A.B. (2006, January). Using books to promote diversity? A service learning project? Paper presented at the Georgia Conference for Exceptional Children, Savannah, GA.

Pollingue, A.B. & Harris, P.P. (2004, January). Making good friends through books. Paper presented at the Georgia Conference for Exceptional Children, Athens, GA.

Pollingue, A.B. & Harris, P.P. (2003, January). Teachers' Perceptions of Students with Disabilities: A Service Project. Paper presented at the Georgia Council for Exceptional Children, Macon, GA.

Local Presentations

Pollingue, A.B. (1994, March). It Works for me! Workshop presented in conjunction with the Georgia Learning Resource Service and the CSRA chapter of the Council for Exceptional Children, Augusta, GA.

Pollingue, A.B. (1994, November). Modifying instructions for students with disabilities in the regular classroom. Training session conducted at the Augusta College Fan Symposium, Augusta, GA.

Pollingue, A.B. (1995, February). Working with Mini-Grants. Program presented at the CSRA chapter meeting of the Council for Exceptional Children, Augusta, GA.

Pollingue, A.B. (1996, April). Using technology to individualize instruction. Paper presentation at the 1996 CSRA Regional Instructional Technology Conference, Augusta, GA.

Pollingue, A.B. (1998, April). Regular educators' role in the new IEP's. Seminar presented to apprentices and master teachers at Martinez Elementary School, Augusta, GA.

Pollingue, A. & Harris, P. (1999, Jan.) Reading strategies to improve comprehension. In-service training workshop for faculty at Windsor Springs Elementary School, Augusta, GA.

Pollingue, A.B. & Harris, P.P. (1999, Jan.) Special Education and the Law, workshop presented for teachers at the Augusta Technical College, Augusta, GA.

Pollingue, A.B. & Cadle, L. (2004, March & April). Staff Development Project: Inclusion Inservice and Support at Riverside Middle School. A collaborative project funded by Columbia County.

Pollingue, A.B. & Harris, P.P. (2005). Inservice training at Glenn Hills Middle School: Co-Teaching & Inclusion.

Pollingue, A.B. & Harris, P.P. (2006, February). Hephzibah Elementary School Inservice Training: Co-Teaching and Inclusion.

Pollingue, A.B. & Harris, P.P. (2006, February). Hephzibah Elementary School Inservice Training: Co-Teaching and Inclusion.

Grants and Other Funding

Pollingue, A.B. (November, 1993).

Promoting a literate environment for Preschoolers with disabilities.

Mini grant awarded by the Georgia Federation of the Council for Exceptional Children in the amount of \$250.00

Pollingue, A.B. & Bromer, B. (November, 1994).

Special education teacher recruitment using a high school student group.

Mini grant awarded by the Georgia Federation of the Council for Exceptional Children in the amount of \$150.00.

Pollingue, A.B. (1995, December).

Received \$180.00 from the Faculty Research and Development Committee for travel to Atlanta to present a paper and attend sessions at the National Association for the Education of Young Children

Pollingue, A.B. (1994, April).

Received \$375.00 from the Faculty Research and Development Committee for travel to Denver, Colorado, to present a paper and attend sessions at the annual Council for Exceptional Children.

Pollingue, A.B. (1997, May).

Received \$235.00 from the Faculty Research and Development Committee for travel to Atlanta to present a paper and attend sessions at the International Reading Association.

Pollingue, A.B. (1998, May).

Received \$209.00 from the Faculty Research and Development Committee for travel to Atlanta to present a paper and attend sessions at the Georgia Council for the International Reading Association.

Pollingue, A.B. (1999, March).

Received \$206.00 from the Faculty research and Development Committee for travel to Nashville to present a paper and attend sessions at the Southern Early Childhood Association.

Pollingue, A.B. & Harris, P.P. (1999-2002). (2001-2003) Two 2 year state improvement grants. \$20,000 each received from the State of Georgia for a joint collaboration class with educational leadership, 1999 to present.

Pollingue, A.B. (2003).

Received funds from the ASU Faculty Research and Development Committee for presentations at the Southern Early Childhood Association, Myrtle Beach, SC.

Pollingue, A.B. (2001, October).

Awarded \$250.00 Mini grant through the Georgia Council for Exceptional Children.

Pollingue, A.B. & Harris, P.P. (2001, April).

Awarded ASU education and technology funds for assistive technology for the classroom.

Other Professional Meetings Attended

Teleconference: "A Nations Challenge: Educating Substance-Exposed Children"
Continuing Education, Augusta, College, Jan. 27, 1993.

Teen Violence Forum

Augusta College, Augusta, GA., March, 1995.

Technology Training Sessions:

Jan. 31, 1995

Claris Works

April 26, 1995

Introduction to Microsoft

November, 1995

Using technology in the classroom; presented by Columbia County

November, 1995

Using technology in schools; presented by Richmond County

November, 1998 "Windows 95" Presented by Computer Services, Augusta State University
November, 1995 Introduction to Galileo
April, 1996 Power Point

Georgia Educational Technology Conference
Macon, GA., April, 1996

Alumni Symposium on Technology
Augusta College, Augusta, GA., March, 1996

Enhancing Literacy Skills through Assistive Technology
Ft. Discovery, Augusta, GA., March , 1998.

Georgia Transitional Conference
Vocational Rehabilitation Service, Athens, GA., February, 1997

Annual Council for Exceptional Children
Orlando, FL, May, 1996

"Suggestions for faculty who teach students with learning disabilities"
Continuing Education workshop, Augusta, College, January, 1994

Faculty Technology Workshop
In-service Training conducted by RESA, May 20, 1994

"Augmentative and Alternative Communication Devices"
sponsored by the CSRA speech pathology consortium, University Hospital, Augusta, Ga., November, 1993

Methods for the Interrelated Classroom
Georgia State University, December, 1997

Professional Development School Initiative Planning Meetings
Augusta State University, May 2, 1998 and May 16, 1998

Council for Exceptional Children Annual Conference
Charlotte, N.C., May, 1999

GA Council of Special Education Administrators Conference
Augusta, GA, May, 1999

"TBI and the Preschool Child"
lecture presented by Dr. Elizabeth Moberg, GLRS, Augusta, GA. 2000.

