Program Approval Protocol for:

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an *asterisk. However, for all other program revisions, it is mandatory to include all the items listed below.*

*1. **Cover Sheet** (See Attached)

*2. **Rationale**
   a. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

*3. **Institutional Approval**
   a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

   Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB), to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

   Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented

effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (https://provost.uark.edu/policies/162220.php). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (https://registrar.uark.edu/program-unitchanges/index.php).

b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

4. **Documentation of Revisions**

   a. **Changes to the Curriculum**

   *i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

   (See attached Program of Study)

Course Number	Proposed Change
SPED 54103 ABA & Classroom Management for Teachers	No change
SPED 56303 Curriculum Development and Instructional Planning	No change
SPED 68003 Teaching Students with Autism Spectrum Disorder	-remove from program of study
SPED 56803 Teaching Literacy Skills to Students with Disabilities	No change
SPED 57303 Inclusive Practices for Diverse Populations	No change
SPED 56703 Teaching Students with Disabilities in the Content Areas	No change
SPED 57603 Teaching Individuals with Extensive Support Needs	No change
SPED 57803 Professional and Family Partnerships	No change
SPED 58703 Assessment and Programming for Students with Disabilities	No change
SPED 64303 Legal Aspects of Special Education	No change
SPED 5320V Practicum in Special Education	-Name change to SPED 5420V Residency in Special Education - Change from 420 hours required across both semesters to minimum time in the classroom 3 days (18 hours) in

	semester 1, 4 days (24 hours) in semester 2 -Students will enroll in 3 hours of residency in semester one, and 6 hours of residency in semester two.

*ii Provide a revised curriculum matrix that shows course alignment with the current corresponding Arkansas Educator Competencies for the content area or category of licensure, if applicable.

Special Education K-12 (First Time)	Course Alignment with ADE Content Competencies									
	54103 ABA	56303 CURR	56703 CONT	56803 LIT	57303 INCL	57603 EXT	57803 FAM	58703 ASSE	64303 Legal	5420V Res x2
1. Engaging in Professional Learning and Practice within Ethical Guidelines										
1.1							x		x	x
1.2	x	x	x	x	x	x	x	x	x	x
1.3	x							x	x	x
2. Understanding and Addressing Each Individual's Developmental and Learning Needs										
2.1	x	x	x	x	x	x	x	x	x	x
2.2	x	x	x	x	x	x	x	x	x	x
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge										
3.1		x	x	x	x	x				x
3.2		x	x	x	x	x				x
3.3			x	x	x					x
4. Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making										
4.1	x				x			x		x
4.2	x							x		x
4.3	x		x	x			x	x	x	x
5. Supporting Learning Using Effective Instruction										
5.1			x	x				x		x
5.2					x	x				x
5.3			x	x	x	x				x
5.4			x	x						x
5.5			x	x	x	x				x
5.6					x	x				x

6. Supporting Social, Emotional and Behavioral Growth									
6.1		x		x	x	x	x		x
6.2		x		x	x				x
6.3		x					x		x
6.4									x
7. Collaborating with Team Members									
7.1				x		x			x
7.2				x		x			x
7.3				x		x			x
7.4				x		x			x

*iii Provide a revised Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in the program of study.

All Licensure Areas	Course Alignment with Arkansas Teaching Standards									
	54103 ABA	56303 CURR	56703 CONT	56803 LIT	57303 INCL	57603 EXT	57803 FAM	58703 ASSE	64303 Legal	5420V Res x2
Standard #1 Learner Development	x	x	x	x	x	x	x	x	x	x
Standard #2 Learning Differences	x	x	x	x	x	x	x	x	x	x
Standard #3 Learning Environments	x	x	x	x	x	x	x	x	x	x
Standard #4 Content Knowledge		x	x	x	x	x	x			x
Standard #5 Application of Content	X	x	x	x	x	x	x	x		x
Standard #6 Assessment	x	x	x	x	x	x	x	x	x	x
Standard #7 Planning for Instruction	x	x	x	x	x	x	x	x	x	x

Standard # 8 Instructional Strategies	x	x	x	x	x	x	x	x	x	x
Standard #9 Professional Learning and Ethical Practice	x	x	x	x	x	x	x	x	x	x
Standard #10: Leadership and Collaboration	x	x	x	x	x	x	x	x	x	x

*iv Provide documentation outlining how the appropriate TESS or LEADS standards (TESS for aspiring teachers, TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable.

