

ADD, CHANGE OR DELETE UNIT, PROGRAM REQUIREMENTS, OR ACADEMIC POLICIES

Complete this form consistent with the instructions in Academic Policy 1622.20. Use the form to add, change, or delete a program or unit or to change program policies. Proposed additions and changes must be consistent with Academic Policies 1100.40 and 1621.10 and any other policies which apply.

SECTION I: Approvals

Department / Program Chair _____	Date Submitted _____	Graduate Council Chair _____	Date _____
College Dean _____	Date _____	Faculty Senate Chair _____	Date _____
Honors College Dean _____	Date _____	Provost _____	Date _____
Core Curriculum Committee _____	Date _____	Board of Trustees Approval/Notification Date _____	
University Course and Programs Committee _____	Date _____	Arkansas Higher Education Coordinating Board Approval/Notification Date _____	

SECTION II: Profile Data - Required Information and Name Change Information

Academic Unit: Major/Field of Study Minor Other Unit _____ Policy

Level: Undergraduate Graduate Law

Program changes are effective with the next available catalog. See Academic Policy Series 1622.20

Current Name _____

College, School, Division **EDUC**

Department Code **CIED**

Current Code (6 digit Alpha) _____

Proposed Code (6 digit Alpha) **SPEDBS**
Prior approval from the Office of the Registrar is required.

Interdisciplinary Program

CIP Code **13.1099**
Prior assignment from Office of Institutional Research is required.

Proposed Name **Bachelor of Science in Education in Special Education**

When a program name is changed, enrollment of current students reflects the new name.

SECTION III: Add a New Program/Unit

For new program proposals, complete Sections II and VII and use as a cover sheet for a full program proposal as described in 'Criteria and Procedures for Preparing Proposals for New Programs in Arkansas.' ADHE
<http://www.arkansashighered.com/pdfs/BookAppNewProgramCriteriaandProceduresRevised2005.pdf>

Program proposal uses courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____

SECTION IV: Eliminate an Existing Program/Unit

Code/Name _____ Effective Catalog Year _____

No new students admitted to program after Term: ____ Year: _____

Allow students in program to complete under this program until Term: ____ Year: _____

SECTION V: Proposed Changes to an Existing Program or Program Policies

Insert here a statement of the exact changes to be made: .

Check if either of these boxes apply and provide the necessary signature:

- Program change proposal adds courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____
- Program change proposal deletes courses offered by another academic college, and that college dean's office has been notified. The signature of the dean of that academic college is required here: _____

Check all the boxes that apply and complete the required sections of the form:

- Change of Name and Code (Complete only sections I, II, V and VII.)
- Change Course Requirements: (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Delivery Site/Method (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change Total Hours (Complete all sections of the form except "Proposed Name" in II, section III, and section IV.)
- Change in Program Policies

SECTION VI: Justification

Justify this change and state its likely effect on any other degree program (including those outside the school or college). Identify any program or program components (other than courses) to be eliminated if this program is implemented. (Program and course change forms must also be submitted for such related changes.)

Currently there are no undergraduate programs in special education or stand-alone special education teacher preparation (licensure) program in Arkansas. Dr. Karen Walters, Assistant Commissioner, Arkansas Department of Education (ADE), notes that on an annual basis her office typically receives more approximately 500 requests for waivers so that non-special education licensed teachers can teach in those classrooms. This is by far the largest group of licensure waivers requested from ADE. The cause of such a large number of waiver requests is the limited number of fully qualified special education teachers in the state. Since federal law requires students with disabilities to receive a free appropriate public education, the quality of special education teachers is a very important concern. It is hoped that the proposed undergraduate degree in special education will help meet this critical need in Arkansas. It is unlikely that the proposed degree program will impact other degree programs and no program will be eliminated if the BSE in special education is approved.

SECTION VII: Catalog Text and Format

In the box below, insert the current catalog text which is to be changed, with changes highlighted with the color yellow. Include all proposed changes identified in Section V. Only changes explicitly stated in Section V will be considered for approval by the University Course and Programs Committee, the Graduate Council and the Faculty Senate. If you are proposing a new program, give proposed text with all of the elements listed below. If you are proposing modified text, include these elements as appropriate.

