



UNIVERSITY OF
ARKANSAS®

College of Education and Health Professions

Handbook for Students Seeking Graduate
Certificates and added Endorsements in Special
Education

2025-2026

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University of Arkansas' Mission, Values, and Goals

The University's mission and vision are to establish a foundation from which to advance the University in all aspects, from student success to research, including its mission as a land-grant and flagship institution.

Our **core values** help frame a desired culture that best supports that mission. We value:

Curiosity

Curiosity drives progress – the need to know more, understand better, ask questions and find answers. We embrace the challenges that come with exploring the unknown and seeking solutions to problems shared by all. This intellectual curiosity feeds our determination to improve lives through discovery, innovation and the expansion of knowledge.

Character

We value personal integrity and the related behaviors that make us better people, collectively strengthening our community and society. We strive to be trustworthy, to lead by example, to get better every day and to have a positive impact on others. We cultivate a culture of honesty, fairness, respect and understanding. We are accountable to ourselves, each other and the publics we serve.

Creativity

We are inspired by the art, music, literature, architecture and other creative works that enrich our lives. But creativity is not limited to the arts and humanities; it is no less important to the sciences, driving innovation and new technologies. A creative environment stimulates original thought, varied perspectives and new ways of looking at things. Creative people and approaches lead to new ideas, improved outcomes and other valuable contributions that make our lives better.

Our Shared Humanity

We care about the safety, health and well-being of those around us. We support an open exchange of ideas and respect the unique perspectives and contributions that each of us provides. We help nourish an environment where opportunity and civility are valued. Recognizing our differences creates better understanding of our shared humanity, the foundation of our mission to build a better world.

The three **institutional goals** for the University of Arkansas are:

- Student Success through a) academic success and intellectual engagement, b) career readiness, c) affordability, and d) wellness and belonging.
- Research Excellence: The University relentlessly pursues its land-grant mission by promoting scientific inquiry, knowledge creation, and creative works that integrate and coordinate education, research, and service activities.
- Enhancing the University's Status as an Employer of Choice by fostering a work environment where everyone feels a sense of belonging, works toward a meaningful purpose, and has the data, resources, connection, and foundation of support to be most effective, grow and advance their careers, and thrive in their personal and professional lives.

Special Education Program's Mission and Values

Mission

Our Special Education Program prepares creative, compassionate, and collaborative professionals who champion inclusive, strength-based practices. We empower future educators to become self-determined agents of change who are responsive to the diverse support needs of learners, families, and communities through immersive field experiences across diverse, authentic educational contexts.

Values

Creativity & Mindful Flexibility

We embrace innovation and adaptability to meet the diverse support needs of learners in dynamic educational environments.

Self-Determination & Empowerment

We empower self-determined professionals who support learners in becoming causal agents for inclusive education.

Inclusion & Advocacy

We advocate for inclusive practices and equitable access to meaningful education for *all* learners.

Collaboration & Community

We value authentic and equitable partnerships with families, educators, community members, and administrators, grounded in trust and mutual respect.

Professionalism

We are committed to building knowledge and skills related to ethical practice, critical reflection, and empathy.

Strengths-Based Perspectives

We recognize and build upon the strengths, interests, preferences, support needs, and aspirations of learners with disabilities.

Future-Focused Practice

We prepare candidates—at all levels—to navigate complex systems and prioritize decisions that impact long-term outcomes for learners, families, and communities.

Graduate Certificates and Endorsements offered within Special Education

Graduate Certificates and Endorsements offered

This handbook is for students who are seeking a graduate certificate or added endorsement in Special Education. Students solely adding an endorsement are considered non-degree seeking.

Graduate certificates offered in our program include:

1. [Applied Behavior Analysis](#)
2. [Autism](#)
3. [Transition-to-Adulthood](#)

Added endorsements offered in our program include:

1. [Dyslexia](#)
2. [Educational Examiner](#)
3. [Gifted Education](#)
4. [Resource Teacher](#)

If you are seeking a Master of Education in Special Education with initial licensure or with endorsement, please download the appropriate handbook.

Arkansas State Licensure

Candidates who complete all requirements for an endorsement will end with an Arkansas endorsement in Special Education. Please visit <https://teach.uark.edu/index.php> for more information and <https://teach.uark.edu/redhub/index.php> to review and complete the online teacher licensure checklist to apply for licensure.

Inclusive Educational and Clinical Programs

Special Education

About the Program:

The Special Education program and its offered endorsements are situated within Inclusive Educational and Clinical Programs, housed under the College of Education and Health Profession's Department of Curriculum and Instruction.

