



UNIVERSITY OF
ARKANSAS®

College of Education and Health Professions

Handbook for Students Seeking a Master of
Education 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.

Programs offered within Special Education

Programs Offered

This handbook is for students who are seeking a Master of Education in Special Education either through an initial licensure, added endorsement, or Master of Education in Special Education with Applied Behavior Analysis program of study. If you are seeking a Master of Education in Special Education, you may also include a graduate certificate or added endorsement during your program of study.

Other 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. Resource Teacher
2. Educational Examiner
3. Dyslexia
4. Gifted Education

If you are only seeking a graduate certificate or added endorsement (and NOT seeking a Master of Education in Special Education), please download that specific handbook.

Arkansas State Licensure

Candidates who complete all requirements for the Master of Education in Special Education will end with an Arkansas teaching license. Please visit The Office of Teacher Education (<https://teach.uark.edu/index.php>) for more information and the Razorback Educator Development Hub (<https://teach.uark.edu/redhub/index.php>) to review and complete the online teacher licensure checklist to apply for licensure.

Educator Residency Programs

If seeking an initial license, candidates will complete a year-long residency program. This is part of the master's in education program. Please review the [Residency Handbook](#) for more detailed information.

Master of Education (M.Ed.) in Special Education

About the Program:

The M.Ed. in Special Education program is situated within Inclusive Educational and Clinical Programs, housed under the College of Education and Health Profession's Department of Curriculum and Instruction.

The coursework in the Special Education program prepares teachers to work with students with disabilities from kindergarten through grade 12.

This program builds pre-service teacher's 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 the special education licensure or endorsement from the [Arkansas Department of Education](#).

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

Information about the Master of Education (M.Ed.) in Special Education

Licensure tracks:

There are two licensure tracks available when seeking a master's in special education.

- 1) M.Ed. leading to initial licensure
 - a. For graduate students who hold a bachelor's degree and do not a current license in education
 - b. [Program of study](#)
- 2) M.Ed. leading to special education endorsement
 - a. For graduate students who hold a current teaching license in another field other than special education
 - b. [Program of study](#)

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
- [Counsel for the Accreditation of Educator Preparation \(CAEP\) Accredited Standards \(initial licensure only\)](#)
- [Aspiring Teacher Rubric](#)

Degree modality:

Both M.Ed. licensure track options are offered as an on-line program. Meaning coursework is conducted through asynchronous instruction available through Blackboard.

Residency:

All teacher candidates seeking an initial license or k-12 special education graduate endorsement will participate in a two-semester residency that will take place in public schools. Please consult the University of Arkansas, Fayetteville Educator Preparation Provider Residency Handbook for more detailed information about this requirement.

Certificates and added endorsements:

As a M.Ed. degree seeking student, you are eligible to include additional graduate certificates and endorsements as part of your program of study. Please consult with your advisor or program coordinator if you decide to do so.

Course of study for these certificates and added endorsements are available by exploring the following links:

- [Applied Behavior Analysis](#)
 - For more information about the ABA graduate certificate [click here](#)
- [Autism Spectrum Disorders Micro-Certificate](#)
- [Dyslexia Endorsement](#)
- [Educator Examiner Endorsement](#)
- [Transition Certificate](#)

- For more information about the Transition Graduate Certificate [click here](#)

Program requirements and completion:

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 comprehensive examination is required at the conclusion of the program and is completed in the last six-hours of your program of study. After completing this program of study, it is your responsibility to apply for the licensure 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 – jtscaf@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
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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

Program Goals and Objectives

The Master of Education in Special Education program prepares students for an initial licensure or endorsement in Special Education. Graduates of this program will have specialized knowledge and skills to meet the educational needs of learners with disabilities in kindergarten through 12th grade.

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 graduate student would follow in pursuing an M.Ed. in Special Education.

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 (e.g., an additional graduate certificate).

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 both a master's degree and a graduate certificate, must:

- a) Apply to the graduate school
- b) Be admitted for each program of study
- c) Apply for graduation from each program when the program of study is completed

Step 2: Application to Office of Teacher Education

Students must apply to the Razorback Education 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 residency experiences. To initiate the background check process, visit:

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

Students seeking initial licensure are also required to complete the IDEAS training modules, which access will be provided upon completion of the application to the [Razorback Educator Development Hub](#).