Course Number	TESS Alignment
SPED 54103 ABA & Classroom Management for Teachers	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 56303 Curriculum Development and Instructional Planning	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
SPED 56703 Teaching Students in the Content Areas	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 56803 Teaching Literacy Skills to Students with Disabilities	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
SPED 57303 Inclusive Practices for Diverse Populations	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 57603 Teaching Individuals with Extensive Support Needs	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
SPED 57803 Professional and Family Partnerships	2 – Classrm Env 4 – Prof Respon
SPED 58703 Assessment and Programming for Students with Disabilities	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
SPED 64303 Legal Aspects of Special Education	4 – Prof Respon
SPED 5420V Residency in Special Education	1 – Plan & Prep 2 – Classrm Env

	3 – Instruction
	4 – Prof Respon

The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates' performance relevant to the aspiring teacher rubric.

*v **For programs approved in the past two years:**
This program was approved in the last two years. Syllabi for the revised residency course (SPED 5420V) has been included in this application.

*vi Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments. (if there are no changes, just say this for this indicator)

No changes to common assessments

Program of Study
M.Ed. in SPED with
Initial License in Special Education 36 semester hours

Name: _____   UAID#: _____

Area: M.Ed. SPED, Initial License, Instructional Sp.   Telephone No's: _____ (cell)

UA Email: _____   _____ (home)

Other Email: _____   _____ (work)

Started Program Date: _____   Must complete program in 6 years by _____

Advisor: _____

CORE COURSES: 9 hours

Course ID	Course Title	Hours	Semester Offered	Substitution (If applicable)	Semester Taken	Grade
SPED 56303	Curriculum and Development and Instructional Planning SPED Section	3	Spring Location			
SPED 64303	Legal Aspects in Special Education	3	Spring, Location			
SPED 57803	Professional and Family Partnerships	3	Fall, Location			

PROGRAM COURSES: 21 Hours

Course ID	Course Title	Hours	Semester Offered	Substitution (If applicable)	Semester Taken	Grade
SPED 57303	Inclusive Practices for Diverse Populations	3	Summer, Location			
SPED 57603	Teaching Students with Extensive Support Needs	3	Spring, Location			
SPED 58703	Assessment and Programming for Students with Disabilities- SPED Section	3	Fall, Location			
SPED 54103	ABA & Classroom Management for Teachers	3	Fall, Location			
SPED 56703	Teaching Students in the Content Areas	3	Spring, Location			
SPED 56803	Teaching Literacy Skills to Students with Disabilities	3	Spring, Location			

INTERNSHIP: 6 hours

Course ID	Course Title	Hours	Semester Offered	Substitution (If applicable)	Semester Taken	Grade
SPED 5420v	Residency I, K-6/7-12 Prepare portfolio for admission	3	Spring/Fall, Location			
SPED 5420v	Residency II 7-12/K-6 Prepare portfolio for admission	6	Spring/Fall Location			

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.

UNIVERSITY OF ARKANSAS | College of Education & Health Professions
Inclusive Educational and Clinical Programs

3/2024

*b. **Program Partnerships and One-Year Supervised Residency**

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

1. [One-Year Supervised Residency Handbook - DRAFT](#)

2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:

    i. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes

    - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.

    - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.

    - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)

    ii. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master's degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.

    iii. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.

    iv. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings need to meet their grade band.

General Requirements for Traditional Programs:

• For a candidate to enter a school setting for their clinical placement, each candidate must have completed all required background checks.

• Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.

• A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.

• A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

Requirements of the Traditional Educator Preparation Programs:

i. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:

a. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.

b. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.

ii. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.

a. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year they are supporting a teacher candidate.

iii. Our EPP and K-12 districts meet for two formal partnership meetings, one in

the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.

iv.   A copy of the MOU signed by districts can be find in Appendix ____. The MOU includes:
       a. Goals of partnership
       b. Responsibilities of the district
       c. Responsibilities of the EPP
       d. Joint responsibilities
       e. Timelines/Schedules for walk-throughs, meetings, and other communications

v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:

       a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all required background checks.

       b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in 3-1.03.1 of the Licensure Rules, and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).

       c. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.

       d. The Aspiring teacher permit experience shall take place in a public-school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

*c. **Transition to DLT Format**

       i Submit a rationale for the transition.

       ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.

       iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.

       iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes

       v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

*d. **Changes to Policies Overseeing Candidate Quality**

i Describe any changes to entry requirements. Students are defined as teacher candidates once they have been officially admitted into their teacher education program. This typically occurs during the sophomore year for undergraduate programs.