The coursework for each endorsement prepares teachers to work with students with disabilities from kindergarten through grade 12 and 18-21 programs.

The programming builds teachers' competence, knowledge, and application of evidence-based practices expected in the field of special education.

The College of Education and Health Professions provides the coursework needed for successful teacher candidates to submit a request for an endorsement from the [Arkansas Department of Education](#).

Prospective students not residing in Arkansas must check their state's requirements and reciprocity agreements for all degree programs and endorsements.

Information about Graduate Certificates and Endorsements in Special Education

Graduate Certificates:

Applied Behavior Analysis

The graduate certificate in Applied Behavior Analysis (ABA) offers a coursework sequence that has been verified by the Behavior Analyst Certification Board™, as well as the opportunity to enroll in practica for the completion of supervision hours. The ABA courses align with the current course requirements set forth by the Behavior Analyst Certification Board™. Students seeking a Graduate Certificate in ABA will participate in 21-credit hours and can elect to participate in 9-credit hours of practicum. Please review the [ABA Program of Study](#) for more details. to review the ABA Program Handbook please [click here](#).

Prospective students must hold a bachelors' degree in a related field (e.g., education, psychology). Prospective students who hold degrees in unrelated

fields should apply for the Master of Education in Special Education along with the ABA Graduate Certificate.

Prospective students must also apply to the Graduate School. Generally, admissions requirements include a cumulative GPA of 3.0 or higher in the last 60 hours of coursework taken and letters of recommendation. **Applications deadline is April 15 for a fall semester start.**

Autism (Micro-Certificate):

The micro-certificate in Autism is designed to meet the needs and develop the competencies for school, related service providers, and other professionals with expertise in supporting autistic students. This micro-certificate is given to those students who successfully complete the program. The certificate acknowledges completer's professional achievement and advanced knowledge.

Prospective students must apply to the Graduate School. Generally, admission requirements include a cumulative GPA of 3.0 or higher in the last 60 hours of coursework taken and letters of recommendation. Applications are open and follow the Graduate School timeline for Fall, Spring, and Summer entry.

Note: This is not a licensure program because no license exists in Arkansas for teachers preparing to teach autistic students.

Transition-to-Adulthood

The Graduate Certificate in Transition Services prepares current and future educators, school administrators, related service providers, school counselors, school social workers, community service providers, and vocational rehabilitation counselors to successfully develop and implement services and programs for youth with disabilities transitioning to adulthood.

The practices learned during this Graduate Certificate have been shown to be effective and predictive of positive postschool outcomes for youth with disabilities. Coursework is organized around the Taxonomy for Transition Programming 2.0 and aligns with the priorities and values set forth by the Division on Career Development and Transition (DCDT).

Prospective students must apply to the Graduate School. Generally, admissions requirements include a cumulative GPA of 3.0 or higher in the last 60 hours of coursework taken and letters of recommendation. Applications are open and follow the Graduate School timeline for Fall, Spring, and Summer entry.

Added Endorsements

Endorsements are available for K-12 teachers with an initial Arkansas license.

The College of Education and Health Professions provides the coursework needed for successful teacher candidates to submit a request for an endorsement from the Arkansas Department of Education. Prospective students not residing in Arkansas must check their state's requirements and reciprocity agreements.

Applications for all endorsements offered are open and follow the Graduate School timeline for Fall, Spring, and Summer entry.

Dyslexia

Students seeking the endorsement in Dyslexia will participate in a 15-hour program designed to prepare licensed K-12 teachers to develop competence in implementing dyslexia interventions.

Dyslexia interventionists work with teachers, parents, and students to identify students needing dyslexia services, assessment for intervention, and implementing evidence-based interventions for students identified as dyslexic.

Dyslexia interventionists will serve as the coordinator and lead delivery for dyslexia services within a school.

Educational Examiner

Students seeking the Educational Examiner endorsement must have a current special education license or be enrolled in a program toward a special education teaching license. Students will participate in a 27-hour program and will develop the competencies needed to become an Educational Examiner.

The University of Arkansas College of Education and Health Professions provides the coursework needed for successful teacher candidates to submit a request for the Educational Examiner endorsement from the Arkansas Department of Education. This program of study requires field experience. To meet this requirement, the student must identify a school-based mentor who is a school psychologist or educational examiner and is willing to provide observation, access to assessments, and written feedback on fidelity of their implementation of testing procedures across courses.