GA State Department of Exceptional Children and Board of Regents Meeting
Macon, GA, January, 2005

Georgia Department of Education, Division of Exceptional Children, Update on Certification
April, 2006

Upcoming Professional Meetings

Area F Conferences for Professional Courses

Macon, GA, January, 2007

IV. SERVICE

Service to the Institution

Academic Advising

- Faculty Academic Advisor for undergraduate students in Special Education (Interrelated)
- Masters' students in Special Education (Intellectual Disabilities)

Student Group Advisor

- Organized and faculty advisor for the Augusta State University chapter of the student Council for Exceptional Children (1995-present)
- 1995-1998 Served as the Georgia Federation faculty advisor for the student Council for Exceptional Children groups

University-wide Committees

- Athletic Committee (1993-1995)
- Ft. Gordon Liaison Committee (I 995-present)
- Faculty Research and development (1995-1998)
- Recycling Committee (1998-2000)
- Library Committee (2000-2002)
- Women's Study Committee (2000-present)
- Scholarships and Financial Assistance Committee (2003-present)
- Athletics Committee (2005-2006)
- Student Honors and Awards (2004-present)

College Of Education Committees

- Awards Committee (1993-96) Chair, 1995
- Search Committee for Counselor Education position (1993)
- Recording Secretary (1992-93)
- Field Experiences Committee (1993-94)
- Undergraduate Appeals Committee (1994-95)
- Search Committee for Educational Foundations position (1995)
- Reorganization Committee (1994-95)
- Curriculum Committee (1994-97)
- Search Committee for position in Counselor Education (1996)
- (Chair) Search Committee for position in Special Education (1995)
- Search Committee for Chairperson of Clinical and Professional Studies, (1997)
- Community Collaboration Committee (1998)
- Teacher Education Council (I 995-present); Exceptions Committee
- Enrollment Committee (2001-2002)
- Search Committee for Dean of College of Education (2003-2004)
- Scholarship Committee (2005-present)
- Personnel Advisory (2005-present)
- Search Committee, Middle Grades position (2005-2006)
- Search Committee, Special Education position (2005-2006)
- Search Committee, Special Education position (2005-2006)

Service to the Department

- Chair, Search Committee for the LD faculty position, 2001.
- Chair, Post Tenure Review Committee, 2002
- Put together the undergraduate interrelated (new program) and Master's intellectual disabilities notebooks for the PSC visit in March, 2001
- Coordinated undergraduate program change from intellectual disabilities to interrelated (rewriting program of study, syllabi, and presenting to faculty), 2000
- Serve as the liaison for the DELCSPED at the PDS Forum meetings, 2000-present
- Serve as the PDS University Coordinator for Bungalow Road Elementary School (2001-2003).
- NCATE Committee, Standard (2003-2004)
- Special Education Scholarship Committee (2001-present)
- Chair, Tenure and Promotion Committee, 2003-2004
- Special Education Community Advisory Panel (2003-present)
- Search Committee, Special Education position (2004-present)
- Pretenure Review Committee (2004-2005)
- Admissions Committee (2004-2005)
- Retention Committee (2005-2006)

Service to the Profession

Professional Memberships

- Council for Exceptional Children (1981-present)
- Member, Division on Mental Retardation (1981-present)
- Member, Teacher Education Division, (1984-present)
- Membership Chairman of TED (1994-1997)
- Member, Division of Physical Disabilities (1988-1991)
- Member, Division of Early Childhood (1989-2005)
- The Association for Persons with Severe Handicaps (1985-1995)
- American Association on Mental Retardation (1979-1994)
- National Association of Retarded Citizens (1986-1996)
- National Association for the Education of Young Children (1994-2004)
- Phi Delta Kappa (1986-2004)
- Association for Supervision and Curriculum Development (1995-2003)
- Southern Early Childhood Association (1998-2003)
- American Association of University Professors (2006-present)

Service to the Community

- Organizer and secretary for the CSRA Preschool Consortium with the Georgia Learning Resource Service (1993-94)
- Member, Board of Directors, Literacy in Action (1995-present)
- Member, Board of Directors, Interagency Coordinating Council (Babies Cant Wait) 1995-present Chair, Public Relations (1996)
- Organized and faculty coordinator, student Council for Exceptional Children group at Josey High School (1995-1998)
- Coordinated undergraduate volunteer participation in the Babies Can't Wait Christmas party and Graduation events (2001-2004)
- Coordinated an after school tutoring program at Laney High School (2001-2002) and Tubman Middle School (2002-2003); service learning project for ASU

undergraduates

- Coordinated storybook program for special education undergraduates at Sue Reynolds Elementary School (2003-present) and Langford Middle School (2005-present).
- Provided field supervision and support for new literacy center at East Augusta Middle School (summer, 2005).
- Coordinate parents in need of tutors with special education students
- ASU SPED Community Advisory Committee, Chairman

Other Service Activities

- Volunteer, Peach belt Basketball Tournament, (1994, 1995)
- Faculty Mentorship Program 1995,1996
- ASU Faculty Club, Executive Board (1993-1997)
- Presentation in Dr. Judy Wilson's class, May, 2005
- Presentation in Dr. Judy Wilson's class, June, 2006

CAROLYN ESPOSITO STEPHENS, M.S.W., PH.D.

