

**ATTACHMENT 2A-2  
PROPOSAL - 1  
NEW CERTIFICATE OR DEGREE PROGRAM**

**1. PROPOSED PROGRAM TITLE**

Bachelor of Science in Education in Special Education

**2. CIP CODE REQUESTED**

13.1001

**3. CONTACT PERSON**

Name	Dr. Sharon L. Gaber, Provost
Name of Institution	University of Arkansas
E-mail Address	sgaber@uark.edu
Phone Number	479.575.5459

**4. PROPOSED STARTING DATE**

Fall 2014

**5. PROGRAM SUMMARY**

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.

The University currently supports a graduate degree program in special education so current library resources, facilities and equipment will be used in the education of undergraduates. There will be several new courses but these will be proposed for undergraduate and graduate credit, thereby positioning the program to use the courses for undergraduate initial license in special education, but also allowing for preparing graduate students with initial licenses in other fields to add special education.

Program goals focus around the competencies developed by the Arkansas Department of Education required for licensure as a K-12 Special Education Teacher. These include:

- Learner development and individual learning differences
- Learning environments
- Curricular content knowledge
- Assessment
- Instructional planning and strategies
- Professional learning and ethical practice
- Collaboration

**6. NEED FOR THE PROGRAM**

[Attached is the Summary of Employer Needs Survey Form]

School districts in northwest Arkansas were surveyed to determine the need for special education teachers in their districts. As would be expected because of the state-wide shortage of special education teachers, the vast majority indicated strong support for the proposed program. Respondents to the survey noted that there are 12 special education positions in Farmington, 8 in Lincoln, 7 in West Fork, 70 in Fayetteville, 112 in Rogers, 155 in Bentonville, and 13 in Huntsville. Additionally, Gentry Middle School employs 7 special education teachers. Each year these districts reported having from one to 10 openings for special education teachers. Fayetteville Public School District hired 12 new special education teachers for the 2013-2014 school year, and surrounding districts indicated that they have openings for an additional 13 teachers. Respondents indicated that 31 teachers currently placed in special education classrooms were not fully certified in special education. A brief sample of open-ended responses to the question, "How will this proposed degree program benefit your local community, the state, and/or region?" included:

- SPED teachers are hard to find. Good ones are hard to keep.
- Greatly! We need teachers with Special Education Degrees!
- Our special education numbers are increased. We will need to hire more teachers. They are hard to find.

Complete results of this survey can be found in the appendix. In addition to the survey, 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.

The proposed degree program will prepare approximately 20 teacher candidates per year. Additionally, the proposed program will prepare currently licensed teachers so that they may add special education (k-12) to their initial license. Thus, in 3-5 years of program graduates will prepare 60-100 persons for teaching students with special needs.

## 7. CURRICULUM

### 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*  
*HIST2003 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 [mandated by Arkansas Department of Education]*  
*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)

**Total number of hours for degree completion: 120 credit hours**

**List of current program faculty:**

Dr. Barbara Gartin, University Professor and Program Coordinator

Dr. Tom Smith, University Professor

Dr. Kathleen Collins, Professor

Dr. Peggy Whitby, Assistant Professor

Dr. Elizabeth Lorah, Assistant Professor

Mrs. Elizabeth Jordan, Instructor

**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.
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 each semester thereafter.
4. Application to the Special Education Professional Course of Study is made 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 budget:**

The proposed program will not require any additional budget resources.

**Program duplication:**

There are currently no undergraduate programs in special education in Arkansas or any stand-alone special education teacher preparation programs.

**Institutional program productivity:**

The graduate special education program has a successful graduation rate in its M.Ed. program and the graduate certificate program in autism. With the extreme shortage of licensed special education teachers in the state, the number of potential students and graduates of the program is strong.

**Demonstration of professional competencies in grades k-12**

The Special Education k-12 teacher shall demonstrate knowledge and/or competencies in the following areas:

<p><b>1. Learner Development and Individual Learning Differences</b>  ATS (InTASC): Standard 1, Standard 2  CEC: Standard 1  Praxis II (0354): Topic I</p>	<p>HESC 2413 Family Relations  CIED 3033 Classroom Learning Theory  CIED 3263 Language Development for the Teacher  <b>or</b> CDIS 2253 Introduction to Communicative Disorders  CIED 3023 Survey of Exceptionalities</p>
<p><b>2. Learning Environments</b>  ATS (InTASC): Standard 3  CEC: Standard 2  Praxis II (0354): Topic II</p>	<p>SPED 4433 Curriculum Development and Instructional Planning  SPED 4413 ABA and Classroom Management</p>
<p><b>3. Curricular Content Knowledge</b>  ATS (InTASC): Standard 4, Standard 5  CEC: Standard 3  Praxis II (0354): Topic III</p>	<p><b>English/Language Arts/Literacy for learners with exceptionalities</b>  CIED 3103 Children and Adolescent Literature  CIED 3113 Developmental Literacy  SPED 4483 Teaching Literacy Skills to Students with Disabilities  <b>Math for learners with exceptionalities</b>  MATH 1203 College Algebra  MATH 2213 Math Structures I  MATH 2223 Math Structures II  SPED 4473 Teaching Students with Disabilities Math and Science (k-12)</p>