Gifted Education

Students seeking the endorsement in Gifted Education will participate in a 36-hour credit program to prepare licensed K-12 teachers to develop competence in working with children and youth identified as gifted and talented. Nationally recognized faculty provide the instruction for the program.

The College of Education and Health Professions provides the coursework needed for successful teacher candidates to submit a request for the gifted education endorsement from the Arkansas Division of Elementary and Secondary Education.

Note: This is an on-campus program.

Resource Teacher

Students seeking the endorsement for Resource Teachers will participate in a 12-credit hour program to prepare licensed K-12 teachers to develop competence as a resource teacher.

Standards centered education:

Courses are aligned with standards of competencies expected for special educators. These standards include the following:

- [Council for Exceptional Children's initial and advanced special education preparation](#)
- [Council for Exceptional Children's gifted education](#)
- [Council for Exceptional Children's developmental disabilities and autism spectrum disorder](#)
- [Council for Exceptional Children's transition specialist](#)
- Behavior Analyst Certification Board requirements
- [Aspiring Teacher Rubric](#)

Instructional Modality:

Coursework for graduate certificates and added endorsements are offered as online programs via [Global Campus](#) with some exceptions for on-campus experiences. Please review the program of study for each to determine which the modality for the Graduate Certificate or Endorsement you are pursuing.

Online programs of study are conducted through asynchronous instruction available through Blackboard Learning Management System.

Educator practicum experience:

Programs will require practicum experiences in clinical or school-based settings. Candidates must consult their program of study and advisor/program coordinator for details and guidelines on how to complete the required practice experience hours. Candidates will need to complete the [Intent to Complete Practicum Form](#) prior to enrolling in practicum hours.

Program requirements and completion:

Students completing a graduate certificate must apply to the Graduate School as a degree seeking student.

Students completing an added endorsement only must apply to the Graduate School as a non-degree seeking student.

Students must complete the Special Education Program of Study Intention Survey prior to beginning coursework. All requirements for graduate certificates and added endorsements must be completed within six consecutive calendar years. Grades in all courses must be at a B or higher and cumulative GPA 3.0. A maximum of six credit hours can be accepted for transfer with program approval.

If you intend to add an endorsement to your initial licensure after completing the program of study, it is your responsibility to apply for the endorsement through the [licensure office](#) at the University of Arkansas.

Program Faculty

Faculty & Contact	Program Advisement	Research & Expertise
Dr. Kathleen Collins – kxc01@uark.edu	<ul style="list-style-type: none">• Resource Academy• MEd Endorsement	Mixed methodology
Dr. Elizabeth Lorah – lorah@uark.edu	Applied Behavior Analysis	Augmentative and Alternative Communication, and Applied Behavior Analysis
Dr. Marcia Imbeau – mimbeau@uark.edu	Gifted and Talented	Gifted education, Elementary education

Dr. Suzanne Kucharczyk – suzannek@uark.edu	CIED Department Chair	Interdisciplinary preparation, Sustainable transition
Dr. Sheida Raley – sheida@uark.edu	Educational Examiner	Self-determination, Inclusive Education
Dr. Melissa Savage – mns029@uark.edu	<ul style="list-style-type: none"> • Special Education M.Ed. initial licensure • Micro Certificate in ASD 	Physical health, Assistive technology, Extensive support needs
Jacquelyn T. Scalf – jtscalf@uark.edu	<ul style="list-style-type: none"> • Special Education BSE • Dyslexia 	Teacher preparation, literacy
Dr. Renee Speight – rspeight@uark.edu	Special Education BSE	Positive Behavior Supports, Single-case Research Design
Dr. James Sinclair – jamesin@uark.edu	Transition Services Graduate Certificate	School Mental Health, Transition Practices

CIED Support Staff

Faculty & Contact	Program Administration	Administrative Support
Lourdes Yanez – lyanez@uark.edu	IECP	Enrollment, Accounts, Fellowship Stipend Tuition Award Notice (FSTAs),
Ross Powell – powell13@uark.edu	Curriculum & Instruction	Programmatic Administration

Goals and Objectives

Graduate certificates and added endorsements prepare students to work with a diverse group of students with disabilities. Graduates of these programs of study will have specialized knowledge and skills to meet the educational needs of learners with disabilities in kindergarten through 12th grade and 18-21 programs.

Special Education Program Objectives:

1. Understand the individual development and differences of learners with varying support needs and apply this knowledge to instructional design and implementation
2. Create individualized, inclusive, safe, and culturally responsive learning environments
3. Design, modify, and adapt curricula to meet the goals of students
4. Effectively and without bias assess and progress monitor the individualized needs of students with varying support needs
5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with varying support needs
6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices
7. Collaborate with families, students with varying support needs, school professionals, and community service providers to address the needs of students with disabilities.