There are no changes to entry requirements.

ii Describe any changes to retention procedures, such as mid-program benchmarks or transition points.

There are no changes to retention procedures

iii A candidate is a successful program completer once they have graduated from their program. All candidate must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

*5. **Transition Plan**
Candidates currently enrolled and graduating spring 2025 and spring 2026 will continue on the current program of study. Candidates beginning coursework in 2025 and graduating fall 2026 or thereafter will complete the new degree plan.

University of Arkansas, College of Education and Health Professions

DEPARTMENT OF CURRICULUM AND INSTRUCTION

I. Program Affiliation: Special Education

Course Number and Title: SPED 5420V Residency in Special Education

Prerequisites: Admission based on satisfactory completion of courses and completion of Intent to Complete Practicum Form

Professor: Jacquelyn Scalf, CALT-QI

II. Relationship to the Knowledge Base Advance Level (M.Ed.)

This course is an advanced course at the master's level in specialty studies. The Scholar-Practitioner at this level will demonstrate skills and dispositions for individuals with disabilities while demonstrating advance learning in specialty studies and the social and behavioral studies in the substantive areas.

Program Blocks for Special Education – MEd Multitiered Levels
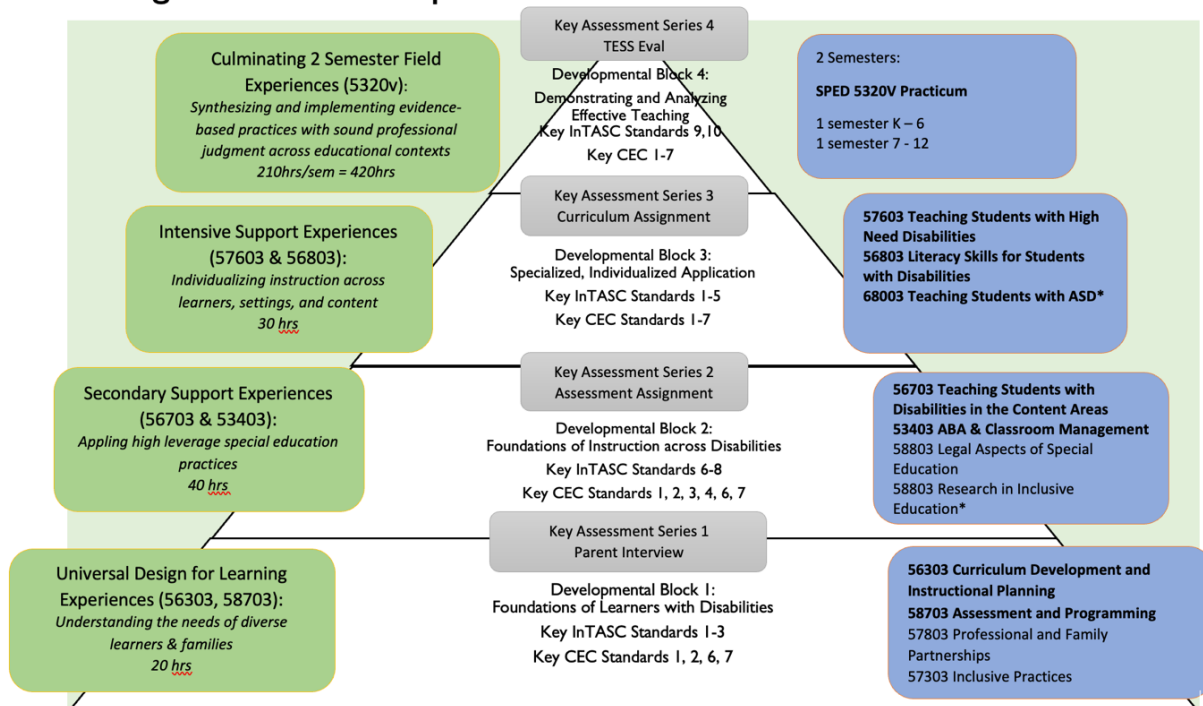
https://learn.uark.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_7400744_1&course_id=_238902_1&mode=reset

III. Goal & Expectations

The goal of this course is to prepare candidates who will be knowledgeable and skilled in educating individuals with disabilities. The candidates will demonstrate knowledge of the characteristics and needs of individuals with disabilities and their implications in terms of service provision. The practicum is the capstone course for the MEd and as such students are expected to demonstrate skills, knowledge and disposition appropriate to a professional special educator.

