LON E Revision

Letter of Notification

Revision of Existing Education Programs

(LON E Revision and ADE Program Proposal submitted to ADHE)

*Note: This LON is for existing programs only. For new programs, submit a Letter of Intent and ADE Program Proposal for New Licensure Programs*

1. Institution submitting request: University of Arkansas Fayetteville
2. Date submitted: November 5, 2017
3. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs
4. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
5. Revised program effective date: Fall 2018
6. Current program title: Bachelor of Science in Education in Special Education
7. CIP Code: 13.1001 Degree Code: 3210
8. Revised program title: no change
9. CIP Code: 13.1001 Degree Code: 3210
10. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.): B.S.E.
11. Is this program intended to prepare candidates for educator licensure? \_x\_ Yes \_\_ No   
    If yes, indicate the title and grade range of the licensure area: Special Education K - 12
12. Indicate if courses/program of study will be offered for distance delivery: No
13. Provide additional program information if requested by ADE/ADHE staff.

Curriculum Committee Approval Date: December 6, 2017

President/Chancellor Approval Date: January 8, 2018

Board of Trustees Approval Date: March 29, 2018

Chief Academic Officer: James S. Coleman Date: January 2, 2018

D. Procedure for Reporting Minor Program Revisions (less than 25% of program)

Rationale:

After completion of the junior year of the first cohort in the BSE – Special Education program, it became apparent that students need more flexibility in the University Core requirements in order to complete all degree requirements in four years. It was also determined that students need a second specialized literacy course rather than the two basic courses completed in the childhood education program. The new course that is being added to the curriculum (SPED 4173: Introduction to Dyslexia: Literacy Development, and Structure of Language) focuses on dyslexia, which is critically important for special education teachers to understand and address. These conclusions were drawn based on the program evaluation.

The total number of hours do not change in this proposal.

Program Description

Copy of Degree Plan and/or Plan of Study

University Core – 35 hours

English – 6 hours

ENGL 1013, ENGL 1023, or #NGL 1033

Mathematics – 3 hours

MATH 1203

Science – 8 hours (corresponding lecture/lab combinations)

ANTH 1013/ANTH 1011L, ASTR 2003; ASTR 2001L

BIOL 1003/BIOL 1001L; BIOL 1524; BIOL 1543/BIOL 1541L; BIOL 1584;

BIOL 1603/BIO1L; 1613/1611L; BIOL 2213/BIOL 2211L;

BIOL 2443/BIOL 244L

CHEM 1053/CHEM 1051L; CHEM 1073/CHEM 1071L

CHEM 1103/CHEM 1101L; CHEM 1123/CHEM 1121L;

CHEM 1133/CHEM 1131L; CHEM 1213; CHEM 1211L

CHEM 1223/CHEM 1221L; ENSC 1003/ENSC 1001L

ENTO 1023/ENTO 1021L; GEOS 1113/GEOS 1111L;

GEOS 1133/GEOS 1131L; PHYS 1023; PHYS 1021L;

PHYS 1034; PHYS 1044; PHYS 1054; PHYS 2013/PHYS 2011L

PHYS 2033/PHYS 2031L; PHYS 2054; PHYS 2074

Fine Arts – 3 hours

ARCH 1003; ARHS 1003; COMM 1003; DANC 1003; ENGL 2023

HUMN 2114H; LARX 1003; MLIT 1003; MLIT 1013; THTR 1003; THTR 1013

Humanities – 3 hours

AAST 2023; ARCH 1003; CLST 1003; CLST 1013; COMM 1233; ENGL 1213;

GNST 2003; HUMN 1124H; HUMN 2124H; MUSY 2003; PHIL 2003; PHIL 2103;

PHIL 2203; PHIL 3103; WLIT 1113; WLOT 1123

US History – 3 hours

HIST 2003; HIST 2013; PLSC 2003

Social Sciences- 9 hours

HESC 2413 and 6 additional hours selected from at least 2 different fields of study from the following list:

AGEC 1103; AGEC 2103; ANTH 1023; COMM 1023; ECON 2013; ECON 2023;

ECON 2143; HESC 2603; HIST 1113; HIST 1123; HIST 2003; HIST 2013;