Step 3: Complete coursework and field experiences

M.Ed. in Special Education with initial licensure coursework:

Students will complete 36 credit hours of coursework that is inclusive nine core credit hours, 21 program course hours, and 6 residency hours.

Please review the initial licensure program of study for more specifics on the required coursework and hours.

M.Ed. in Special Education with K-12 endorsement:

Students will complete 36 credit hours of coursework that is inclusive of nine core credit hours, 21 program course hours, and 6 residency hours.

Please review the endorsement program of study for more specifics on the required coursework and hours.

Fieldwork experiences:

Students are required to take courses with fieldwork experiences in order to provide students with opportunities to apply what they learn in relevant settings. Students are expected to develop relationships with school districts and other relevant settings.

Courses that are assigned as fieldwork experience courses require approximately 20-25 hours per course of fieldwork. Students are expected to communicate course requirements with school personnel (e.g., principal, classroom teacher) and seek approval for fieldwork activities and hours.

Students are required to submit documentation of fieldwork hours, experiences/activities completed, and reflections at the end of each semester for each course.

Courses requiring fieldwork experiences:

- SPED 54103 - ABA for Teachers 20 hrs.
- SPED 56303 - Curriculum Development 20 hrs.
- SPED 56703 - Content Areas 20 hrs.
- SPED 57803 - Family Partnerships 20 hrs.
- SPED 57603 - Extensive Support Needs 20 hrs.
- SPED 58703 - Assessment SPED 25 hrs.

Step 4: Comprehensive examination

Students working toward a Master of Education in Special Education must pass their comprehensive exam the semester prior to their first residency semester. The program coordinator will invite eligible students to apply for the comprehensive exam in October or February.

Step 5: Application to complete residency

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

Out of area placements:

If teacher candidates are completing a residency with schools not currently identified as school partners, candidates will be responsible for gathering demographic information (see [Intent to Complete Residency Form](#)) and letters of support from such schools.

All teacher candidates should review the residency handbook for additional information on residency requirements and expectations.

Step 6: Residency

M.Ed. in Special Education with Initial Licensure Residency:

Residency 1:

Teacher candidates will be required to complete a minimum time of 3-classroom days or 18-hours, per week, in a public-school classroom.

Residency 2:

Teacher candidates will be required to complete a minimum time of 4-classroom days or 24-hours, per week, in a public-school classroom.

M.Ed. in Special Education with K-12 Endorsement Practicum:

Teacher candidates will be required to complete two practica in a public-school context

Teacher candidates will enroll in a 3-hour practicum course each semester and complete approximately 60 practicum hours of field experience in a K-6 setting, and 60 practicum hours in a 7-12 setting.

For the fulltime practicum enrollment, this equates to approximately 4 hours a week across 15 weeks each semester.

Step 7: Application for Graduation

Students intending to graduate with an M.Ed. in Special Education (initial licensure or with K-12 endorsement) must apply for graduation through the graduate school in their last semester.

Students must complete all degree requirements before they can participate in commencement ceremonies. 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. Students must pass the comprehensive examination before being cleared to graduate
4. 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
5. A G.P.A. of 3.0 or higher must be earned before a student is eligible to graduate
6. Students must apply for graduation with the Graduate School

Teacher Education Program Policies & Procedures

Code of Ethics of the Education Profession

The College of Education and Health Professions professional education unit adheres to the Code of Ethics of the Education Profession as established by the National Education Association.

Violation of these principles may result in probation, suspension, or dismissal of the residency. The full document of the Code of Ethics may be found <https://www.nea.org/resource-library/code-ethics-educators> Principles I and II are described below:

Principle 1: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator –

- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student's access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student's progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly –
 - exclude any student from participation in any program,
 - deny benefits to any student, and
 - grant any advantage to any student.
- Shall not use professional relationships with students for private advantage.

- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle 2: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

- Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a noneducator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Also supports Arkansas Code of Ethics established by the Arkansas Department of Education: <https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code-of-ethics-for-arkansas-educators>

Appeal Procedures

Rights to Appeal

As a teacher education candidate, you have the right of appeal in such matters as denial of admission to various levels of the teacher education program, issuance of an NOC, the decision to temporarily drop you from the program because of an unresolved NOC, or the process by which you have been suspended from the Teacher Education Program. Any matters that overlap those related to a college policy or procedure, or university Code of Student Life will be subject to the policies and procedures as defined by the college or university.