Program Timeline

The following timeline represents the typical steps a student would follow in pursuing a Graduate Certificate or Endorsement.

Step 1: Admission to Graduate School

Students admitted by the graduate school will be sent a link (to their @uark.edu email) to complete the Inclusive Education and Clinical Programs (IECP) – Special Education Graduate Student Information Survey.

This survey will ask about their primary planned course of study and any secondary course of study they wish to pursue.

This survey will help support advising decisions. Any changes to the course of study after the program has started must be discussed with their advisor immediately to ensure completed coursework can be applied to the changed plan.

Students who wish to graduate with a graduate certificate, must:

1. Apply to the graduate school
2. Be admitted for each program of study
3. Apply for graduation from each program when the program of study is completed

Step 2: Application to Razorback Educator Development Hub

Students must apply to the Razorback Educator Development hub (RED Hub) at the University of Arkansas once their admission to the graduate school is accepted.

This should be completed by:

- August 1 – For a Fall semester start, or for students admitted for a summer semester start
- December 1 – For a Spring semester start

Students are also required to complete background checks for in-state or out-of-state field experiences. To initiate the background check process, visit:

<https://teach.uark.edu/redhub/background-checks/index.php>

Step 3: Complete coursework and field experiences

Each graduate certificate and added endorsement has its own program of study. Each must be completed to fulfill the certificate or endorsement requirements. As part of the coursework, students may be required to complete field experiences. See programs of study.

Step 4: Application to complete practicum

Prior to registering for practicum, students will complete the [Intent to Complete Practicum Form](#). This form must be submitted to the Inclusive Education and Clinical Programs administrative assistant by April 1 for Fall practicum and November 1 for Spring practicum enrollment. Failure to complete and submit the form could result in delayed practicum enrollment and placement.

Out of area placements:

If students are completing a practicum in a clinical or school-based setting not currently identified as a partner, students will be responsible for gathering demographic information (see Intent to Complete Practicum Form) and letters of support from such placements.

Step 5: Practicum

If a program of study requires practicum hours, each student must fulfill those hour requirements to complete a graduate certificate or added endorsement.

Step 7: Application for Graduation

Students completing a graduate certificate program (not required for an added endorsement only) must apply for graduation through the graduate school in their last semester.

Commencement ceremonies are held at the end of each Spring and Fall semester. Those who graduate in the Summer semester will be eligible to participate in the following Fall commencement ceremony.

Important information regarding graduation for students:

1. Students should review all graduation information on the Graduate School website
2. Students must be cleared for graduation by the program coordinator prior to being eligible to graduate

3. All coursework must be completed in full and a grade of "B" or above must be earned in all Special Education courses to be eligible to graduate
4. A G.P.A. of 3.0 or higher must be earned before a student is eligible to graduate
5. Students must apply for graduation with the Graduate School

Student Supports and Policies

Career Ready Skills

The following skills have been identified as part of the [National Association of Colleges and Employers \(NACE\)](#) Career Readiness Competencies Framework.

Sample career-ready skill descriptions, behaviors & practice suggestions can be found on the Career Connections' [Be Career Ready](#) webpage.



University Resources

Student One Stop

For information about the different student services available to you, please visit <https://onestop.uark.edu>. Additional information about specific services is also available below.

Student Success Center @TheCORD

The Student Success Center offers a variety of individualized programs and services that support student academic success. Students are encouraged to visit <https://success.uark.edu> for more information.

Center for Learning and Student Success Class+:

The Center for Learning and Student Success (CLASS+) works with students to refine and strengthen the academic skills necessary for success at the University of Arkansas. Call 479.575.2885 or visit the office in Gregson Hall, or visit their [website](#).

Writing Center:

CLASS+ Writing Support provides one-on-one tutoring assistance. You can work with writing tutors in person or upload your paper for online feedback. Writing tutors help you learn revision strategies for developing your academic and professional writing skills. Schedule a free online or in-person appointment. Call 479-575-6747 or email writcent@uark.edu. 315 Kimpel Hall, or visit their [website](#).

Center for Education Access:

The Center for Educational Access (CEA) serves as the central campus resource for the University community in regards to students with disabilities and accommodations to remove barriers to access. Call 479-575-3104 or email ada@uark.edu. 209 Arkansas Union, or visit their [website](#).