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Augusta State University
2500 Walton Way
Augusta, Georgia 30904
706-729-2397

csteph10@aug.edu

EDUCATION

Doctor of Philosophy 1999-2005
University of Georgia
Major: Interrelated Special Education
Emphasis: Early childhood; Autism

Master of Social Work 1977-1979
The Catholic University of America
Major: Clinical
Emphasis: Developmental psychotherapy

Bachelor of Arts 1968-1971
Allegheny College
Major: English
Emphasis: Secondary school education

UNIVERSITY OF GEORGIA TEACHING

Supervisor; Undergraduate student teachers 2004

Instructor; Classroom and Behavior Management
for Individuals with Disabilities (SPED 3050) 2001

Graduate Assistant, Classroom and Behavior
Management for Individuals with Disabilities
(SPED 3050) 1999-2000

WORK EXPERIENCE

Assistant Professor, Department of Educational 2006-Present

Leadership, Counseling, and Special Education
Augusta State University, Augusta, Georgia

Educational Consultant and Case Manager, consulting to parents, teachers, and other personnel who work with children with disabilities, Bogart, Georgia.	2006
Consultant to families of children with autism and agency personnel, Athens, Georgia.	1994-2005
Practitioner, Auditory Integration Training, Athens, Georgia.	1992-1996
English teacher, Adult education, Alexandria City Public Schools, Alexandria, Virginia	1974-1976
English teacher, High School, Alexandria City Public Schools, Alexandria, Virginia	1973-1977
Substitute teacher, Alexandria City Public Schools, Alexandria, Virginia	1972-1973

NONPROFIT EXPERIENCE AND TRAINING

Director and teacher, autism intervention program, Athens, Georgia	1997-present
President, Board of Directors, The Transitional Center for Young Children, Athens, Georgia	1988-1993
Fundamentals of Management, Training workshop, Nonprofit Resource Center, Atlanta, Georgia	1991
Performance Appraisal, Training workshop, Nonprofit Resource Center, Atlanta, Georgia	1991
Director, The Transitional School for Young Children, Athens, Georgia	1989-1991
Planning committee member, Department of Human Resources, Group Home for Adults with Autism, Douglasville, Georgia	1988-1989

PUBLISHED

Psychological Assessment Research Team (2006). Three practice parameters for interpreting intelligence test part scores. *Journal of*

Neuropsychology, Neuropsychiatry, and Neurosciences [Revista de Neuropsicología, Neuropsiquiatría y Neurociencias]. In press.

Stephens, C. E. (2005). Overcoming challenges and identifying a consensus about autism intervention programming. *The International Journal of Special Education*, 20, 35-49.

CONFERENCE PRESENTATIONS

Autism Spectrum Disorders: Resolving Past Issues and Building New Programs, National Conference, Division for Early Childhood of Council for Exceptional Children, Illinois, 2004.

Autism Spectrum Disorders: Resolving Past Issues and Building New Programs, State Conference, Georgia Council for Exceptional Children Conference, Georgia, 2004.

Navigating Through a Sea of Professionals, National Autism Conference, Autism Society of America, North Carolina, 1995.

A Blueprint for Inclusion: Combining Old with New Approaches, National Autism Conference, Autism Society of America, Nevada, 1994.

Returning Students with Autism to Less Restrictive Settings: A Residential School Perspective, Annual Meeting, Center for Outreach and Services for the Autism Community, New Jersey, 1994.

Educating Parents and Professionals about Auditory Integration Training: Making Informed Decisions, Autism Society of America, Georgia, 1993.

Working Through the Negative Feelings of Parenting a Handicapped Child, Meeting of Child Care Professionals, Kansas, 1992.

RESEARCH AND WRITING

Doctoral Dissertation Research

Effects of an Imitation Routine on Reciprocal Motor and Language Imitation in Children with Autism, 2005

Doctoral Single Subject Research

A Comparison of Scaffolding Strategies as Support for Joint Attention Development in Children with Autism, 2004

Master's Thesis Research

The Professional Self-Image of Master's of Social Work Students, 1978

Literature Reviews

Imitation in Children with Autism, 2004

Evolution of the Consulting Model for Early Childhood Special Education, 2004

Overcoming Challenges and Identifying a Consensus about Autism Intervention Programming, 2004.

Resolving Issues and Building Appropriate Interventions for Individuals with Autism Spectrum Disorders, 2002

Joint Attention Development: A Model for Early Intervention for Children with Autism Spectrum Disorders, 2000

Grants Written

Preschool Inclusion Program for Children with Autism Spectrum Disorders, 2004

Screening by Physicians for Autism Spectrum Disorders During Well-baby Visits, 2004

Education and Training Program for Parents of Children with Autism Spectrum Disorders, 2003

Curricular Development

Introduction to Autism Intervention for Educators, 2004

CERTIFICATION AND LICENSES

Teacher Certification, Interrelated Special Education, Georgia	2004-present
Teacher Certification, English (6-12), Georgia	2000-present
Social Service Certification, School Social Work (P-12), Georgia	2000-present
Master's of Social Work License, Georgia	1987-1995
Postgraduate Professional License, Commonwealth of Virginia.	1979-1984
Teacher Certification, Secondary School English,	1972-1977

Commonwealth of Virginia.

PROFESSIONAL MEMBERSHIP

Division for Early Childhood, Council for Exceptional Children	2004-present
Council for Exceptional Children	2003-present
Pi Lambda Theta, International Honor Society and Professional Association in Education	2000-present
Autism Society of America	1986-present
National Association of Social Workers	1979-present
National Education Association	1971-1977

PRACTICA

Special Education, Clarke Central High School. University of Georgia, Athens, Georgia	2000
Special Education, Timothy Road Elementary School, University of Georgia, Athens, Georgia	1999
Social Work, St. Elizabeth's Psychiatric Hospital. The Catholic University of America, Washington, D.C.	1999
Social Work, The Rose School. The Catholic University of America, Washington, D. C.	1978-1980
Social Work, The D.C. Institute of Mental Hygiene. The Catholic University of America, Washington, D. C.	1978-1979
Undergraduate, Secondary School English. Allegheny College, Cleveland, Ohio	1971

PROFESSIONAL DEVELOPMENT

Wrightslaw Seminar on Special Education Law, Autism Society of America—Greater Georgia Chapter, Georgia, 2006.