HUMN 1114H; HUMN 2114H; PLSC 2003; PLSC 2013; PLSC 2203; PSYC 2003;

RESM 2853; SOCI 2013; SOCI 2033

PROGRAM REQUIREMENTS

Education Courses – 17 - 18 hours

CIED 3262 Language Development for the Teacher **or** CDIS 2253 Introduction to Communicative Disorders

CIED 3033 Classroom Learning Theory

CIED 3023 Survey of Exceptional Children

COMM 1313 Public Speaking

MATH 2213 Math Structures I

MATH 2223 Math Structures II

Special Education Courses and Internships –58 hours

SPED 4173 Introduction to Dyslexia: Literacy Development and Structure of Language

SPED 4413 ABA and Classroom Management for Teachers

SPED 4423 Technology for the Inclusive Classroom

SPED 4433 Curriculum Development and Instructional Planning

SPED 4443 Career Development and Transition Planning for Students with Disabilities

SPED 4453 Assessment of Students with Disabilities

SPED 4473 Teaching Students with Disabilities in Math & Science

SPED 4483 Teaching Literacy Skills to Students with Disabilities

SPED 4493 Introduction to Students with Autism Spectrum Disorder

SPED 4463 Teaching Students with Significant Disabilities

SPED 4538 Special Education Internship - Kindergarten through 6th Grade

SPED 4543 Special Education Seminar - Kindergarten through 6th Grade

SPED 4553 Special Education Research - Kindergarten through 6th Grade

SPED 4568 Special Education Teaching Internship - 7th through 12th Grade

SPED 4573 Special Education Seminar - 7th through 12th Grade

SPED 4583 Special Education Research - 7th through 12th Grade

ELECTIVES 9 – 10 (depending on whether student completes CIED 3262 or CDIS 2253

**Program total is a minimum 120 credit hours**

Curriculum Matrix Competencies

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Arkansas Teaching Standards, Council of Exceptional Children, & Praxis Standards | 4413 | 4433 | 4473 | 4173 | 4483 | 4443 | 4523 | 4453 | 4423 | 4573 | 4588  & 4568 |
| Learner Development & Individual Learning Differences  ATS 1,2; CEC 1; Praxis topic I |  | X | X | X | X | X | X |  |  | X | X |
| 2. Learning Environments  ATS 3, CEC 2, Praxis topic II |  | X | X | X | X | X | X |  | X | X | X |
| 3. Curricular Content Knowledge  ATS 4,5; CEC 3; Praxis topic III |  |  | X | X | X | X | X | X |  |  |  |
| 4. Assessment  ATS 6; CEC 4; Praxis topic IV | X |  |  |  | X | X | X | X | X | X | X |
| 5. Instructional Planning and Strategies  ATS 7,8; CEC 5; Praxis topic III | X | X | X | X | X | X | X | X | X |  | X |
| 6. Professional Learning and Ethical Practice  ATS 9; CEC 6; Praxis topic V | X |  | X | X | X | X | X |  | X | X | X |
| 7. Collaboration  ATS 10; CEC 7; Praxis topic V | X |  | X | X | X | X |  | X |  | X | X |

SPED 4413 ABA & Classroom Management

SPED 4433 Curriculum Development and Instructional Planning

SPED 4443 Career Development and Transition Planning

SPED 4473 Teaching Science and Math to Students with Disabilities

SPED 4173 Introduction to Dyslexia: Literacy Development and Structure of Language

