

Date Submitted: 11/05/20 10:13 am

Viewing: **SPEDME : Special Education, Master of Education**

Last approved: 05/18/20 11:54 am

Last edit: 11/06/20 8:28 am

Changes proposed by: kmamisei

Catalog Pages Using
this Program

[Special Education \(SPED\)](#)

Submitter: 56210 User ID: suzannek Phone:

Program Status Active

Academic Level Graduate

Type of proposal Major/Field of Study

Select a reason for this modification

Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/changing Focused Study or Track)

Are you adding a concentration?

No

Are you adding or modifying a track?

No

Are you adding or modifying a focused study?

No

Effective Catalog Year Fall 2021

College/School Code

College of Education and Health Professions (EDUC)

In Workflow

1. EDUC Dean Initial
2. GRAD Dean Initial
3. Director of Program Assessment and Review
4. Registrar Initial
5. Institutional Research
6. CIED Chair
7. EDUC Curriculum Committee
8. EDUC Dean
9. Global Campus
10. Provost Review
11. University Course and Program Committee
12. Graduate Committee
13. Faculty Senate
14. Provost Final
15. Provost's Office-- Notification of Approval
16. Registrar Final
17. Catalog Editor Final

Approval Path

1. 11/05/20 10:14 am
Ketevan Mamiseishvili (kmamisei):
Approved for EDUC Dean Initial
2. 11/05/20 10:26 am
Pat Koski (pkoski):

Department Code

Department of Curriculum and Instruction (CIED)

Program Code

SPEDME

Degree

Master of Education

CIP Code

Approved for GRAD

Dean Initial

3. 11/06/20 8:28 am

Alice Griffin

(agriffin): Approved

for Director of

Program

Assessment and

Review

4. 11/30/20 1:03 pm

Lisa Kulczak

(lkulcza): Approved

for Registrar Initial

5. 11/30/20 1:48 pm

Gary Gunderman

(ggunderm):

Approved for

Institutional

Research

6. 11/30/20 1:51 pm

Ed Bengtson

(egbengts):

Approved for CIED

Chair

7. 12/02/20 2:41 pm

Ketevan

Mamiseishvili

(kmamisei):

Approved for EDUC

Curriculum

Committee

8. 12/02/20 2:43 pm

Ketevan

Mamiseishvili

(kmamisei):

Approved for EDUC

Dean

9. 12/02/20 4:22 pm

Suzanne Kenner

(skenner): Approved
for Global Campus
10. 01/06/21 3:55 pm
Terry Martin
(tmartin): Approved
for Provost Review

History

1. Jun 9, 2015 by Lisa Kulczak (lkulcza)
2. Mar 20, 2018 by Peggy Schaefer (pschaefe)
3. May 20, 2019 by suzannek
4. May 18, 2020 by suzannek

13.1001 - Special Education and Teaching, General.

Program Title

Special Education, Master of Education

Program Delivery

Method

Online/Web-based

Is this program interdisciplinary?

No

Does this proposal impact any courses from another College/School?

No

What are the total hours needed to complete the program? 36

On-line/Web-based Information

Reason for offering

Web-based Program

program previously approved for online delivery

Maximum Class Size 25
for Web-based
Courses

Course delivery
mode

Method(s)
Online

Class interaction
mode

Method(s):
Electronic Bulletin Boards

Percent Online

100% with No Required Campus Component

Provide a List of
Services Supplied by
Consortia Partners or
Outsourced
Organization
na

Estimate Costs of the na
Program over the
First 3 Years

List Courses Taught
by Adjunct Faculty

Upload
Memorandum of
Understanding Forms
(if required)

Program Requirements and Description

Requirements

Admission Requirements for the Master of Education in Special Education:

A bachelor's degree from an accredited institution of higher education. For prospective students with a bachelor's degree in a field outside education the M.Ed. with initial license is necessary. For those students with

bachelor's degree in education (e.g., early childhood education, secondary education) the M.Ed. with endorsement is appropriate.

A minimum 3.0 cumulative grade point average (GPA) during the last 60 hours of undergraduate work For the Special Education Master of Education Program a Praxis Core Exam, GRE, or other approved Standardized Core Knowledge Test is required.

Three reference letters

A statement of purpose and resume/curriculum vitae

Students should also be aware of Graduate School requirements with regard to [master's degrees](#). Applicants must meet all requirements for admission to the University of Arkansas Graduate School, except the standardized test score requirement.

Requirements for the Master of Education in Special Education: Minimum of 36 graduate semester credit hours.

SPED 5413	ABA and Classroom Management for Teachers	3
SPED 5633	Curriculum Development and Instructional Planning 1	3
or SPED 6873	Measurement and Experimental Design	
or ESRM 5013	Research Methods in Education	
or ESRM 5393	Statistics in Education and Health Professions	
SPED 5683	Teaching Literacy Skills to Students with Disabilities	3
SPED 5733	Inclusive Practices for Diverse Populations	3
SPED 5673	Teaching Students with Disabilities in the Content Areas	3
SPED 5763	Teaching Individuals with Severe Disabilities	3
SPED 5783	Professional and Family Partnerships	3
SPED 5873	Assessment and Programming for Students with Disabilities	3
SPED 6433	Legal Aspects of Special Education	3
SPED 6803	Teaching Students with Autism Spectrum Disorders 2	3
or SPED 5883	Research in Inclusive Education	
SPED 532V	Practicum in Special Education (total of 6 hrs of SPED532V required in K-6 and 7-12)	6
Total Hours		36

1 Students seeking M.Ed. with initial license take [SPED 5633](#). Students seeking M.Ed. with endorsement take [SPED 6873](#), [ESRM 5013](#), or [ESRM 5393](#).

2 Students seeking M.Ed. with initial license take [SPED 6803](#). Students seeking M.Ed. with endorsement take [SPED 5883](#).

Dismissal based on Unethical or Unprofessional Behaviors from Special Education Programs

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 internship 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 internship 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 Graduate School, 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 [Office of Teacher Education website https://teacher-education.uark.edu/support/index.php](https://teacher-education.uark.edu/support/index.php).

Are Similar Programs available in the area?

No

Estimated Student na

Demand for Program

Scheduled Program **2026-2027** ~~2019-~~

Review Date ~~2020~~

Program Goals and

Objectives

Program Goals and Objectives

The Inclusive Education and Clinical Program’s Special Education Master’s program leading to initial license and endorsement prepares special educators who have specialized knowledge and skills to meet the educational needs of learners, kindergarten through grade 12, with exceptionalities.

Learning Outcomes

Learning Outcomes

Learning Outcomes

Program objectives include the preparation of future special educators to:

1. Understand the individual development and differences of learner's with exceptionalities 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 the individualized needs of students with exceptionalities, as well as their progress,
5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities,
6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and
7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities.

Description and justification of the request

Description of specific change	Justification for this change
Adding dismissal policies based on unethical or unprofessional behaviors to the catalog.	These policies are not new for the program; however, they are being added to the catalog to ensure that they are approved by Graduate Council and Faculty Senate to be consistent with Graduate School's dismissal policies based on ethical and professional conduct violations.

Upload attachments

Reviewer Comments

Alice Griffin (agriffin) (11/06/20 8:24 am): Changed Department to Division of Elementary and Secondary Education to reflect the name of the revised organization. College is encouraged to review.

Alice Griffin (agriffin) (11/06/20 8:27 am): Changed scheduled program review date according to the CAEP approval letter.

Alice Griffin (agriffin) (11/06/20 8:28 am): ATTENTION: Due to the program progression policy updates, this request will require campus approval.