Annual Autism/Asperger Conference, Autism Society of America—Greater Georgia Chapter, Georgia 2006.

Consumer-Directed Natural Support Enhancement and Self Determination Training, The Governor's Council on Developmental Disabilities, The

Office of Developmental Disabilities, and The Center for Self-Determination, Georgia, 2005.

International Conference on Young Children with Special Needs and Their Families, *Lessons Learned: Weaving our Future from the Threads of the Past*, Division for Early Childhood, Council for Exceptional Children, Illinois, 2004.

Georgia Council for Exceptional Children Conference, *Step-by-Step Success*, Georgia, 2004.

Training Workshop for The SCERTS Model: *Enhancing Communicative and Socioemotional Competence in Young Children with Autistic Spectrum Disorders*, Georgia, 2003.

The Interdisciplinary Council on Developmental and Learning Disorders International Conference, *Autism and Disorders of Relating and Communicating, Improving Long-term Outcomes*, Virginia, 2002.

National Conference on Autism, *Parents and Professionals...Together We Triumph*, Autism Society of America, North Carolina, 1995.

National Autism Conference, *A New Dawn of Awakening*, Autism Society of America, Nevada, 1994.

National Conference, *Issues in Autism*, Center for Outreach and Services for the Autism Community, 1994.

Division TEACCH Workshop, *TEACCH Approach to Working with People with Autism*, Treatment and Education of Autistic and Related Communication handicapped Children and Adults, 1994.

International Autism Conference, *A World of Options*, Autism Society of America and Autism Society of Canada, Canada, 1993.

Autism Intervention Conference, *A Celebration of Breakthroughs*, Georgiana Organization, Connecticut, 1993.

National Autism Conference, *Old Wisdom, New Ideas*, Autism Society of America, New Mexico, 1992.

Auditory Integration Training by Guy Berard, M.D., Georgianna Organization, Connecticut, 1992.

Behavior Management Training, The Mandt System – *Managing Non-aggressive and Aggressive People*, Institute of Logopedics, Kansas, 1992.

Annual TEACCH Conference, *Autism – Past, Present, and Future*, Division TEACCH, North Carolina, 1992

TEACCH Methods Workshop, Autism Society of Atlanta, Georgia, 1989.

Annual TEACCH Conference, *High Functioning Autistics*, Division
TEACCH, North Carolina, 1989

PROGRAM OF STUDY, UNIVERSITY OF GEORGIA

Core Special Education

SPED 9940, Supervision of Undergraduate Student Teachers, 2004.

SPED 9600, Issues and Trends in Special Education, 2003.

SPED 9930, Internship in College Teaching in Special Education, 2001.

SPED 9930, Internship in College Teaching in Special Education, 2000.

SPED 8990, Research Seminar in Special Education, 2000.

Early Childhood

SPED 7200, Early Childhood Special Education Intervention, 2004.

SPED 7100, Early Childhood Special Education Assessment, 2003.

Mental Retardation

SPED 7220, Methods for Teaching Social Skills, 2000.

SPED 7210, Methods for Teaching Functional Skills, 2000.

SPED 7110, Mental Retardation, 1999.

Learning Disabilities

READ 6020 (Department of Reading Education), Problems in Reading,
2000.

SPED 7220, Methods for Teaching Academic Skills, 1999.

SPED 7120, Learning Disabilities, 1999.

Other Coursework

EPSY 7100 (Department of Educational Psychology), Individual Assessment of Development, 2003.

EPSY 8160, Seminar on Autism, Developmental Disorders, and Mental Retardation, 2003.

ERSH 8310 (Department of Educational Research and Measurement), Applied Analysis of Variance Methods in Education, 2001.

ERSH 8320, Applied Correlation and Regression Methods in Education, 2003.

PSYC 9100 (Department of Psychology), Special Problems in Psychology, 2001.

SPED 8000, Seminar on Technology in Special Education, 2000.

SPED 8370, Single-Subject Research Methodology, 2000

PROFESSIONAL REFERENCES OF CAROLYN E. STEPHENS, M.S.W., PH.D.

Dr. Rex Forehand
Ansbacher Professor of Psychology
Director of Clinical Training
Psychology Department
University of Vermont
Burlington, Vermont 05405
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Dr. David Gast
Professor
Department of Communication
Sciences and Special Education
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Dr. Cynthia Vail,
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Early Childhood Special Education
Coordinator
Department of Communication
Sciences and Special Education
570 Aderhold Hall
University of Georgia
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Augusta State University
Augusta, Georgia 30904
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Education

2006 Ph.D., Special Education, University of Kansas
2002 M.Ed., Louisiana State University-Shreveport
1993 B.A., Special Education and Secondary English Education, Louisiana State University-Shreveport

Professional Experience

2006- present Assistant Professor of Special Education, Augusta State University
2005- 2006 Graduate Research Assistant, KU Online TransCert Program, Transition Coalition, University of Kansas
2002- 2005 Graduate Research Assistant, Institute for Educational Research and Public Service, University of Kansas
1996- 2002 Special Education Teacher, grades 6-12, Cotton Valley High School, Cotton Valley, Louisiana
1994-1996 Secondary English Teacher, Mansfield High School, Mansfield, Louisiana
1993-1994 Secondary Resource Room Teacher, Caddo Oaks Hospital, Shreveport, Louisiana

Awards and Scholarships

2003 Grace M. Phinney School of Education Scholarship, University of Kansas
2002 University of Kansas, Interprofessional Transition Education for High Incidence Disabilities Personnel Preparation Project Scholarship
2002 University of Kansas, Transition Leadership Personnel Preparation Program Scholarship
2002 Outstanding Master of Education Student, Louisiana State University-Shreveport