Expectations

- All of us (you, me, your peers) will work to the best of our abilities.
- All of us (you, me, your peers) will communicate effectively orally and in writing.
- All of us (you, me, your peers) will think analytically and produce original work.
- All of us have a responsibility to create an environment for all to learn.
- All of us will be prepared to participate and engage in this class so we all benefit from each other's knowledge, insights, and experiences.
- All of us will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals in our interactions in our classroom and within this learning community.

IV. Standards-Based Competencies

The competencies required of special educators are those set forth in the "CEC Special Education Preparation Standards" published by the Council on Exceptional Children. The products required in this course as class assignments are evidence of skills and learning essential for teachers of students with support needs.

1. Engaging in Professional Learning and Practice within Ethical Guidelines
1.1 : Candidates practice within ethical guidelines and legal policies and procedures.
1.2 : Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
1.3 : Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
2. Understanding and Addressing Each Individual's Developmental and Learning Needs
2.1 : Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
2.2 : Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge

3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.
3.2 : Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
3.3 : Candidates understand the key ideas and details of reading and writing across the content areas and how to develop experiences that integrate content with relevant collaborative and creative literacy processes to motivate and engage students.

4. Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making

4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.
4.2 : Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.
4.3 : Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5. Supporting Learning Using Effective Instruction

5.1 : Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.
5.2 : Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
5.3 : Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
5.4 : Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.
5.5 : Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.
5.6 : Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

6. Supporting Social , Emotional and Behavioral Growth

6.1 : Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
6.2 : Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.
6.3 : Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
6.4 : Candidates demonstrate an awareness level of the DESE GUIDE for Life program and how to incorporate the concepts into the school experience.

7. Collaborating with Team Members

7.1 : Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

7.2 : Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

7.3 : Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

7.4 : Candidates work with and mentor paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

InTASC and ISTE Standard Alignment

InTASC Standard Alignment
The Learner and Learning Standards/Progressions
Standards 1 & 2: Learner Development and Learning Differences
Standard 3: Learning Environments
Content Knowledge
Standard 4: Content Knowledge
Standard 5: Application of Content
Instructional Practice
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies
Professional Responsibility
Standard 9: Professional Learning and Ethical Practice
Standard 10: Leadership and Collaboration
ISTE Standard Alignment
Standard 1 Learner-1a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

Standard 7 Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

V. Field Experience, Content, and Textbooks

Field Experience

For candidates seeking an endorsement in Special Education for licensure purposes, special education teacher candidates will enroll in a 3-hour practicum each semester. One semester will be completed in a K-6 setting and one semester in a 7-12 setting, approximately 60 hours of field experience are required each semester, or four hours for a 15-week practicum.

For candidates seeking initial Special Education licensure, special education teacher candidates will complete a minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.

Course Content

1. Identification of student abilities and needs (Standards 2, 3, 4, 6)

2. Planning instruction (Standards 3, 5, 6)

3. Assessing student acquisition of learning (Standard 4, 6)

4. Modifying and adjusting instruction to meet student needs (Standards 3, 4 5, 6)

5. Self-evaluation and reflection (Standard 1)

6. Professional learning and ethics (Standard 1)

7. Collaboration with other professionals (Standard 7)

Textbooks
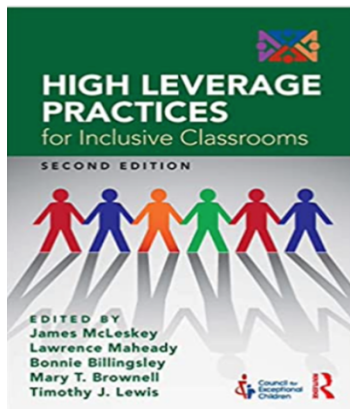
Title	**High Leverage Practices for Inclusive Classrooms**
Author	James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, Timothy J. Lewis
ISBN	978-0367702304
Publisher	Routhledge, Council for Exceptional Children
Publication Date	March 30, 2022
Page Count	0

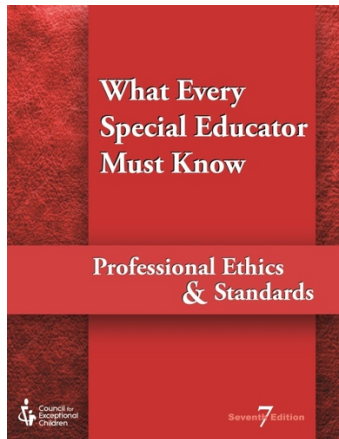|	
Type	Print
Required	
Description	You are not obligated to purchase from any specific seller.