SPED 4483 Teaching Literacy Skills to Students with Disabilities

SPED 4523 Teaching Individuals with Severe Disabilities

SPED 4423 Technology for the Inclusive Classroom

SPED 4453 Assessment and Programming for Exceptional Students

SPED 4573 Seminar

SPED 4538 & 4568 Practicum

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Competences for Special Education Teachers, Grades K-12, Initial Licensure Standards |  |  |  |  |  |  |  |  |  |  |  |  |
| Competency | 4413 | 4433 | 4473 | 4173 | 4483 | 4423 | 4523 | 4443 | 4453 | 4573 | 4538 | 4568 |
| 1.1 Ability to Understand how language, culture, & family backgrounds influence the learning of individuals with exceptionalities |  | X | X | X | X | X |  | X | X | X | X | X |
| 1.2 Ability to use an understanding of human development and individual differences to respond to the needs of individuals with exceptionalities |  | X | X | X | X | X | X | X |  |  | X | X |
| 2.1 Ability through collaboration with general educators and other colleagues, to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities |  | X | X | X | X | X | X | X |  | X | X | X |
| 2.2 Ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments |  | X |  |  |  | X | X | X |  | X | X | X |
| 2.3 Knowledge of how to intervene safely &appropriately with individuals with exceptionalities in crisis |  |  |  |  |  | X | X | X | X | X | X | X |
| 3.1 Ability to understand central concepts, structure of discipline, & tools of inquiry of content areas taught, & can organize this knowledge, integrate cross-disciplinary skills, & develop meaningful learning progressions for individuals with exceptionalities |  |  | X |  |  |  |  | X |  |  |  | X |
| 3.2 Ability to understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. |  | X | X | X | X |  | X | X |  |  | X | X |
| 3.3 Ability to modify general and specialized curricula to make them accessible to individuals with exceptionalities. |  | X | X | X | X |  | X | X |  |  | X | X |
| 3.4 Knowledge of English/Language Arts/Literacy for learners with exceptionalities |  |  |  | X | X |  |  |  |  |  | X | X |
| 3.5 Knowledge of Math for learners with exceptionalities |  | X | X |  |  |  |  |  |  |  | X | X |
| 3.6 Knowledge of Science for learners with exceptionalities |  | X | X |  |  |  |  |  |  |  | X | X |
| 3.7 Knowledge of Social Science for learners with exceptionalities |  | X |  |  |  |  |  |  |  |  | X | X |
| 3.8 Knowledge of Health for learners with exceptionalities |  | X |  |  |  |  |  |  |  |  | X | X |
| 3.9 Knowledge of Physical Education for learners with exceptionalities |  | X |  |  |  |  |  |  |  |  | X | X |
| 3.10 Demonstrates the ability to read informational texts in science and technical subjects closely & critically analyze key ideas & details as well as craft & structure with purpose of integrating knowledge and ideas both within & across texts |  | X | X |  |  |  |  |  |  |  |  | X |
| 3.11 Demonstrate ability to write in historical/social studies, science, and technical subjects |  |  |  |  |  |  |  |  |  |  | X | X |
| 4.1 Ability to select & use technically sound formal & informal assessments that minimize bias | X |  |  | X | X |  | X | X | X |  | X | X |
| 4.2 Ability to use knowledge of measurement principles & practices to interpret assessment results & guide educational decisions for individuals with exceptionalities | X | X |  |  |  |  |  | X | X |  | X | X |
| 4.3 Ability in collaboration with colleagues & families, to use multiple types of assessment information in making decisions about individuals with exceptionalities | X | X |  |  |  |  |  | X | X |  | X | X |
| 4.4 Ability to engage individuals with exceptionalities to work toward quality learning & performance & provides feedback to guide them | X |  | X |  |  |  |  | X | X |  | X | X |
| 4.5 Ability to follow legal guidelines | X | X | X |  |  | X |  | X | X | X | X | X |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 Ability to consider an individual’s abilities, interests, learning environments, & cultural & linguistic factors in the selection, development, & adaptation of learning experiences for individuals with exceptionalities | X | X | X | X | X |  | X | X |  |  | X | X |
| 5.2 Ability to use technologies to support instructional assessment, planning, & delivery for individuals with exceptionalities |  | X | X | X | X |  | X | X |  |  | X | X |
| 5.3 Knowledge of augmentative & alternative communication systems & a variety of assistive technologies to support the communication & learning of individuals with exceptionalities |  | X |  | X | X |  | X | X |  |  |  |  |
| 5.4 Ability to use strategies to enhance language development & communication skills of individuals with exceptionalities |  | X | X | X | X |  | X | X |  |  | X | X |
| 5.5 Ability to develop & implement a variety of education & transition plans for individuals with exceptionalities across a wide range of settings & different learning experiences in collaboration with individuals, families, & teams |  | X |  |  |  |  | X | X |  |  | X | X |
| 5.6 Ability to teach to mastery and promote generalization of learning |  | X | X | X | X |  | X | X |  |  | X | X |
| 5.7 Ability to teach cross-disciplinary knowledge and skills such as critical thinking/problem solving to individuals with exceptionalities |  | X | X |  |  |  |  | X |  |  | X | X |
| 5.8 Ability to apply UDL principles |  | X | X | X | X |  | X | X |  |  | X | X |
| 6.1 Knowledge of legal foundations for special education | X |  | X | X | X | X | X | X |  | X | X | X |
| 7.1 Ability to use the theory and elements of effective collaboration | X |  |  | X | X | X | X | X | X | X | X | X |
| 7.2 Ability to serve as a collaborative resource to colleagues | X |  | X | X | X |  | X | X | X | X | X | X |
| 7.3 Ability to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators | X |  | X | X | X |  | X | X | X | X | X | X |