Professional Organizations

Council for Exceptional Children
Teacher Education Division
Division on Career Development and Transition
Division of International Special Education and Services
Division for Culturally and Linguistically Diverse Exceptional Learners
National Service-Learning Partnership
Georgia Educational Research Association
Volunteer, John Dewey Learning Academy (2002-2003)
Beta Club sponsor, Cotton Valley High School (1996-2002)

Presentations

- O'Connor, M., & O'Connor, R. (2007). *Co-Teaching in an Urban Middle School Mathematics Classroom: A Case Study*. 32nd Annual Meeting of the Georgia Educational Research Association, Savannah.
- O'Connor, M. (2007). *Increasing Student Engagement Through the Use of Differentiated Instruction and Service-Learning*. 1st Annual Civic Learning Conference, Coastal Carolina University, Conway, South Carolina.
- O'Connor, M. (2007). *Strategies for Successful Collaborative Teaching*. Impacting Student Learning Partner School Conference, Augusta State University, Augusta.
- O'Connor, M. (2006). *A Qualitative Study of the Use of Service-Learning with Students At-Risk Due to Behavior Problems*. Georgia Educational Research Association Conference, Savannah.
- O'Connor, M. (2005). *Transition, Disability, and Service-Learning*. Kansas University Professionals for Disabilities 1st Annual Conference, University of Kansas.
- O'Connor, M. (2004). *Service-Learning with At-Risk Kids: A Case Study of an Alternative High School*. International Consortium for Experiential Education Joint Conference 2004, Miami.
- O'Connor, M. (2004). *Teacher Perceptions of Service-Learning at an Alternative High School*. 15th Annual National Service-Learning Conference, Orlando.
- O'Connor, M. (2003). *Service-learning as a transition strategy*. CEC-DCDT International Conference, Roanoke.
- O'Connor, M. (2003). *Transition Outcomes: Transforming the IEP Process for Success*. 23rd Louisiana Superconference on Special Education, Baton Rouge.

Publications

- O'Connor, M., Huette, C., & Elder, D. (2007). Making connections: The role of service-learning in building social capital and education for the 21st century. *Community Education Journal*, 30, 12-16.
- O'Connor, M. (in press). *Inclusion and Collaborative Teaching: Changing signposts in the evolution of special education policy and practice*. In Deering, T.E., (Ed.), *Perspectives on American education*. Dubuque, Iowa: Kendall Hunt Publishing Co.

Grant Development

- Elliot, M., O'Connor, M., & Crawford, G. (2002). *Training Trainers to Individualize Professional Development for Alternately Certified Teachers in the Kansas City Kansas Public Schools*. Selected by the Kansas Board of Regents as a model grant proposal. Composed, under the supervision of Marleen Elliott, Ph.D., all sections except Personnel and Budget sections. Funded for \$50,000 in May, 2003.

Grant Review

- Served as Panel Member, read and scored grants for the Kansas After-School Enrichment Grants. July, 2005.
- Served as Panel Manager, read and scored grants for the 21st Century Community Learning Center (CCLC) Kansas state grant competition. May, 2004.

Grant Evaluation

- Conducted focus groups with pre-school teachers, test administrators, pre-school administrators, and parents with the Early Reading First program in Junction City, Kansas, and prepared a qualitative summary of the results. Also wrote and presented qualitative assessments based on observations and informal interviews with the staff of this program. September-November 2005.
- Conducted focus groups and interviews, analyzed and reported the findings for the Smaller Learning Communities grant in Junction City, Kansas. 2002-2005.
- Wrote *Qualitative Evaluation Report for the Smaller Learning Communities Grant in Junction City, Kansas*. 2003-2004.
- Conducted annual focus groups and survey administration for 21st Century Community Learning Center (21st CCLC) programs in elementary and middle schools in Wichita, Junction City, and Lawrence, Kansas. Compiled and reported quantitative and qualitative data from these focus groups and surveys. 2002-2004.
- Wrote *Qualitative Evaluation Report for the Smaller Learning Communities Grant in Junction City, Kansas*. 2002-2003.
- Co-wrote, with Nancy Harper, Ph.D., the *2002 Annual Performance Report for the Smaller Learning Communities Planning Grant* at Lawrence High School, Lawrence, Kansas. December, 2002.

Professional Development.

- Conducted teacher training, qualifying, and tester monitoring in evaluation instruments and assessment techniques used in the Early Reading First grants in Junction City, Kansas, and Topeka, Kansas. Compiled, analyzed, and reported quantitative and qualitative data from training and testing sessions for use in further program and professional development. August-November 2005.
- Presented training session entitled *Transition Best Practice* to two groups of special education teachers for the office of the Director of Special Education in Webster Parish, Louisiana. April 2002.

Guest Lectures

- Augusta State University, September 2007. Guest Lecturer for EDUC 2120: Exploring Social-Cultural Perspectives in Education. Conducted one hour-long presentation entitled *Students with Disabilities in Public Education*.
- Augusta State University, October 2006. Guest Lecturer for EDTD 6221: Best Practices in Language Arts. Presented lecture entitled *Introduction to Service-Learning*.
- University of Kansas, Summer 2004. Guest Lecturer for SPED 798: Special Course: Summer Transition Institute. Conducted one class session entitled *Service-Learning in an Alternative High School*.
- University of Kansas, Summer 2003. Guest Lecturer for SPED 798: Special Course: Summer Transition Institute. Conducted one class session entitled *Service-Learning for Students with Disabilities*.