Appeals Procedures for the Teacher Education Program

All appeals must be submitted to the Razorback Educator Development HUB (teach-ed@uark.edu) within the stated timeline. This includes an appeal of an NOC, entry into a teacher education program, or suspension from a teacher education program.

Academic Probation in Teacher Education Program

If your required GPA drop below your program's prescribed GPA requirement, you will receive an email from your program and/or the Office of Teacher Education letting you know that you must see an advisor to discuss ways to improve your performance.

If the GPA does not improve by the next semester, a program committee will meet to decide if you will be allowed to stay in your program.

In extraordinary situations (i.e. health concerns, family emergency), students can appeal to be allowed to continue for a maximum of one semester in the teacher education program even when they no longer meet the required GPAs.

To appeal, contact the Razorback Educator Development HUB. Please note that such appeals are only granted when circumstances beyond a candidate's control fully justify granting the appeal.

Suspension from the Teacher Education Program

If you are suspended from the Teacher Education Program for reasons other than an insufficient GPA, you may appeal this suspension. Suspensions for

reasons other than GPA may be due to multiple and/or serious Notifications of Concern or extreme behaviors that threaten the safety of others.

To appeal a suspension due to non-GPA related causes, you must submit a written request through the Office of Teacher Education, asking that the suspension decision be reviewed by the program. Your appeal must arrive within 15 business days of the date of the suspension notification. A decision upon your suspension will be made by the appropriate program within 15 business days of receipt of your appeal.

Should the program's decision be unsatisfactory to you, you have 15 business days from the date of the decision to appeal to the Teacher Candidate Professional Review Committee (TCPRC). The TCPRC will render a final and binding decision regarding your appeal within 15 business days.

Suspensions from the Teacher Education Program due to factors other than grades or GPAs are for a minimum of one year. Only the most extreme circumstances would warrant consideration for re-admission before one calendar year has elapsed and is determined by the TCPRC. At the time of suspension, students are informed of the conditions and procedures for re-admission to the program.

Suspension from the Program Due to Notice of Concern

If you have multiple unresolved Notification of Concerns indicating significant concerns in meeting the standards for the Teacher Education Program, you will be considered for suspension from the Program.

Suspension from the Program is determined by the TCPRC and is for a minimum of one calendar year. Only the most extreme circumstances would warrant consideration for re-admission before one calendar year has elapsed and is determined by the TCPRC. At the time of suspension, candidates are informed of the conditions and procedures for re-admission to the program.

Emergency Suspension

Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the TCPRC for review and may become permanent.

Dismissal from the Special Education Program Based on Unethical or Unprofessional Behaviors

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics, Arkansas Division of Elementary and Secondary Education Code of Ethics, as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the residency as described:

- Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and their mentor, and referred to the program's coordinator or supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.
- The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or residency work, a failing grade for the course, probation, up to dismissal from a teacher education program.
- Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students or others, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the Teacher Candidate Professional Review Committee for review and may become permanent.

The Program Coordinator, in consultation with the Teacher Education Professional Review Committee and the Dean's Office for Academic and Student Affairs in the College of Education and Health Professions, has the authority and responsibility to dismiss a student from the teacher education program for unethical or unprofessional behavior and/or not recommend the student for licensure.

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Teacher Education Website or the Teacher Education Support page.

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the

Student Grievances and Appeals section of the Undergraduate Catalog of Studies.

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 variety of health services 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://razalert.uark.edu).

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.

Master of Education in Special Education with Initial License

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

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.					
SPED 56303	Curriculum development and instructional planning <i>SPED section</i>	3	Spring		
SPED 64303	Legal aspects of special education	3	Spring		
SPED 57803	Professional and family partnerships	3	Fall		
Program Courses: 21 hours					
SPED 57303	Inclusive practices for diverse populations	3	Summer		
SPED 57603	Teaching students with extensive support needs	3	Spring		
SPED 58703	Assessment and programming for students with disabilities <i>SPED section</i>	3	Fall		
SPED 54103	ABA & Classroom management for teachers	3	Fall		
SPED 56703	Teaching students in the content areas	3	Spring		
SPED 56803	Teaching students with Autism Spectrum Disorder	3	Fall		
SPED 56803	Teaching literacy skills to students with disabilities	3	Spring		
Residency : 9 hours					
SPED 5520v	Residency I, K-6/7-12. Prepare portfolio for admission	3/6	Spring		

SPED 5520v	Residency II, 7-12/K-6 prepare portfolio for admission	3/6	Fall		
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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 without a teaching license and who hold an undergraduate degree in a field other than education. 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 comprehensive examination is required at the conclusion of the program and is completed in the last six-hours of your program of study. After completing this program of study, it is your responsibility to apply for the licensure through the [licensure office](#) at the University of Arkansas.

