

**Graduate Curriculum Request Form:
For a New Academic Unit or Degree Program
or Change in an Existing Academic Unit or Degree Program**
Northern Vermont University - Johnson

Introduction: *What is the purpose of your submission? (1-2 sentences)*

Establish a new graduate certificate to train special educators on an emergency teaching license. This is due to the statewide teacher shortage and at the request of and in collaboration with the Vermont Agency of Education

1. Department: *Education*
2. Faculty sponsor: *Schulze*
3. Semester change is to take effect: *Summer 23*
4. Title of existing program or proposed title for new program or concentration:

Graduate Certificate: Special Education Teacher Preparation

5. If this request is for a revision in an approved program, provide a Plan of Study for the existing program and one for the propose program. N/A
6. Type of change: (check where appropriate)
 - a. Title
 - b. Courses: Added, Removed, Changed
 - c. Deletion of Program
 - d. Description
7. If the program is being revised, provide an explanation for the changes. If this is a new program or concentration, provide a **rationale** for it and describe how its **objectives** match the overall objectives of the department and the community.

Overview

The request is to establish a new plan of study to meet the need for training and endorsement of emergency special educators in Vermont public schools. This program was constructed in collaboration with the Vermont Agency of Education and the CEEDAR center, which has been contracted by the state to provide solutions for teacher shortages in the state. The request would establish a sequence of four new courses providing training in special education and the Vermont Core Teaching Standards, and potentially lead to an NVU/VTSU supervised student teaching experience.

Rationale

Due to a shortage of licensed special educators that is both chronic and currently highly acute, the VT AOE has been granting emergency teaching licenses for special education to new teachers with potentially no training in the field of education, and then granting them two years to become trained and licensed. The Agency called together a group of stakeholders from within the AOE, educator preparation programs, schools, and educational consultants from the CEEDAR center to work on ways to prepare more teachers and alleviate the shortages. The AOE recommended EPPs design a four-course sequenced with suggested content in each; this proposal is based on that recommendation.

This is a new market of prospective students; this emergency license did not exist two years ago, and our current MA in special education presupposes that students complete it before they begin teaching, not after. Other

programs in the state are also encouraged to begin programs such as this; if we act quickly we can offer our program first to improve our graduate numbers and expand our footprint in the state.

Objectives

The learning objectives for the course are identical to those in the VT Core Teaching Standards and the VT Special Education endorsement standards. Completing the certificate provides training in these areas, with a possibility of student teaching, and a potential to transition into a master's degree program.

Catalog Description

The graduate certificate in emergency special education teacher preparation provides the needed training in special education and the Vermont Core Teaching Standards to allow educators on an emergency special education license to apply for licensure.

Requirements:

All of the following courses

EDU 6XXX Practical Planning and Assessment (Summer) (3 credits)

EDU 6XXX Classroom Management, Differentiation, and Learner Development (Fall) (3 credits)

EDU 6XXX Law and Ethics (Winter) (3 credits)

EDU 6XXX Content Specific Knowledge (Spring) (3 credits)

Optional

EDU 6XXX Student Teaching (6 credits)

EDU 6XXX Capstone (3 credits)

Notes

-A student must be hired on an emergency special educator license and provide proof of employment as a special educator to enter the program

-Courses are encouraged be taken in order; a student who is hired as a special educator and granted an emergency license during the school year could join the next course but all courses must be completed prior to eligibility for student teaching

-There are no course fees in the core (the preexisting student teaching class has course fees)

-Core courses will be synchronous Zoom; no need for classroom space

-Dr. Rob Schulze will, as associate professor of special education and program director of special education, serve as program director. This will be included in the program directing of special education with no increased program director compensation. The plan is that he will also initially teach the core courses. This will either increase his workload or cause other courses he currently teaches to be assigned to other faculty. Other full-time faculty with special education expertise could also teach these courses.

_____ Faculty Sponsor & Approval/Date

_____ Program Coordinator Approval/Date

_____ Graduate Committee Approval/Date

_____ Faculty Council Approval/Date

Only needed if this is a new academic unit or degree program or a significant revision to an existing academic unit or degree program.