College Teaching Experience:

- SPED 2000: Teaching Students with Disabilities in the General Education Classroom. Augusta State University. An introductory course for

- general and special educators, covering laws and regulations impacting special education, pre-referral and referral procedures, definitions, litigation, and characteristics of individuals with disabilities and students with multiple abilities, research-based instructional methodologies, strategies, and techniques, collaboration/consultation, classroom acceptance, and assistive technologies. 20 hours of field experience included.
- SPED 3001: Policies and Procedures in Special Education. Augusta State University. An introductory course on federal, state, and local rules and regulations, basic policies and procedures in special education, landmark legislation and litigations impacting the education of individuals with disabilities, and current issues and trends in special education. 20 hours of field experience included.
 - SPED 6405: Practicum in Special Education. Augusta State University. Practicum in special education for candidates who are required to take more than one semester of internship. This supervised course provides a concentrated field experience and introduction to teaching in the special education classroom. Practicum precedes the internship for candidates who are not teaching and or have not taught in a special education classroom. 150 hours of field experience included.
 - SPED 6406: Internship in Interrelated Special Education. Augusta State University. A field-based internship for graduate students who have previous experience in public schools. The students gain first hand experiences working with students in an inter-related public school class; the emphasis is on writing and implementing lesson plans. 150 hours of field experience included.
 - SPED 6001: Policies and Procedures in Special Education. Augusta State University. Course provides extensive coverage of federal and state laws, as well as administrative and civil court actions pertaining to the status of children with disabilities. The role of executive, legislative, and judicial bodies were examined in relation to legal, ethical, and procedural parameters that provide direction for school practitioners and policy makers, including difficult policy issues and day-to-day professional decision-making dilemmas of current interest. Taught as a face-to-face course in 2006-2007. Will be a fully online course in Spring 2008. 20 hours of field experience required.
 - SPED 6009: Characteristics of Students with Mild Disabilities (Online). Augusta State University. A fully online course covering disability categories, the special education system, and current issues in special education identification and classification of students with mild disabilities. 20 hours of field experience required.
 - SPED 6010: Methods for Teaching Students with Mild Disabilities (Online). Augusta State University. A fully online course covering best practices and current trends and issues concerning the education of students with mild disabilities. 20 hours of field experience required.
 - SPED 859: Interagency Services for Transition to Adulthood (Online). University of Kansas. Co-taught with Mary Morningstar, Ph.D. Using commercially available software applications in conjunction with the university Blackboard system, instructors created online web pages with graphic and textual components, web links, and student interactivity. Instructors collaborated with university technical assistance personnel to upload all digital course materials

unto the university Blackboard site and secure site access for guest online speakers. My duties included grading and reporting student work, co-leading online discussion boards, maintaining digital and hard copy records of student work and class development, and assisting in further development of materials for this course.

LORI F. ANDERSON

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(563) 499-8936 lori-pement-anderson@uiowa.edu
lorifanderson@gmail.com

ACADEMIC BACKGROUND

Ph.D. **Dec. 2006** **Teaching and Learning**
University of Iowa
*Comprehensive Areas: Special Education, Behavior
Disorders, Educational Measurement, & Counseling*

Dissertation: *A Longitudinal Study of Teachers of
Students with Behavioral Disorders: Knowledge and
Classroom Practice*

M.Ed. **May 1996** **Special Education** St.
Ambrose University

Master's Thesis: *An Analysis of Behavior Frequency in
Severely Behavior Disordered Middle-School Students
Involved in Systematic Choral Instruction*

B.M.Ed. **May 1990** **Music Education** St.
Ambrose University

LICENSURE (Certificate #306399)

Iowa Master Educator License Endorsements:
*Instructional Strategist I: Mild/Moderate Disabilities, Learning
Disabilities: 5-12, Behavioral Disorders: 5-12, Music: K-8 and 5-12*

RESEARCH INTERESTS

Teacher Preparation
Inclusive Education
Multi-Cultural Issues in Education
Mental Health Needs in Special Education

UNIVERSITY TEACHING

Spring 2007 **Adjunct Faculty, The University of Iowa, Iowa City,
IA**

Courses Taught: **7U:100: Foundations of Special
Education**

Undergraduate and Graduate students (n=150)
Supervised and collaborated with class graduate

assistant

7U:206: Practicum with Exceptional Persons

Fall 2006 **Teaching Assistant & Guest Lecturer** *The University of Iowa*, Iowa City

7U:100: Foundations of Special Education
Lecture Topic: History of Special Education

2005-2006 **Visiting Assistant Professor**, *Knox College*, Galesburg, IL

Courses Taught: **EDUC 202: History of Education**
EDUC 301: Teaching and Learning in a Diverse

World

EDUC 310: Curriculum Analysis
EDUC 317: Middle School Methods

UNIVERSITY TEACHING (cont.)

Fall 2006 **Teaching Assistant**, *The University of Iowa*, Iowa City, IA

College of Education, Dept. of Teaching and Learning
Courses Assisted: **7U:100: Foundations of Special Education**

Assisted local/distance learners using *Iowa Communications Online (ICON)*

Managed and maintained online information for students

Provided class instruction as guest lecturer

Provided student consultation regarding writing, research, and course requirements for local and distance learners

Assisted with exam development, administration, and grading

Fall 2004 **Adjunct Faculty**, *St. Ambrose University*, Davenport, IA

Courses Taught: **MATH 121: Intro to Algebra**

Summer 2003 **Teaching Assistant**, *The University of Iowa*, Iowa City, IA

College of Education, Dept. of Teaching and Learning
Courses Taught: **7U:203: LD/BD Methods**

Taught both local and distance learners using *Iowa Communications Network (ICN)* and a variety of instructional methods including technology, lecture and small- and large-group formats

Seminar format emphasized content, research, and practice for teachers of students with special behavioral and other learning needs

Supervised research and dissemination projects

Coordinated Poster Presentations for annual CEC Research Symposium

2001-2002 **Adjunct Faculty, *St. Ambrose University, Davenport, IA***

Courses Taught: **MUS 110: *Music Orientation***
Nontraditional students in the *ACCEL* program
Refined modules and updated syllabi
Delivered instruction using a variety of technologies
and a collaborative, “hands-on” approach
which stressed practical application in addition to
formal instruction