Endorsement in Special Education K-12

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
Program Courses: 21 hours					
SPED 57303	Inclusive practices for diverse populations	3	Summer		
SPED 57603	Teaching students with extensive support needs	3	Spring		
SPED 56703	Teaching students in the content areas	3	Spring		
SPED 54103	ABA & Classroom management for teachers	3	Fall		
SPED 58703	Assessment and programming for students with disabilities	3	Fall		
SPED 57803	Professional and family partnerships	3	Fall		
SPED 56803	Teaching literacy skills to students with disabilities	3	Spring		
Internship: 6 hours					
SPED 5320v	Practicum I, K-6/7-12	3	Spring		
SPED 5320v	Practicum II, 7-12/K-6	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

Note: This program is for those with a current teaching license and wish to obtain the Arkansas Dept of Education endorsement in K-12 special education. 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. Practicum must be completed in both a K-6 and 7-12 setting. 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.

Master of Education in Special Education with Applied Behavior Analysis

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

36-38 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
Core Courses: 12 hours from College of Education Core					
ESRM 50103	Research methods in education	3	Fall, Spring, Summer		
SPED 64303	Legal aspects of special education	3	Spring		
SPED 57803	Professional and family partnerships	3	Fall		
Program Courses					
SPED 68403	Basic principles of behavior	3	Fall		
SPED 68703	Research methods in behavior analysis	3	Fall		
SPED 68603	Behavior intervention and assessment I	3	Spring		
SPED 68503	Behavior intervention and assessment II	3	Spring		
SPED 68803	Ethics in behavior analysis	3	Summer		
SPED 64503	Organizational behavior management	3	Summer		
SPED 64603	Theory and philosophy in behavior analysis	3	Summer		
Electives: 6 hours (in place of intensive practicum)					
Practicum Courses: 9 hours BACB™ Approved Intensive Practicum (ELECTIVE)					
SPED 57903	Practicum in ABA	9	Fall and Spring on campus		

Notes: This program is for those who wish to complete a Master of Education in Special Education and ABA certificate. This program of study does not lead to endorsement/licensure. Please contact your advisor if you wish to complete requirements for endorsement/initial license which may require additional credit hours. Prospective students must apply to the Graduate School for admission to the Graduate Certificate program in ABA and for Master of Education in Special Education. All requirements for the degree must be completed within six consecutive calendar years. Grades in courses with a prefix of CIED or SPED must be at a B or higher. A maximum of 6 credit hours can be accepted for transfer with program approval. To graduate, candidates need a cumulative GPA of 3.0 with grades of all coursework at a C or higher. A final project and/or comprehensive examination is required at the conclusion of the program and is completed in the last semester of your program of study.

Master of Education in Special Education with Autism Micro-Certificate

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

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		
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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.

Master of Education in Special Education with Dyslexia Endorsement

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

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: 24 hours					
SPED 51703	Introduction to dyslexia	3	Spring		
SPED 58603	Assessment and programming for students with disabilities – <i>Dyslexia section</i>	3	Summer		
SPED 56803	Teaching literacy skills to students with disabilities	3	Fall		
SPED 54303	Curriculum development and instructional planning <i>Dyslexia section</i>	3	Fall		
SPED 57303	Inclusive practices	3	Summer		
SPED 57803	Professional and family partnerships	3	Fall		
SPED 54103	ABA & Classroom management for teachers	3	Fall		
SPED 56703	Teaching students in the content areas	3	Spring		

Practicum Courses: Dyslexia 3 hours					
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

Note: This program is for those with a teaching license and wish to obtain the dyslexia endorsement along with a Master of Special Education. 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. After completing this program of study, it is your responsibility to apply for the endorsement through the [licensure office](#) at the University of Arkansas.