CAPS and U of A Cares

As a student, you may experience a range of issues that can cause barriers to learning such as relationship issues, anxiety, depression, alcohol/drug issues, difficulty concentrating, and lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce one's ability to participate in daily activities, and the University of Arkansas has resources to help! If you or a friend are in need of assistance, please reach out to the following resources:

- U of A CARES – resources, referrals, and advocacy for students in need, <https://uofacares.uark.edu/>
- UARK Wellness/Wellness Coaching – supporting academic and personal success, <https://urec.uark.edu/wellness/wellness-coaching.php>
- Counseling and Psychological Services (CAPS) – (479) 575-5276, services available 24/7 (after hours by phone), <https://health.uark.edu/mental-health/index.php>
- Substance Education, Assessment, and Recovery (SEAR) sear@uark.edu, <https://health.uark.edu/sear/>

Pat Walker Health Center

The Pat Walker Health Center has a verity of health service available to University of Arkansas students. This includes medical and substance education in addition to counseling and psychological services.

Please visit <https://health.uark.edu> or call (479) 575-5276 for more information.

Research Librarians:

Ask a Librarian! Text: 479-385-0803, Call: 479-575-6645, email: refer@uark.edu, or live chat! Visit their [website](#).

Full Circle Pantry:

The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email pantry@uark.edu to set up an alternate time. For more information visit fullcircle.uark.edu or email pantry2@uark.edu.

University Policies

Emergency Procedures

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>.

Violence/Active Shooter (CADD)

- **CALL:** 9-1-1
- **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Inclement Weather (Tornado Warning)

Each faculty member should include an inclement weather policy and plan on the course syllabus. The campus has an inclement weather policy (link below), though faculty are encouraged to augment the policy to meet any unique needs of courses or students. In general, students need to know how and when they will be notified in the event that class is cancelled for weather-related reasons. <http://safety.uark.edu/inclement-weather/>

Tornado Warning

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.
- For more on emergency information, visit emergency.uark.edu

RazALERT

The University of Arkansas has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up, visit the [RazALERT website](http://www.uark.edu/razalert).

Academic Support

A complete list and brief description of academic support programs can be found on the University's Academic Support site, along with links to the specific services, hours, and locations. Faculty are encouraged to be familiar with these programs and to assist students with finding and using the support services that will help them be successful. <http://www.uark.edu/academics/academic-support.php>

Attendance Policy

"Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations students are responsible for making timely arrangements with the instructor to

make up work missed. Such arrangements should be made in writing and prior to the absence when possible."

"Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student's immediate family or other family crisis, 3) University-sponsored activities for which the student's attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students' Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused." from [Attendance Policy in the Faculty Handbook](#)

Academic Integrity

All students should review and abide by the University of Arkansas' Academic Honesty Policy.

All faculty are encouraged by the Provost to include the recommended [Academic Honesty Syllabus Statement](#) on every course syllabus. The statement can be found on the Provost's website, along with the full [Academic Integrity Policy](#). It is important for faculty to be able to provide students with answers about their questions related to academic honesty, as well as providing very specific application of the policy for assignments in their courses. For guidance, faculty are encouraged to study the [sanction rubric](#), as well as [answers to "what if?" questions](#).

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' which may be found at provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor." From honesty.uark.edu/faculty/

Want more suggestions on promoting academic integrity in your class? Check out our [posts on academic integrity](#).

Disability Related Accommodation Statement

"University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures)." From [CEA Syllabus Statement](#)

Accommodations under the Americans with Disabilities Act

The University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content.

You must first verify your eligibility for these services through the Center for Educational Access. You can contact CEA by calling (479) 575-3104 or visit cea.uark.edu.

Reminder About Concealed Carry on Campus

Faculty who would like to include information about concealed carry on campus as a part of their syllabi are encouraged to use the Campus Carry Statement below.

Reminder About Concealed Carry on Campus

Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner.

If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual's immediate vicinity (within arm's reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other

weapon on campus, it should be reported to the University of Arkansas Police Department.

For more information, please go to safety.uark.edu.

Use of Generative Artificial Intelligence (AI)

UARK faculty have discretion over whether generative artificial intelligence tools (e.g., ChatGPT) can be used by students in their courses. Faculty are encouraged to communicate clear expectations regarding how these resources can be used in their courses, if at all. The statements below provide verbiage faculty are encouraged to consider including in their syllabus. The statements below were approved by the Faculty Senate's Academic Integrity & Student Conduct Code Committee, Academic Integrity Monitors, All University Academic Integrity Board members, and the Provost's Office.