<p><b>Curricular Content Knowledge (continued)</b></p> <p>ATS (InTASC): Standard 4, Standard 5</p> <p>CEC: Standard 3</p> <p>Praxis II (0354): Topic III</p>	<p><b>Science for learners with exceptionalities</b></p> <p>BIOL 1543 Principles of Biology</p> <p>BIOL 1541L Principles of Biology Lab</p> <p>PHYS 1034 Physics for Elementary Education Majors</p> <p>SPED 4473 Teaching Students with Disabilities Math and Science (k-12)</p> <p>SPED 4423 Technology for the Inclusive Classroom</p> <p><b>Social science for learners with exceptionalities</b></p> <p>HIST 2003 or 2013 U.S. History</p> <p>PLSC American National Government</p> <p>PSYC 2003 General Psychology</p> <p>SPED 4433 Curriculum Development and Instructional Planning</p> <p>SPED 4463 Teaching Students with Significant Disabilities</p> <p>SPED 4493 Teaching Students with ASD</p> <p><b>Health for learners with exceptionalities</b></p> <p>SPED 4433 Curriculum Development and Instructional Planning</p> <p>SPED 4463 Teaching Students with Significant Disabilities</p> <p>SPED 4493 Teaching Students with ASD</p> <p><b>Physical Education for learners with exceptionalities</b></p> <p>SPED 4433 Curriculum Development and Instructional Planning</p> <p>SPED 4463 Teaching Students with Significant Disabilities</p> <p>SPED 4493 Teaching Students with ASD</p>
<p><b>4. Assessment</b></p> <p>ATS (InTASC): Standard 6</p> <p>CEC: Standard 4</p> <p>Praxis II (0354): Topic IV</p>	<p>SPED 4453 Assessment of Students with Disabilities</p> <p>SPED 4433 Curriculum Development and Instructional Planning</p> <p>SPED 4463 Teaching Students with Significant Disabilities</p> <p>SPED 4493 Teaching Students with ASD</p> <p>SPED 4413 ABA and Classroom Management</p>
<p><b>5. Instructional Planning and Strategies</b></p> <p>ATS (InTASC): Standard 7, Standard 8</p> <p>CEC: Standard 5</p> <p>Praxis II (0354): Topic III</p>	<p>SPED 4433 Curriculum Development and Instructional Planning</p> <p>SPED 4463 Teaching Students with Significant Disabilities</p> <p>SPED 4493 Teaching Students with ASD</p> <p>SPED 4413 ABA and Classroom Management</p>

<p><b>6. Professional Learning and Ethical Practice</b></p> <p>ATS (InTASC): Standard 9</p> <p>CEC: Standard 6</p> <p>Praxis II (0354): Topic V</p>	<p>CIED 3023 Survey of Exceptionalities</p> <p>SPED 4433 Curriculum Development and Instructional Planning</p> <p>SPED 4463 Teaching Students with Significant Disabilities</p> <p>SPED 4493 Teaching Students with ASD</p> <p>SPED 4413 ABA and Classroom Management</p>
<p><b>7. Collaboration</b></p> <p>ATS (InTASC): Standard 10</p> <p>CEC: Standard 7</p> <p>Praxis II (0354): Topic V</p>	<p>CIED 3023 Survey of Exceptionalities</p> <p>HESC 2413 Family Relations</p> <p>SPED 4443 Career Development and Transition Planning for Students with Disabilities</p>

**Course evaluations**

Students will be expected to complete the Course Evaluations required by the University of Arkansas. Course Evaluations are completed online and the results are returned to the Course Instructor at the end of the semester. Required items include comments on textbook use (amount/level of use) and faculty communication (speak clearly, can be understood).

**8. FACULTY**

**List of current program faculty:**

- Dr. Barbara Gartin, University Professor and Program Coordinator  
EdD, University of Georgia
- Dr. Tom Smith, University Professor  
EdS, Texas Tech University
- Dr. Kathleen Collins, Professor  
PhD, University of California-Santa Barbara
- Dr. Peggy Schaefer- Whitby, Assistant Professor  
PhD, University of Central Florida
- Dr. Elizabeth Lorah, Assistant Professor  
PhD, Temple University
- Mrs. Elizabeth Jordan, Instructor  
MEd, University of Missouri-Kansas City  
MAT, Webster University

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

**9. DESCRIPTION OF RESOURCES**

The library resources adequately support the graduate special education programs. Thus, we believe that the library resources are also adequate for undergraduates. Current library resources in the field  
Current instructional facilities are adequate for undergraduate programs; however, if the current number of undergraduate students continue to grow during the next three years we may encounter difficulties in locating adequate classrooms, instructional equipment and technology, laboratories. However, we anticipate no new instructional resources including costs and acquisition plan.

**10. NEW PROGRAM COSTS** – Expenditures for the first 3 years

No new costs are anticipated for program implementation

**11. SOURCES OF PROGRAM FUNDING**

There will be no new resources necessary for implementing this program. The program will be offered and staffed by reallocating resources that had supported graduate level work and redirected to the new undergraduate program. Additionally, all support mechanisms for undergraduate teacher education are in place currently and have the capacity to meet the projected student demand

**12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

Proposed program will be housed in the Department of Curriculum and Instruction.

**13. SPECIALIZED REQUIREMENTS**

The proposed program will need to obtain and retain CAEP Accreditation as do all teacher education programs in Arkansas and the Arkansas Department of Education. Graduates of the program will need teacher licensure from the Arkansas Department of Education which also approves all teacher preparation program.



**14. BOARD OF TRUSTEES APPROVAL**

Program needs to start in fall 2014 so approval is need in spring 2014.

**15. SIMILAR PROGRAMS**

No similar undergraduate programs exist in Arkansas.

**16. DESEGREGATION**

No similar programs exist. No data are available.

**17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

No courses or academic support services will be provided by other institutions or organizations.

**18. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**