Master of Education in Special Education with Educational Examiner Endorsement

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

33-39 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 50103 OR ESRM 53903	Research methods in Education OR Statistics in Education and Health Professions	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 57303	Inclusive practices for diverse populations	3	Summer		
SPED 56303	Curriculum development and instructional planning	3	Spring		
SPED 58703	Assessment and programming for students with disabilities	3	Fall		
SPED 56403	Individual diagnostic testing	3	Fall		
SPED 56503	Individual intelligence testing	3	Summer		
SPED 57803	Professional and family partnerships	3	Fall		
SPED 58903	Organization, administration, supervision of special education	3	Spring		
Practicum courses: 6 hours intensive practicum or 3 credit practicum plus one elective					
Internship: 3-9 hours					

SPED 5320v	Practicum I, K-12 prepare portfolio	3-6	Fall, Spring		
	Elective	3			

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 and wish to obtain the educational examiners endorsement along with a Master of Education in Special Education. 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. After completing this program of study, it is your responsibility to apply for the endorsement through the [licensure office](#) at the University of Arkansas.

Master of Education in Special Education with Transition Graduate Certificate

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

33-39 Credit Hours

Course ID	Course Title	Hrs.	Semester Offered Online	Semester Taken	Grade
Core Courses: 9 hours					
ESRM 53001 OR ESRM 53903	Research methods in Education OR Statistics in Education and Health Professions	3	Spring (Y1)		
SPED 58803	Research in inclusive education and clinical programs	3	Fall (Y2)		
SPED 64303	Legal aspects of Special Education	3	Spring (Y2)		
Program Courses: 24 hours					
SPED 57303	Inclusive practices for diverse populations	3	Summer (Y1)r		
SPED 53403	ABA & Classroom Management for Teachers	3	Fall (Y1)		
SPED 58703	Assessment and programming for students with disabilities	3	Fall (Y1)		
SPED 56703	Teaching students in the content areas	3	Spring (Y1)		
SPED 57103	Career development and transition	3	Fall (Y2)		
SPED 57803	Family and professional partnerships	3	Summer (Y2)		
SPED 56803	Teaching literacy skills to students with disabilities	3	Spring (Y1)		
SPED 57603	Teaching students with extensive support needs	3	Summer (Y2)		

Practicum courses: 3-6 hours intensive					
SPED 5320v	Practicum II, K-6 (Initial/ENDST License only)	3	Fall (Y2)		
SPED 5320v	Practicum II, 7-12/K-6 (Prepare portfolio – Transition GC)	3	Spring (Y2)		

Note: This program is for those with a teaching license and wish to complete the Masters in Special Education and specialize in Special Education Transition Services. If you do not have an initial license please communicate with advisor and plan for completion of additional 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 and cumulative GPA 3.0. A maximum of six credit hours can be accepted for transfer with program approval. A final comprehensive examination is required at the conclusion of the program and is completed in the last six-hours of your program of study. Students who wish to obtain the Graduate Certificate in Transition Services must apply for both the MEd in Special Education and Graduate Certificate in Special Education Transition Services.

Appendix D: University of Arkansas – End of Placement Evaluation

Date: _____ School: _____ Grade Level: _____
 Teacher Candidate: _____
 Mentor/Evaluator: _____
 # Absences: _____ # Tardies: _____

Please place a number by each criterion and then add supporting evidence in the space provided:

1 = Ineffective; 2 = Progressing; 3 = Effective; 4 = Very Effective

Domain 1: Planning and Preparation

Demonstrating knowledge of content and pedagogy.

Demonstrating knowledge of students

Setting instructional outcomes

Demonstrating knowledge of resources

Designing coherent instruction

Designing student assessments

Comments for Domain 1:

Domain 2: The Classroom Environment

Creating an environment of respect and rapport

Establishing a culture of learning

Managing classroom procedures

Managing student behavior

Organizing physical space

Comments for Domain 2:

Domain 3: Instruction

Communicating with students

Using questioning and discussion techniques	
Engaging students in learning	
Using assessment in instruction	
Demonstrating flexibility and responsiveness	
Comments for Domain 3:	
Domain 4: Professional Responsibilities	
Reflecting on teaching	
Maintaining accurate records	
Communicating with families	
Participating in a professional community	
Growing and developing professionally	
Showing professionalism	
Comments for Domain 4:	

Educator Disposition Assessment

Name:

Date:

Evaluator:

Directions: Please use this Educators Disposition Assessment to rate each teacher candidate on each disposition based on the following scale. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0 = Needs Improvement: Minimal evidence of understanding and commitment to the disposition