Include the following elements, in order, in the catalog text for proposed undergraduate program(s) or program changes:

- State complete major/program name
- Briefly define or describe the major/program or discipline.
- Identify typical career goals or paths for graduates. (Optional)
- State admission requirements (if any) for entry or entry into upper/advanced level of major/program.
- Identify location in catalog of university, college/school, and department/program requirements which the student must meet in addition to hours in the major, but do not restate these requirements.
- State course requirements in the major and any allied areas, giving number of hours and specific courses; specify electives or elective areas and give numbers of hours and courses in elective pools or categories; identify any other course requirements.
- State any other requirements (required GPA, internship, exit exam, project, thesis, etc.).
- Identify name and requirements for each concentration (if any).
- Specify whether a minor or other program component is allowed or required and provide details.
- State eight-semester plan requirements

For minors, state requirements in terms of hours, required courses, electives, etc.

For graduate program/units, include elements (as needed) parallel to those listed for undergraduate programs above.

For Law School program/units, prepare text consistent with current catalog style.

For centers, prepare text consistent with current catalog style.

Bachelor of Science in Education in Special Education

Under majors, concentrations, and minors, add special education as a major option. There are no minors planned for this degree program.

The proposed program, BSE in Special Education, would enable students to major in special education at the undergraduate level and be eligible for Arkansas licensure as a K-12 special education teacher upon graduation. In the past, the only avenue for achieving special education teaching license was to add the license to a general education teaching license. This model resulted in severe shortages of licensed, qualified special education teachers. The Arkansas Department of Education has responded to this need by changing the special education licensure requirements to a stand-alone license.

Students graduating from this program are expected to assume teaching positions in schools and other educational institutions providing education to persons with disabilities. Due to the growing numbers of students and adults with disabilities, special education is a growing field and the need for qualified teachers continues to grow from birth through adulthood. This program with a kindergarten through 12th grade emphasis will help meet this critical need.

Catalog copy

Special Education (SPED)

Barbara C. Gartin

Program Coordinator

118 Peabody Hall

479-575-3548

bgartin@uark.edu

The Department of Curriculum and Instruction offers programs that prepare candidates for initial teacher licensure in Special Education. Graduates of the B.S.E. in Special Education will prepare students to teach special education to students with diverse disabilities from kindergarten to twelfth grade.

General Requirements

1. Students must pass Praxis I test by meeting or exceeding the Arkansas Department of Education cut-off scores. This test should be taken after the student has completed 30 credit hours and upon completion of ENGL 1013, ENGL 1023, and MATH 1023. Enrollment for the spring semester, sophomore year is not permitted unless all three parts of Praxis I are passed, and
2. All CIED courses must have a grade of "C" or higher. All SPED courses must have a B or higher prior to the student teaching semesters. No teaching methods courses may be taken by as self-paced (correspondence) courses.
3. Students must complete and successfully pass the criminal background check before beginning field experiences in the schools in the fall semester of the sophomore year and every year as needed.
4. Application to the Special Education Professional Course of Study is made through the Teacher Education Office in the fall semester of the sophomore year after completing the first 30 hours on the program of study. A maximum number of special education candidates will be accepted each year. Thus, admission is competitive and meeting minimum requirements does not automatically result in admission to the program. Candidates will be ranked according to the following:
 - (1) Praxis I scores
 - (2) Cumulative GPA
 - (3) Criminal background check
 - (4) Interview
5. Continuation to senior year Teaching Internship block is based on the following:
 - (1) Praxis II: Special Education: Core Knowledge and Applications scores
 - (2) Cumulative GPA
 - (3) Criminal background check
6. Graduation requirements include the following.
 - (1) Students must successfully complete the 2 semesters of Teaching Internship with a B or higher.
 - (2) Students must have a cumulative GPA of 3.0 or higher.
 - (3) Students must pass Praxis II: Special Education: Core Knowledge and Applications by meeting or exceeding the Arkansas Department of Education cut-off scores.