2001-2004 **Teaching Assistant, *The University of Iowa, Iowa City, IA***

College of Education, Dept. of Teaching and Learning
Coordinated *Earn As You Learn*, a Federally-funded,
Master’s-level, BD teacher training program

Compiled and analyzed data from the 5-year grant and
participant follow-ups
Disseminated information in conference presentations
and written reports
Supervised graduate-level student teachers of students
with emotional/behavioral
disorders, learning disabilities, and other special needs
Worked collaboratively with College of Education
faculty and co-workers, school and Area Education
Agency personnel

2001-2007 **Student Teaching Supervisor, *The University of Iowa, Iowa City, IA***
College of Education, Dept. of Teaching and Learning

Supervised graduate-level student teachers
Provided support and feedback on teaching
knowledge, skills and strategies for educating
students with special needs and collaborating with parents,
room associates, and other educational professionals
Conducted formal and informal conferences among
student teachers, college supervisors and
cooperating teachers

PROFESSIONAL CONSULTING

Anderson, L. F. (2003, November). *Screening with the MAYSI-2: Procedures and Protocols.*
Omaha Juvenile Assessment Center, Omaha, NE. Invited
presentation.

Anderson, L. F. (2002, October). *Co-Teaching: Can-Do Collaboration.*
Mid-Prairie Middle School. Wellman, IA.

K-12 TEACHING

1999-2000 Co-teacher of students labeled behaviorally disordered in alternative middle/high school. Hillcrest Family Services, Bettendorf, Iowa.

1996-1999 Substitute and music teacher in Quad-City area schools. Conducted Palmer College Choir. Davenport, IA.

1998-1999 Teacher of music therapy for the hearing impaired. Eisenhower Elementary School, Moline IL.

Teacher of ELL music classes. Ericsson Elementary School. Moline, IL.

Committee to update Moline, IL Public Schools' music curriculum, to bring into line with Illinois state standards. Moline, IL.

1997-1998 Updated the entire K-12 music curriculum to bring into line with Illinois state standards for music education. Taught K-12 music. Alexis, IL.

1994-1996 Special education classroom teacher for grades 9-12 for autistic students and students labeled severe-profound within an inclusionary setting. Clinton High School. Clinton, Iowa.

1993-1994 Teacher of students aged 11-15 in residential school for students with behavioral disorders. Orchard Place Campus School, Des Moines, Iowa.

PUBLICATIONS

Anderson, L. F., & Hendrickson, J. (submitted). Early-career teacher knowledge, ratings of competency importance, and observed use of instruction and management competencies. *Education and Treatment of Children*.

Anderson, L. F., & Hendrickson, J. (in preparation). From EBD student teacher to classroom teacher: Relations among knowledge and performance across time.

PROFESSIONAL PRESENTATIONS

Anderson, L. F. (2006, November). *A Longitudinal Study of Teachers of Students with Behavioral Disorders: Knowledge and Classroom Practice*. Thirtieth Annual Teacher Educators for Children with Behavior Disorders Conference, Tempe, AZ.

Anderson, L. F. (2005, November). *EBD Teacher Knowledge and Practice*. Illinois Association of Teacher Educators' Fall Conference, Eastern Illinois University, Charleston, IL.

Anderson, L. F. (2005, November). *EBD Teacher Knowledge and Practice: A Longitudinal Study*. Twenty-Ninth Annual Teacher Educators for Children with Behavior Disorders Conference (TECBD), Tempe, AZ.

Anderson, L. F. (2004, April). *Mental Health Needs in Iowa Juvenile Justice*. University of Iowa Council for Exceptional Children Symposium. The University of Iowa, Iowa City, IA.

Anderson, L. F. (2003, November). *Mental Health Needs in Juvenile Detention: Implications for Educators*. Twenty-Seventh Annual Teacher Educators for Children with Behavior Disorders Conference (TECBD). Tempe AZ.

Anderson, L. F. (2003, October). *Administering the MAYSI-2: Reports and Results of the Massachusetts Youth Screening Instrument, 2nd ed.* Ninth Joint Conference on Juvenile Services. Bloomington, MN.

Anderson, L. F. (2003, October). *Challenges and Choices: Preparing Master's Level Teachers of Students with Behavior Disorders for the 21st Century*. Ninth Joint Conference on Juvenile Services. Bloomington, MN.

Anderson, L. F., Hendrickson, J., Watrin, K., & Andelman, M. (2003, February). *One Collaborative Master's Level Teacher Preparation Model: Earn As You Learn*. Midwestern Symposium in Behavior Disorders. Kansas City, MO.

Hendrickson, J., Anderson, L. F., Watrin, K., & Andelman, M. (2002, November). *Field-*

based Teacher Preparation of Master's Level Teachers of Students with Behavior

Disorders. XI International Child and Adolescent Conference. Miami, FL.

Hendrickson, J., Anderson, L. F., Watrin, K., & Andelman, M. (2002, February). *Earn As You Learn: A Partnership to Prepare Graduate Level Teachers of Students with Behavioral Disorders*. Midwestern Symposium in Behavior Disorders. Kansas City, MO.

Anderson, L. F. (2002, February). *Social Learning Theory and Cultural/Institutional Bias in Iowa, 1850 -1900*. Martin Luther King Jr. Research Symposium, The University of Iowa. Placed 3rd in juried competition.

Anderson, L. F. (2000, October). *Empirically Validated Treatments for Children: Implications for Multicultural Competencies*. Kansas Conference on Clinical Child Psychology. University of Kansas, Lawrence, KS.

(2007, April). Panel Discussion Moderator. *Response to Intervention*. Thirteenth Annual Inclusive Education Symposium. The University of Iowa, Iowa City, IA.