1 = Developing: Some evidence of understanding and commitment to the disposition

2 = Meets Expectations: Considerable evidence of understanding and commitment to the disposition

1) Demonstrates Effective Oral Communication Skills		6) Exhibits an appreciation of and value for cultural and academic diversity	
2) Demonstrates Effective Written Communication Skills		7) Collaborates effectively with stakeholders	
3) Demonstrates professionalism		8) Demonstrates self-regulated learner behaviors/takes initiative	
4) Demonstrates a positive and enthusiastic attitude		9) Exhibits the social and emotional intelligence to promote personal and educational goals/stability	
5) Demonstrates preparedness in teaching and learning		Average:	

1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> ❑ Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice ❑ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation ❑ Choice of vocabulary is either too difficult or too simplistic 	<ul style="list-style-type: none"> ❑ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors ❑ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation ❑ Occasionally uses vocabulary that is either too difficult or too simplistic 	<ul style="list-style-type: none"> ❑ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment ❑ Varies oral communication as evidenced by encouraging participatory behaviors ❑ Communicates at an age-appropriate level as evidenced by explaining content specific vocabulary
Comments:			

2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> ❑ Communicates in tones that are harsh or negative as evidenced 	<ul style="list-style-type: none"> ❑ Communicates respectfully and positively but with some detectable 	<ul style="list-style-type: none"> ❑ Communicates respectfully and positively with all

	by fostering negative responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar
Comments:			

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace,	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group

	<p>uncomfortable responses from others</p> <ul style="list-style-type: none"> □ Functions as a group member with no participation 	<p>but this is kept to a minimum</p> <ul style="list-style-type: none"> □ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation 	<p>member as evidenced by high levels of participation towards productive outcomes</p>
Comments:			

4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> □ Often complains when encountering problems and rarely offers solutions □ Resists change and appears offended when suggestions are made to try new ideas/activities □ Demonstrates a flattened affect as evidenced by lack of 	<ul style="list-style-type: none"> □ Seeks solutions to problems with prompting □ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed □ Overlooks opportunities to demonstrate positive affect 	<ul style="list-style-type: none"> □ Actively seeks solutions to problems without prompting or complaining □ Tries new ideas/activities that are suggested □ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

	expressive gestures and vocal expressions		
Comments:			

5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

	activating no changes when needed		
Comments:			

6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors
Comments:			

7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56;	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Is inflexible, as evidenced by inability	<input type="checkbox"/> Demonstrates some flexibility	<input type="checkbox"/> Demonstrates flexibility as evidenced by

InTASC: 1(k), 3(n), 3(q), 7(o)	<p>to work well with others and does not accept majority consensus</p> <ul style="list-style-type: none"> □ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others □ Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> □ Maintains a respectful tone in most circumstances but is not consistent □ Shares teaching strategies as evidenced by some effort towards collaboration 	<p>providing considered responses and accepts majority consensus</p> <ul style="list-style-type: none"> □ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others □ Proactively shares teaching strategies as evidenced by productive collaboration
Comments:			

8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> □ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support □ Does not conduct appropriate research to guide 	<ul style="list-style-type: none"> □ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth □ Level of research needs further development to acquire fully and integrate resources leading to 	<ul style="list-style-type: none"> □ Recognizes own weaknesses as evidenced by seeking solutions before asking for support □ Researches and implements most effective teaching styles as evidenced by citing works submitted

	the implementation of effective teaching as evidenced by a lack of citations in work	implementing different and effective teaching styles	
Comments:			

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and

			empathetic social awareness
Comments:			

Intent to Complete Residency

Please complete the following form prior to admission into the Residency Course (SPED 5520v) by the deadlines indicated in the *Special Education Program Handbook*. This form must be completed **PRIOR** to residency registration **EACH** semester. Failure to complete this process and submit required documentation could result in delayed residency enrollment and placement.

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

All responses must be typed. Sections 1, 2, 3, 4, & 5 Required for ALL Candidates.

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"/> Master of Education in Special Education <input type="checkbox"/> K-12 Licensure** (for those seeking initial licensure)		
6. This experience will fulfill the requirements for (select one in a and b): a. <input type="checkbox"/> K-6 Residency or <input type="checkbox"/> 7-12 Residency b. <input type="checkbox"/> Residency I or <input type="checkbox"/> Residency II		
Complete Sections 7 and 8 for K-6 Residency Site and 7-12 Residency Site		
7. Proposed Residency 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