Ensure that you check with each instructor and the course syllabi to understand course expectations and students' use of AI.

Prohibited: The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

Restricted: Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

Unrestricted Use: Students have permission to use generative artificial intelligence tools in any capacity to complete academic work in this course. Please be aware of the limitations of such tools and verify the accuracy of the content generated before submitting any work for credit. Additionally, you are expected to properly attribute any content generated by artificial intelligence tools using [INSERT STYLE] format. Please refer to the examples/guidance provided by this [University of Arkansas Library Research Guide on AI and Academic Integrity](#) for more information. The use of content generated by artificial intelligence, without proper citation, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

Intent to Complete Practicum

Please complete the following form prior to admission into the practicum course (INSERT COURSE) by the deadlines indicated in the Special Education Handbook for Graduate Certificate and Added Endorsements. This form must be completed **PRIOR** to practicum registration **EACH** semester.

Failure to complete this process and submit required documentation could result in delayed practicum enrollment and placement.

If you haven't already, you will also need to apply to [REDHub](https://teach.uark.edu/redhub/index.php) (<https://teach.uark.edu/redhub/index.php>).

All responses must be typed. Sections 1, 2, 3, 4, & 5 are required for ALL students.

1. Name and Date	2. Email (other than @uark.edu)	3. Credit Hours Completed to Date
4. This Intent to Complete Residency Form is for Semester (select only one) <input type="checkbox"/> Fall 20____ <input type="checkbox"/> Spring 20 ____		
5. Degree and/or Program Track (Select All That Apply) <input type="checkbox"/> Arkansas Curriculum/Program Administrator <input type="checkbox"/> K-12 Endorsement** <input type="checkbox"/> Dyslexia Endorsement <input type="checkbox"/> EdS Special Education Specialization <input type="checkbox"/> Autism Micro-Cert <input type="checkbox"/> GC in Transition-to-Adulthood		
6. This experience will fulfill the requirements for (select one in a and b): a. <input type="checkbox"/> K-6 Practicum or <input type="checkbox"/> 7-12 Practicum b. <input type="checkbox"/> Practicum I or <input type="checkbox"/> Practicum II		
Complete Sections 7 and 8 for K-6 Practicum Site and 7-12 Practicum Site		
7. Proposed Practicum Site Name of School and School Address School Grade Level	Demographics of Proposed Site: Students with IEPs <input type="checkbox"/> 0-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100% English Language Learners <input type="checkbox"/> 0-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100% Free/Reduced Lunch <input type="checkbox"/> 0-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%	
8. Please Indicate Attachments Included <input type="checkbox"/> Mentor Teacher Letter of Support <input type="checkbox"/> Building-Level Administrator Letter of Support <input type="checkbox"/> Special Education Administrator Letter of Support		

Please direct questions related to completion of this form to your program advisor. Once completed, submit form by the deadlines indicated in the *Special Education Program Handbook*.

**As a reminder, coursework ends in an Arkansas license

Graduate Certificate in Applied Behavior Analysis

Name:	UA ID#:
Area: SPED <input type="checkbox"/> ABA <input type="checkbox"/>	Cell #
UA Email:	Home #
Other Email:	Work #
Program Start Date:	Must complete program in 6 years.
Advisor:	Program completion deadline:

Program Courses

21 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
SPED 68403	Basic Principles of Applied Behavior Analysis	3	Fall		
SPED 68703	Measurement and Experimental Design	3	Fall		
SPED 68603	Behavior Change Procedures	3	Spring		
SPED 68503	Behavioral Assessment in ABA	3	Spring		
SPED 68803	Ethical, Professional, and Legal Standards	3	Summer		
SPED 64503	Human Performance Improvement	3	Summer		
SPED 64603	Concepts and Principles in Behavior Analysis	3	Summer		

Practicum Courses

9 Credit Hours BACB™ Approved Intense Practicum (Elective)

Course ID	Course Title	Hrs.	Semester Offered On-Campus	Semesters Taken	Grades
SPED 57903	Practicum in ABA	9	Fall and Spring (Must commit to three semesters)		

Graduate Micro-Certification in Autism

Name:	UA ID#:
Area: SPED <input type="checkbox"/> ABA <input type="checkbox"/>	Cell #
UA Email:	Home #
Other Email:	Work #
Program Start Date:	Must complete program in 6 years.
Advisor:	Program completion deadline:

Program Courses

36 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
Core Courses: 9 hours selected from the College of Education core.					
ESRM 53001 OR ESRM 53903 OR SPED 67803	Research methods in Education OR Statistics in Education and Health Professions OR Measurement and Experimental Design	3	Fall, Spring, Summer		
SPED 58803	Research in inclusive education and clinical programs	3	Fall		
SPED 64303	Legal aspects of Special Education	3	Spring		
Program Courses: 21 hours					
SPED 51403	Teaching communication skills to persons with Autism	3	Summer		
SPED 68003	Teaching students with ASD	3	Fall		
SPED 68103	Characteristics and assessment of persons with Autism	3	Spring		
SPED 57603	Teaching students with extensive support needs	3	Spring		
SPED 54103	ABA & Classroom management for teachers	3	Fall		
SPED 57303	Inclusive practices for diverse populations	3	Summer		
SPED 57803	Professional and family partnerships	3	Fall		
Practicum Courses: ASD 3 hours + 3 hours intensive practicum					
SPED 68303	Practicum in ASD	3	Fall or Spring		
SPED 5320v	Practicum 1, K-12, Prepare portfolio	3	Spring or Fall		

If you have received approval to substitute any course work, please list below:

Original Course ID	Original Course Title	Original Term	Course Substitution ID	Course Substitution Title	Term Taken

Note: This program is for those with a teaching license completing the MEd in Special Education who wish to complete requirements for ASD MicroCertificate. Prospective students must apply to both the MEd in Special Education AND MicroCertificate in ASD. All requirements for the degree must be completed within six consecutive calendar years. Grades in all courses must be at a B or higher and cumulative GPA 3.0. A maximum of six credit hours can be accepted for transfer with program approval. A final project and/or comprehensive examination is required at the conclusion of the program and is completed in the last 3-hours of your program of study.

Graduate Certificate: Transition-to-Adulthood

Name:	UA ID#:
Area: SPED <input type="checkbox"/> ABA <input type="checkbox"/>	Cell #
UA Email:	Home #
Other Email:	Work #
Program Start Date:	Must complete program in 6 years.
Advisor:	Program completion deadline:

Program Courses

15 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
SPED 57603	Teaching students with extensive support needs	3	Summer		
SPED 57803	Family and professional partnerships	3	Summer		
SPED 57103	Career development and transition	3	Fall		
SPED 64303/ RHAB 62003	Legal aspects of special education / Disability policy	3	Spring		
SPED 5320v	Practicum	3	Spring		

If you have received approval to substitute any course work, please list below:

Original Course ID	Original Course Title	Original Term	Course Substitution ID	Course Substitution Title	Term Taken

Notes: Prospective students must apply to the Graduate School for admission to the Graduate Certificate program in Transition Services. Current students who wish to add the Graduate Certificate in Transition Services must also apply to the graduate school. All requirements for the degree must be completed within six consecutive calendar years. After completing the GC program of study in Transition Services, apply to the Graduate School for graduation. In Arkansas, no ASD license or endorsement in transition exists at this time. Therefore, this is not a licensure or endorsement program.

Added Endorsement: Resource Teacher

Name:	UA ID#:
Area: SPED <input type="checkbox"/> ABA <input type="checkbox"/>	Cell #
UA Email:	Home #
Other Email:	Work #
Program Start Date:	Must complete program in 6 years.
Advisor:	Program completion deadline:

Program Courses

12 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
SPED 57303	Inclusive practices for diverse populations	3	Summer		
SPED 54103	ABA & Classroom management for teachers	3	Fall/Spring		
SPED 58703	Assessment and programming for students with disabilities	3	Fall		
SPED 57803	Family and professional partnerships	3	Fall/Spring		

If you have received approval to substitute any course work, please list below:

Original Course ID	Original Course Title	Original Term	Course Substitution ID	Course Substitution Title	Term Taken

Note: This program is for those who hold a standard K-6 or 4-8 license, or a standard 7-12 license in a content area of math, English, or science and wish to obtain the Arkansas Dept of resource room endorsement. Upon completion, teachers are endorsed to teach in a special education resource room or co-taught classroom only. Students must apply to the Graduate School as a non-degree seeking student. Please complete the Special Education Program of Study intention survey prior to beginning coursework. Students must take SPED 57303 first in the sequence during the summer semester. All requirements for the degree must be completed within six consecutive calendar years. Grades in all courses must be at a B or higher with cumulative GPA of 3.0. A maximum of six credit hours can be accepted for transfer with program approval. After completing this program of study, it is your responsibility to apply for the endorsement through the [licensure office](#) at the University of Arkansas.

