

Date Submitted: 11/05/20 4:17 pm

Viewing: **SPTSGC : Special Education Transition Services, Graduate Certificate**

Last approved: 05/13/19 5:49 pm

Last edit: 11/06/20 10:09 am

Changes proposed by: kmamisei

Catalog Pages Using
this Program

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

Submitter: User ID: pschaefe Phone:
479 387-2380

Program Status Active

Academic Level Graduate

Type of proposal Certificate

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)

Effective Catalog Year Fall 2021

College/School Code
College of Education and Health Professions (EDUC)

Department Code
Department of Curriculum and Instruction (CIED)

Program Code SPTSGC

Degree Graduate Certificate

CIP Code

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 4:18 pm
Ketevan Mamiseishvili (kmamisei):
Approved for EDUC Dean Initial
2. 11/05/20 4:47 pm
Pat Koski (pkoski):

- Approved for GRAD
Dean Initial
3. 11/06/20 10:09 am
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review
 4. 11/30/20 1:04 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 4:24 pm
Suzanne Kenner

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

History

1. May 13, 2019 by
Peggy Schaefer
(pschaefe)

13.1001 - Special Education and Teaching, General.

Program Title

Special Education Transition Services, Graduate Certificate

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 15
hours needed to
complete the
program?

On-line/Web-based Information

Reason for offering

Web-based Program

Given the transition needs of people with disabilities across the state, we are hoping to recruit people outside of Northwest Arkansas for this Special Education Transition Services Certificate.

Maximum Class Size 25

for Web-based
Courses

Course delivery
mode

Method(s)
Online

Class interaction
mode

Method(s):
E-mail
Other

Specify Other
Interaction Methods
Blackboard
Collaborate

Percent Online

- 100% with Required Campus Component
- 100% with No Required Campus Component

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

The development of this graduate certificate is supported by an U.S. Department of Education grant (OSERS).

Estimate Costs of the 0
Program over the
First 3 Years

List Courses Taught
by Adjunct Faculty

Upload
Memorandum of
Understanding Forms
(if required)

Program Requirements and Description

Requirements

Special Education Transition Services Graduate Certificate is designed to prepare school-based professionals (social workers, school psychologists, educational leaders, school counselors, special education teachers, and general education teachers) to provide transition services to students with disabilities. To be admitted, applicants must have a 3.0 GPA or higher in their last 60 hours of course work.

<u>SPED 5713</u>	Career Development and Transition for People with Disabilities	3
<u>SPED 5763</u>	Teaching Individuals with Severe Disabilities	3
<u>SPED 5783</u>	Professional and Family Partnerships	3
<u>SPED 6433</u>	Legal Aspects of Special Education	3
<u>SPED 532V</u>	Practicum in Special Education	3
Total Hours		15

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 Department 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 Demand for Program 10 - 20 per year

Scheduled Program **2026-2027** ~~2023-~~

Review Date **2024**

Program Goals and Objectives

Program Goals and Objectives

The Scholar Practitioner model at this level will pursue an in-depth study of the transition process for students with disabilities including transition plan development, work based learning opportunities, developing skills in self-advocacy and self-determination using evidence based practices, family engagement, collaborative program planning and evaluation.

Learning Outcomes

Learning Outcomes

1. Students will demonstrate knowledge and implementation of evidence-based transition research and practices by identifying EBP practices and applying these based on knowledge of an individual and their needs. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 2, 3, 5
2. Students will link known challenges faced by youth with disabilities and their families in school-to-work adulthood transition to evidence based supports and services. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 2, 3, 5, 7
3. Students will determine appropriate school-to-adulthood assessments for individuals, implement assessments, analyze results, and plan accordingly based on their observation of a young adult with disabilities. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 4, 1, 5
4. Students will identify the methods, materials, and instructional strategies that promote self-determination and self-advocacy in the transition years. Related to CEC Initial Preparation Standards 2, 3, 5, 6
5. Students will advocate for specific strategies for actively including parents in their child's transition and as co-equals on interdisciplinary teams. Related to CEC Initial Preparation Standards 7.1, 7.2
6. Students will describe the components of an IEP transition plan and student learning plan, identify high quality markers, and edit components as appropriate. Students will evaluate existing IEPs and determine quality. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 4, 5, 7
7. Students will identify disability and culturally specific challenges to transition and consider supports to address students' needs. CEC Initial Preparation Standard Dev Disabilities and Autism 1, 6
8. Students will seek out various community resources to support the diverse needs of students and families through the transition process. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 5, 6, 7
9. Students will link the needs of children and youth with disabilities with environmental supports, assistive

Learning Outcomes

technology, communication supports, and other resources to support and individualize learning and generalization of skills. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 2, 5, 6; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 3

10. Students will reflect on ways in which systems encourage and inadvertently create barriers to actively including parents in their child’s education and as co-equals on interdisciplinary teams. Further, students will create opportunities for engagement of students in their own advocacy, self-determination, and educational planning. Related to CEC Initial Preparation Standards 7.1, 7.2; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 5.3, 6.4

11. Students will identify variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 6, 7; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 6.5, 6.6, 7.3

12. Students will link family and child/youth needs with various community resources to support the diverse needs of students and families. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 5, 6, 7; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism

13. Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

14. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

15. Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

16. Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

Description and justification of the request

Description of specific change	Justification for this change
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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 9:48 am): In program title, replaced comma between name of program and name of degree to be consistent with the campus naming convention used for this field.

Alice Griffin (agriffin) (11/06/20 10:09 am): Changed scheduled program review date to match the revised CAEP review date.

Alice Griffin (agriffin) (11/06/20 10:09 am): ATTENTION: Additions to the progression policy will require campus approval.

Key: 665