SPED 4413 ABA & Classroom Management

SPED 4433 Curriculum Development and Instructional Planning

SPED 4473 Teaching Science and Math to Students with Disabilities

SPED 4173 Introduction to Dyslexia: Literacy Development and Structure of Language

SPED 4483 Teaching Literacy Skills to Students with Disabilities

SPED 4523 Teaching Individuals with Severe Disabilities

SPED 4453 Assessment and Programming for Exceptional Students

SPED 4573 Seminar

SPED 4538 Practicum I - Elementary

SPED 4569 Practicum II - Secondary

Syllabus for New Course

University of Arkansas

College of Education and Health Professions

Curriculum and Instruction

I. Program Affiliation: Special Education

Course Number and Title: SPED 4173: Introduction to Dyslexia: Literacy Development, and Structure of Language

Catalog Description: This course focuses on the assessment of students’ with disabilities, literacy development, skills &intervention. Students will utilize foundational concepts of oral and written language including the structure of language to assess student’s difficulties and plan appropriate instruction. Techniques discussed include informal observation, miscue analysis, multisensory teaching, and portfolio assessment.

Prerequisite: Admission to SPED Program

Professor: TBA

II. Relationship to Conceptual Framework: Initial Program

# III. Goals

This course is designed to build on the knowledge regarding literacy development and assessment in order to guide instruction. Candidates will use this knowledge to assess student abilities and implement instruction to promote literacy, and differentiate instruction in all content areas. Historical and current uses of assessment practices will be examined. Emphasis will be given to designing and implementing informal assessment tools.

IV. Competencies

Oral & Written Language Learning Foundations

* 1. Understand and explain the language processing

requirements of proficient reading and writing

* Phonological (speech sound) processing
* Orthographic (print) processing
* Semantic (meaning) processing
* Syntactic (sentence level) processing
* Discourse (connected text level) processing
  1. Understand and explain other aspects of cognition and behavior that affect reading and writing, such as
* Attention
* Perception
* Recognition
* Identification
* Memory
* Executive Function
* Processing Speed
* Recall
  + Graphomotor control
  + Fluency
  1. Define and identify environmental, cultural, and social factors that contribute to literacy development (e.g., language spoken at home, language and literacy experiences, cultural values).
  2. Know and identify phases in the typical developmental progression of
* Oral language (semantic, syntactic, pragmatic, morphological)
* Phonological skill
* Printed word recognition
* Decoding
* Spelling
* Reading fluency
* Reading comprehension
* Written expression
  1. Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.

1.6 Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression).

Upon completion of this course, candidates will be able to:

2. Knowledge of the Structure of Language

2.1 Phonology (The Speech Sound System)

2.1.1 Identify, pronounce, classify, and compare the consonant and vowel phonemes of English.

2.2 Orthography (The Spelling System)

2.2.1 Understand the broad outline of historical influences on English spelling patterns, especially Anglo-Saxon, Latin (Romance), and Greek.

2.2.2 Define grapheme as a functional correspondence unit or representation of a phoneme.

2.2.3 Recognize and explain common orthographic rules and patterns in English.

2.2.4 Know and convey the difference between “high frequency” and “irregular” words.

2.2.5 Identify, explain, and categorize six basic syllable types in English spelling.

2.3. Morphology

2.3.1 Identify and categorize common morphemes in English, including Anglo-Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.