Added Endorsement: Educational Examiner

Name:	UA ID#:
Area:	Cell #
UA Email:	Home #
Other Email:	Work #
Program Start Date:	Must complete program in 6 years.
Advisor:	Program completion deadline:

Program Courses

27 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
ESRM 50103	Research methods in education	3	Fall, Spr. Sum.		
SPED 58803	Research in inclusive education	3	Fall		
SPED 57303	Inclusive practices for diverse populations	3	Summer		
SPED 58703	Assessment and programming for students with disabilities	3	Fall		
SPED 56403	Individual diagnostic testing	3	Fall		
SPED 56503	Individual intelligence testing	3	Spring		
SPED 57803	Family and professional partnerships	3	Fall		
SPED 58903	Organization, administration, supervision of special education	3	Spring		
SPED 5320v	Practicum	3	Spring		

If you have received approval to substitute any course work, please list below:

Original Course ID	Original Course Title	Original Term	Course Substitution ID	Course Substitution Title	Term Taken

Notes: This program is for those who have a current or are enrolled in a program towards a special education teaching license and have or are enrolled in a graduate degree program and who wish to develop the competencies necessary for

educational examiners. Students must apply to the Graduate School as a degree or non-degree (if applicable) seeking student. Please complete the Special Education Program of Study intention survey prior to beginning coursework. All requirements for the degree must be completed within six consecutive calendar years. Grades in all courses must be at a B or higher with cumulative GPA of 3.0. A maximum of six credit hours can be accepted for transfer with program approval. After completing this program of study, it is your responsibility to apply for the endorsement through the [licensure office](#) at the University of Arkansas.

Added Endorsement: Dyslexia

Name:	UA ID#:
Area: SPED <input type="checkbox"/> ABA <input type="checkbox"/>	Cell #
UA Email:	Home #
Other Email:	Work #
Program Start Date:	Must complete program in 6 years.
Advisor:	Program completion deadline:

Program Courses

24 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
SPED 51303*	Introduction to dyslexia: Literacy development and structure of language	3	Spring		
SPED 58703	Assessment and programming for students with disabilities – <i>Dyslexia section</i>	3	Summer		
SPED 56803*	Teaching literacy skills to students with disabilities	3	Spring		
SPED 54303	Curriculum development and instructional planning – <i>Dyslexia section</i>	3	Fall		
SPED 56303	Curriculum development and instructional planning	3	Spring		
SPED 55403	Practicum in Dyslexia	3	Fall		

If you have received approval to substitute any course work, please list below:

Original Course ID	Original Course Title	Original Term	Course Substitution ID	Course Substitution Title	Term Taken

Notes: This program is for those with a current teaching license and wish to obtain the Arkansas Dept of Education endorsement in dyslexia. Students must apply to the Graduate School as a non-degree seeking student. Please complete the Special Education Program of Study intention survey prior to beginning coursework. All requirements for the degree must be completed

within six consecutive calendar years. Grades in all courses must be at a B or higher with a cumulative GPA of 3.0. A maximum of six credit hours can be accepted for transfer with program approval. After completing this program of study, it is your responsibility to apply for the endorsement through the [licensure office](#) at the University of Arkansas.

**CHED READ students can enroll in the online sections of SPED 41703 and SPED 44803 to meet requirements for SPED 51703 and SPED 56803*

Added Endorsement: Gifted Education

Name:	UA ID#:
Area: SPED <input type="checkbox"/> ABA <input type="checkbox"/>	Cell #
UA Email:	Home #
Other Email:	Work #
Program Start Date:	Must complete program in 6 years.
Advisor:	Program completion deadline:

Program Courses

18 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
CIED 58003	Nature and needs of the gifted and talented	3	Fall		
CIED 58103	Curriculum development in gifted and talented (pre-req CIED 58003)	3	Spring		
CIED 58203	Gifted and talented (structure) Practicum (pre-req CIED 58103)	3	Summer		
CIED 61603	Social and emotional components of gifted and talented students	3	Fall		
CIED 61403	Differentiated instruction for academically diverse learners	3	Summer		
CIED 60703	Seminar in developing creativity	3	Spring		

If you have received approval to substitute any course work, please list below:

Original Course ID	Original Course Title	Original Term	Course Substitution ID	Course Substitution Title	Term Taken

Start coursework any semester except spring of odd years. Those who apply for an endorsement from the state also are required to successfully complete [Praxis 5358 - Gifted Education](#).

The College of Education and Health Professions provides the coursework needed for teachers to submit a request for endorsement from ADE. Details about other endorsement plans offered through the University of Arkansas are listed on the [Teacher Education website](#).