(2006, April). Panel Discussion Moderator. *Schools and Families: Building Relationships*. Twelfth Annual Inclusive Education Symposium. The University of Iowa, Iowa City, IA.

HONORS/AWARDS Magna Cum Laude, *St. Ambrose University*
Kappa Delta Pi
Alpha Chi
Academic Merit Scholarship
Dean's List
Music Scholarship

SERVICE

Past President & Newsletter Co-Editor (2006-2007) *The University of Iowa CEC*

President (2005-2006) *The University of Iowa CEC*

Officer (2001-2007) Executive board, *The University of Iowa CEC*

Editor (2002-2003) CEC newsletter, *The University of Iowa CEC*

Contributor, CEC newsletter, *The University of Iowa CEC*

Coordinator (2003) Poster session, Spring Symposium, *The University of Iowa CEC*

Representative, Student Government, *St. Ambrose University*

Broadcasting:

Director and host of "The Counselor's Corner," *KALA-fm* (2000-2001)

Evening editor and volunteer coordinator for APRIS, the Augustana

Public Radio Information Service's reading service for the print-impaired, *WVIK-fm* (1997-2001)

MEMBERSHIPS

Council for Exceptional Children (CEC)

Teacher Education Division (TED)

Council for Children with Behavioral Disorders (CCBD)

Council for Children with Learning Disabilities (CCLD)

Music Educators' National Conference (MENC)

Appendix D

Executive Summary

Executive Summary

EDUCATIONAL SPECIALIST IN SPECIAL EDUCATION

The Educational Specialist program in Special Education in the Department of Educational Leadership, Counseling and Special Education is a post master's degree program. There is currently no post master's degree level program in Special Education in the Augusta area. The program of study is a minimum of 30 hours beyond the M.Ed. and/or M.A.T. level of study and the program will complement the existing undergraduate and master degree programs already in place at Augusta State University. Teachers in the Augusta area and students currently enrolled in one of the programs in our geographical area have requested a more advanced program in Special Education. These teachers seek to have additional professional training and increased competence in their knowledge and practice.

The objectives of the Educational Specialist degree program in Special Education are to provide special education teachers already having master's level training in the thirteen county Augusta area (counties include Burke, Columbia, Richmond, McDuffie, Emmanuel, Jefferson, Lincoln, Washington, Glascock, Warren in Georgia and Edgefield, McCormick and Aiken Counties in South Carolina) a vehicle to increase their professional knowledge, become teacher leaders in their community, and increase their levels of professional expertise in instruction, research, and application of evidence based practices. Coursework would enable teachers to apply for grant funds to support the work of their school systems as well as help the county directors of Special Education implement new directives from the State Department of Education as they occur.

Currently only bachelor and master's level programs in special education are offered in the Augusta geographical area. An Ed.S. sixth year program will offer additional professional training and increase competence of teachers in applying and generating evidence-based information in special education. Special Education is a critical needs field in Georgia. A survey was conducted in 2005 of area special educators, utilizing focus group polling of students in graduate teaching programs at ASU, current teachers in the Augusta area, and collaborative discussions of ASU faculty with community special education leaders. Approximately 50% or 35 of the ASU special education graduate students have expressed a desire to continue in their field beyond the master's degree level but prefer to obtain that degree in Special Education instead of a related field. Special educators in the Augusta community are expressing continuing needs to become knowledgeable about the evidence base in special education that informs best practices. Our special education graduate students are expressing a desire to continue in their field beyond the master's degree level. Currently the only option in our department is in Educational Leadership. Many of our students have expressed a desire for an advanced degree in the field of Special Education. There are no Ed.S. programs in Special Education offered in the Augusta and larger eastern Georgia area.

The economic development of the greater Augusta area, and ASU will benefit from the proposed Ed.S. program. The community will benefit from more qualified Special Education teachers in the school system, who will not only be knowledgeable in their area of expertise, but will also be leaders in their schools. The community benefit from

this will be most likely evident in the increase in graduation rates, higher post secondary enrollment and greater workplace readiness of Special Education students in the area. ASU will have economic benefit from the proposed program due to increased enrollment. Students of the proposed program will gain economic benefit in their situations due to the additional compensation they will be able to demand which their level of expertise deserves.

The program of Special Education at Augusta State University seeks to offer an Educational Specialist degree that will advance knowledge of teachers and enrich community school systems. This degree will further the mission of the University and will not require a significant alteration of the institutional mission. It will not require a new organizational unit for the College of Education or Department of Educational Leadership, Counseling, and Special Education. The proposed program will help meet the priorities of our department's strategic plan by training special education teachers beyond the M.Ed. and M.A.T. level of study. The proposed change will not require an addition or change in our institutional strategic plan.

The proposed Ed.S. program follows the strategic goals laid out by the by the University System of Georgia's Board of Regents. Firstly, the proposed Ed.S. program addresses strategic goal two, in creating additional enrollment opportunities for targeted, programmatic growth. Recent surveys of the CSRA area, and of undergraduate and master's level Special Education students at ASU have shown a need for a sixth year Ed.S. program in Special Education. Secondly, the proposed program would facilitate strategic goal three of the University System of Georgia's strategic plan. By increasing the opportunity for higher level education and research opportunities for Special Education teachers ASU would be creating a more knowledgeable and able workforce in Georgia. Considering that Special Education is a critical needs field in Georgia and that there is no other Ed.S. program in Special Education in the Eastern Georgia area the program will aid in Georgia's efforts to become nationally and internationally competitive in the field. Thirdly, the proposed Ed.S. program will aid in the University System of Georgia playing a leadership role in the strengthening of Georgia's education systems addressing strategic goal four. The further education of our K-12 educators will not only increase teaching standards, but help to raise graduation rates, increase post secondary enrollment, and improve workforce readiness.