Program of Study

State Mandated Core

ENGL 1013 Composition I (Sp, Su, Fa)

ENGL 1023 Composition II (Sp, Su, Fa)

MATH 1203 College Algebra (Sp, Su, Fa)

BIOL 1543 & 1541L Principles of Biology (Sp, Su, Fa) & Lab

PHYS 1034 Physics for ELED Majors (Sp)
HIST 2003 or 2013 U.S. History (Sp, Su, Fa)
PLSC 2003 American National Government (Sp, Su, Fa)
PSYC 2003 General Psychology (Sp, Su, Fa)
HESC 2413 Family Relations (Sp, Fa)

Fine Arts Elective
Humanities Elective

ADE Mandated Course

COMM 1313 Public Speaking

Curricular Content Courses

Mathematics

MATH 1203 College Algebra
MATH 2213 Math Structures I
MATH 2223 Math Structures II
SPED 4453 Assessment of Students with Disabilities
SPED 4413 ABA and Classroom Management

Science

BIOL 1543 & 1541L Principles of Biology
PHYS 1034 Physics for ELED Majors

Literacy

CIED 3103 Children & Adolescent Literature
CIED 3113 Developmental Literacy
SPED 4483 Teaching Literacy Skills to Students with Disabilities (k-12)
CIED 3263 Language Development for the Teacher (typical, atypical, & ESL) **or** CDIS 2253 Introduction to Communicative Disorders

Professional Education Courses

General Education (9 hours)

CIED 3033 Classroom Learning Theory
CIED 3023 Survey of Exceptionalities
SPED 4423 Technology for the Inclusive Classroom

Special Education (24 hours)

SPED 4453 Assessment of Students with Disabilities [also *above* in Math Content]
SPED 4433 Curriculum Development and Instructional Planning
SPED 4523 Teaching Students with Significant Disabilities
SPED 4493 Introduction to Students with ASD
SPED 4413 ABA and Classroom Management [also *above* in Math Content]
SPED 4443 Career Development and Transition Planning for Students with Disabilities
SPED 4483 Teaching Literacy Skills to Students with Disabilities (k-12) [also *above* in Literacy Content]
SPED 4473 Teaching Students with Disabilities Math & Science (k-12)

Senior Internship Year (26 hours)

SPED 4538 SPED Teaching Internship (k-6)
SPED 4543 SPED Seminar (k-6)
SPED 4553 SPED Research (k-6)
SPED 4568 SPED Teaching Internship (7-12)
SPED 4573 SPED Seminar (7-12)
SPED 4583 SPED Research (7-12)

Electives (6 credit hours)

CIED, STEM, or SPED courses

Program total is a minimum 120 credit hours

Eight Semester Plan

1. Fall semester (16 credit hours)

ENGL 1013 Composition I
MATH 1203 College Algebra (or higher)
BIOL 1543 Principles of Biology
BIOL 1541 Principles of Biology Lab
HIST 2003 or 2013 U.S. History

Fine Arts Core elective

2. Spring Semester (16 credit hours) [**Pass Praxis I**]

ENGL 1023 Composition II

MATH 2213 Math Structures I

PSY 2003 General Psychology

PHYS 1034 for Elem. Teachers **OR** any 4 hr. Physical Sci. and Lab

HESC 2413 Family Relations

3. Fall Semester (15 credit hours) [**Application made for admission to Professional Education Courses for beginning of spring semester**]

MATH 2223 Math Structures II

PLSC 2003 American National Government

CIED 3033 Classroom Learning Theory

CIED 3023 Survey of Exceptionalities

Humanities Core

4. Spring Semester (15 credit hours)

COMM 1313 Public Speaking

CIED 3103 Children and Adolescent Literature

CIED 3113 Developmental Literacy

CIED 3263 Language Development for the Teacher **OR** CDIS 2253 Introduction to Communicative Disorders

CIED, STEM, or SPED Elective

5. Fall Semester (15 credit hours)

SPED 4413 ABA and Classroom Management

SPED 4423 Technology in 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

6. Spring Semester (15 credit hours)

SPED 4463 Teaching Students with Significant Disabilities

SPED 4473 Teaching Math & Science for Students with Disabilities (k-12)

SPED 4483 Teaching Literacy Skills for Students with Disabilities (k-12)

SPED 4493 Introduction to Students with ASD

CIED, STEM, or SPED Elective

7. Fall Semester (14 credit hours)

SPED 4538 SPED Teaching Internship (k-6)

SPED 4543 SPED Seminar (k-6)

SPED 4553 SPED Research (k-6)

8. Spring Semester (14 credit hours)

SPED 4568 SPED Teaching Internship (7-12)

SPED 4573 SPED Seminar (7-12)

SPED 4583 SPED Research (7-12)

Course Descriptions

Professional Education Courses

CIED 3023 Survey of Exceptionalities

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavioral characteristics of individuals with exceptionalities, and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools.