Council for Exceptional Children. (2015). *What every special educator must know: Professional ethics & standards* (7th ed.). Arlington, VA: CEC.

VI. Assignments & Evaluation

This course activities are divided across seven instruction modules. Various activities and assignments are included in each module. Examples of activities include self-evaluation, professional growth plan development, lesson and intervention planning, instructional reflection, video analysis, data collection and analysis. To complete requirements of this course, **all assignments** must be submitted. Assignments are described in more detail below.

HLP Preparedness Survey

The purpose of this assignment is for candidates to reflect on preparedness related to implementation of the High Leverage Practices.

Mandated Reporter Training

The purpose of this assignment is to build knowledge related to your role as a mandated reporter.

VoiceThread Presentations

The purpose of these assignments is to build a collaborative learning environment.

Functional Behavior Assessment and Behavior Intervention Plan Development

The purpose of this assignment is to apply methods to improve academic and behavior outcomes. Candidates will explore problem behavior assessment tools, identify replacement behaviors, develop appropriate interventions for their learners, and track learner progress toward goals.

Lesson Plan Development, Data Collection, and Reflection

The purpose of this assignment is to demonstrate competency related to teaching students with support needs, collecting data on their progress, and reflecting on self-efficacy related to teaching and learning. Across the semester, candidates will develop and teach three lesson plans to students receiving IEP services. These lessons can be taught in any instructional format (i.e., one-on-one, small group, large group).

Video Analysis

Throughout the semester, initial and endorsement licensure candidates will be responsible for recording **three instructional sessions** while teaching. Candidates will then upload these sessions into Vosaic an online video analysis platform, and analyze these recordings for effective practices (e.g. Opportunities to Respond, Behavior Specific Praise, Modeling).

Professional Growth Plan Development and Reflection

The purpose of this assignment is to identify an area of professional growth and collect data related to progress. Candidates will progress through plan throughout the semester. At the end of the semester, candidates will reflect on progress toward their goal.

All written assignments are to be prepared on a computer or typewriter. If submissions include significant typos, misspellings, and grammar errors, a revision may be requested. APA (6th ed.) format is to be used when preparing and citing materials. Avoid language that is sexist, culturally biased, reinforcing of stereotypes, or offensive to persons with disabilities. Products must be submitted by the due date published in the syllabus. A minimum of three classroom observations will be made during the practicum and the results will a factor in the final grade.

VII. Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

VIII. Grading Scale

The Practicum in Special Education is a pass/fail course. As such, learners must complete all course assignments.

IX. Technology

The faculty in SPED 5320V Practicum in Special Education use technology to deliver instruction to the candidates in the following ways.

1. Blackboard Learn is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course.

2. Blackboard Collaborate is available for faculty to provide meetings with the candidates that are synchronous.

3. Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile.

4. Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content.

5. The University of Arkansas Distant Education Library and the Mullins Library provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy

6. End of course evaluations are completed online to ensure complete confidentiality.

Graduate students in SPED 5320V Practicum in Special Education use various software packages as well as Web 2.0 technologies to complete assignments. The goal is to expose candidates to technologies that they might use in their future classrooms. During the Practicum Candidates are expected to include technology available within the practicum setting as instructional tools. Schools vary in the technology available so no list is provided here.

X. Academic Integrity

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 of Arkansas Academic Integrity Policy which may be found at https://honesty.uark.edu/ . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. (Also, see below for more information).

AI Usage

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.

XI. Accommodations

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 http://cea.uark.edu for more information on registration procedures). 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 http://cea.uark.edu for more information on registration procedures).

XII. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to the Graduate Catalog of Studies https://catalog.uark.edu/graduatecatalog/objectivesandregulations/#grievanceprocedurestext for appeals structures and formal procedures for academic grievances.

XIII. Classroom Behavior

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive online behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated. Review the Computer Code of Conduct. Sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behaviors will result in possible removal from the class and /or disciplinary action as delineated in the University of Arkansas Student Handbook.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

XIV. Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.
Severe 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

 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 items. 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.

Additional Weather Information:

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check www.uark.edu for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

XV. Tape Recording and Electronic Capturing of Lectures

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.

State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.
You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class

due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.