2.4. Semantics

2.4.1 Understand and identify examples of meaningful word relationships or semantic organization.

2.5. Syntax

2.5.1 Define and distinguish among phrases, dependent clauses, and independent clauses in sentence structure.

2.5.2 Identify and explain the parts of speech and the grammatical role of a word in a sentence.

2.6. Discourse Organization

2.6.1 Explain the major differences between narrative and expository discourse.

2.6.2 Identify and construct expository paragraphs of varying logical structures (e.g., classification, reason, sequence).

2.6.3 Analyze text for the purpose of identifying the inferences that students must make to comprehend

V. Content:

1. Changing views of teaching and learning
   * 1. National Reading Panel Report
     2. balanced literacy instruction vs. comprehensive literacy instruction
     3. the “reading wars”
2. Historical and current uses of assessment practices
   * 1. milestones of reading development
     2. standardized tests
     3. achievement tests based on skills development view of reading and writing
     4. assessment practices based on the process view of reading and writing
3. Authentic assessment practices
   * 1. miscue analysis
     2. samples of student work
     3. anecdotal records
     4. checklists
     5. observation techniques and practices
     6. reading and writing conferences/workshops
     7. conferences with caretakers regarding child’s progress
4. Utilization of assessment tools and techniques
   * 1. collection of assessment data on each of the five essential elements of comprehensive reading instruction
     2. administration of other appropriate assessments techniques (i.e. interest/motivation inventories)
     3. interpretation of data
     4. diagnostic teaching based on interpretation of data
        1. unit and lesson planning, preplanning assessment
        2. differentiation o instruction to meet individual needs
     5. children with special needs
     6. technological applications of assessment
     7. communication between home and school
     8. provision to parents/guardians of specific results and recommendations

VI. Evaluation

A. Completion of the case study

B. Assessment of students & parent conferences

VIII. Academic Honesty

The following website outlines the current policy regarding academic honesty. It is your responsibility and the responsibility of every student to read and adhere to this policy:

http://www.uark.edu/depts/gradinfo/dean/handbook/regulations.html

http://www.uark.edu/depts/gradinfo/dean/governance/academichonestypolicy.html

IX. Course Resources

1. University Libraries
2. Professional journals and books
3. Public libraries
4. Candidate sources
5. Partnership School/Mentor and Collaborative Teachers
6. Colleagues
7. Professors
8. Principals and other school district administrators
9. Media and appropriate journal articles
10. Texts

National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

Reutzel, D.R. & Cooter, Jr., R.G. (2007). *Strategies for reading assessment and instruction: Helping every child succeed* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Scoring Rubrics - Example

Rubric for Assessing SPED 4453 IEP Planning and Development Assignment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Mastery | Demonstrates | Beginning | No Evidence |
| I. Current functioning description | Complete description of child and classroom setting including physical layout, routine, academic strengths and weaknesses, behavioral and social issues, and any physical considerations | Description lacks some significant details and/or only covers some areas | Description is very limited in describing the child and the classroom setting | No or inappropriate or inaccurate description of the child and the classroom setting |
| II. Goals  Description of Annual Goals | Goals describe the overall projections of student’s work for the school year and reflect the current functioning of the student based on student’s assessment. Goals are positively stated, specific, measurable, achievable. | Goals are tied to current functioning statement but lack some of the technical aspects of well written goals | Goals are tied to some needs identified in current functioning statement but not all.  Goals lack technical aspects of well written goals | Goals have limited connection to current functioning statement and lack technical aspects of well written goals |
| III. Description of Short-term Objectives | Objectives are measurable, identify a specific behavior tied to the goal, include conditions for performance, criteria for attainment, and how they are evaluated | Objectives are tied to goals but lack some of the technical aspects of well written objectives. | Objectives are tied to goals but lack some of the technical aspects of well written objectives.  short-term objectives are not written for all goals | Objectives have limited connection to goals and lack technical aspects of well written objectives |
| IV. Services for the student | Services for the student are clearly described and are tied to each IEP goal/objective | Services are not clearly described for some goals & objectives | Services are not listed for some goals & objectives & are not clearly described | Services are not related to goals and objectives |
| V. Least Restrictive Environment | Least restrictive environment for student is described with appropriate rationale supporting the placement | Least restrictive environment for student is described but rationale supporting placement is limited | Least restrictive environment for student is  described without any rationale for placement | Least restrictive environment for student is not indicated |

Description of Field Experiences: No changes