CIED 3033 Classroom Learning Theory

A survey of the major theories of learning with special emphasis on human learning and implications for education.

CIED 3103 Children & Adolescent Literature

A survey of children and adolescent literary works, authors, and illustrators with emphasis on its use in the classroom.

CIED 3113 Developmental Literacy

A study of theories and methods related to emerging literacy and on the continuing development of literacy abilities.

CIED 3263 Language Development for the Teacher

A study of speech-language development in school-aged children including cognitive prerequisites, social contexts, and relationships between language acquisition and literacy and language differences (dialectal, bilingual), speech-language disorders, and the role of the educator in facilitating language acquisition.

Junior Year Courses**SPED 4413 ABA and Classroom Management**

An advanced course in managing behaviors in students with exceptionalities. Students are provided with experiences in applying theoretical bases of classroom management through identifying, assessing graphing, and analyzing behavioral data and implementing management plans. Ethical issues in the use of functional analysis are addressed.

SPED 4423 Technology for the Inclusive Classroom

The use of instructional and assistive technology for students with learning differences and special learning needs.

SPED 4433 Curriculum Development and Instructional Planning

The design and adaptation of curriculum and research-based instructional strategies for students with disabilities in general and special classrooms.

SPED 4443 Career Development and Transition Planning for Students with Disabilities

A study of career development theory and the research-based strategies for planning, evaluating, and implementing transition programs for students with disabilities.

SPED 4453 Assessment of Students with Disabilities

A study of the methods and techniques of assessment of children in all areas of exceptionality with emphasis on diagnosis and classification.

SPED 4463 Teaching Students with Significant Disabilities

Methods and materials for teaching students (k-12) with severe disabilities, including severe mental retardation, serious emotional disturbance, and severe physical disabilities.

SPED 4473 Teaching Students with Disabilities Math & Science

A study of content, methods, and materials for teaching mathematics and science to students with diverse learning needs (k-12).

SPED 4483 Teaching Literacy Skills to Students with Disabilities

A study of the research-based procedures used in teaching reading, writing, and new literacies to students with special learning needs (k-12).

SPED 4493 Introduction to Students with ASD

The purpose of this course is to develop an understanding of autism spectrum disorders, understand the unique characteristics as they apply to the context of the classroom, be able to design an appropriate classroom setting, and use evidence based teaching practices for students with autism spectrum disorders.

Senior Year Courses**SPED 4538 SPED Teaching Internship (k-6)**

Supervised field experiences in special education programs, schools, institutions, and other facilities for exceptional children kindergarten through grade 6. Pre-requisite: Praxis II: Special Education: Core Knowledge and Applications. Co-requisite: SPED 4543 SPED Seminar

SPED 4543 SPED Seminar (k-6)

Discussion on relevant topics in special education and reflections on the Teaching Internship kindergarten through 6th grade. Co-requisite: SPED 4538 Teaching Internship

SPED 4553 SPED Research (k-6)

Application and conducting research to improve classroom instruction in special education classroom kindergarten through grade 6.

SPED 4568 SPED Teaching Internship (7-12)

Supervised field experiences in special education programs, schools, institutions, and other facilities for exceptional children grades 7 through 12. Pre-requisite: Praxis II: Special Education: Core Knowledge and Applications. Co-requisite: SPED 4573 SPED Seminar

SPED 4573 SPED Seminar (7-12)

Discussion on relevant topics in special education and reflections on the Teaching Internship grades 7-12. Co-requisite: SPED 4568 Teaching Internship

SPED 4583 SPED Research (7-12)

Application and conducting research to improve classroom instruction in special education grades 7 through 12.

SECTION VIII: Action Recorded by Registrar's Office

PROGRAM INVENTORY/DARS

PGRM _____ SUBJ _____ CIP _____ CRTS _____

DGRE _____ PGCT _____ OFFC&CRTY VALID _____

REPORTING CODES

PROG. DEF. _____ REQ. DEF. _____
Initials _____ Date _____

Distribution

Notification to:

- (1) College
- (2) Department
- (3) Admissions
- (4) Institutional Research
- (5) Continuing Education
- (6) Graduate School
- (7) Treasurer
- (8) Undergraduate Program Committee

5/12/08