

Date Submitted: 11/28/18 11:00 am

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

Last approved: 03/20/18 12:42 pm

Last edit: 12/06/18 4:07 pm

Changes proposed by: suzannek

Catalog Pages Using
this Program

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

Submitter: User ID: **suzannek Hkuleza** Phone:
56210 7456

Program Status Active

Academic Level Graduate

Type of proposal Major/Field of Study

Select a reason for this modification

Revising an Existing Educator Preparation Program-Minor Revision(s)--(Cover Sheet, Section C)

Are you adding a concentration?

No

Are you adding a track?

No

Are you adding a focused study?

No

Effective Catalog Year Fall 2019

College/School Code

College of Education and Health Professions(EDUC)

Department Code

In Workflow

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

Approval Path

1. 12/05/18 10:55 am
Ketevan Mamiseishvili

Department of Curriculum and Instruction(CIED)

Program Code SPEDME
 Degree Master of Education
 CIP Code

- (kmamisei):
 Approved for EDUC
 Dean Initial
2. 12/05/18 1:41 pm
 Pat Koski (pkoski):
 Approved for GRAD
 Dean Initial
3. 12/05/18 4:43 pm
 Alice Griffin
 (agriffin): Approved
 for Director of
 Program
 Assessment and
 Review
4. 12/06/18 4:16 pm
 Lisa Kulczak
 (lkulcza): Approved
 for Registrar Initial
5. 12/21/18 11:44 am
 Jennifer Beasley
 (jgbeasle):
 Approved for
 University Teacher
 Education Board
6. 12/21/18 11:51 am
 Gary Gunderman
 (ggunderm):
 Approved for
 Institutional
 Research
7. 12/21/18 12:11 pm
 Cheryl Murphy
 (cmurphy):
 Approved for CIED
 Chair
8. 01/08/19 12:30 pm
 Ketevan
 Mamiseishvili
 (kmamisei):
 Approved for EDUC

Curriculum

Committee

9. 01/08/19 12:31 pm

Ketevan

Mamiseishvili

(kmamisei):

Approved for EDUC

Faculty

10. 01/08/19 12:31 pm

Ketevan

Mamiseishvili

(kmamisei):

Approved for EDUC

Dean

11. 01/10/19 8:09 am

Leigh Ann Marshall

(lamarsh): Approved

for Global Campus

12. 01/10/19 8:35 am

Terry Martin

(tmartin): Approved

for Provost Review

History

1. Jun 9, 2015 by Lisa

Kulczak (lkulcza)

2. Mar 20, 2018 by

Peggy Schaefer

(pschaefe)

13.1001 - Special Education and Teaching, General.

Program Title

Special Education, Master of Education

Program Delivery

Method

On Campus

Online/Web-based

Is this program interdisciplinary?

No

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

No

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

On-line/Web-based Information

Reason for offering
Web-based Program
program previously approved for online delivery

Maximum Class Size 25 na
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

Program Description:

The coursework for the M.Ed. in Special Education program prepares teachers to work with students with disabilities from kindergarten through grade 12 by building competencies and knowledge expected within the field of Special Education. Two special education licensure options are available: a M.Ed. leading to initial license and a M.Ed. leading to endorsement. The M.Ed. in Special Education is an on-line program, allowing students the opportunity to pursue educational goals at a time and place that fits their individual schedules. The practicum courses take place in public schools across the United States.

Special Education graduate certificates (e.g., ABA, Autism Spectrum Disorders) and other Arkansas Department of Education endorsements (e.g., Gifted, Dyslexia, Educational Examiner, Resource Room, Special Education) offered by the special education program can be embedded into the Special Education master's degree program. The College of Education and Health Professions provides the coursework needed for successful teacher candidates to submit a request for the special education license or endorsement from the Arkansas Department of Education. Prospective students not residing in Arkansas must check their own state's requirements and reciprocity agreements. Nationally recognized faculty provide the instruction for the program.

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
Praxis Core Exam, GRE, Exam or other approved Standardized Core Knowledge Test

~~Requirements for the Master of Education in Special Education:~~ **Three reference letters.**

CIED-5803	Nature and Needs of the Gifted and Talented	3
CIED-5813	Curriculum Development in Gifted and Talented	3
CIED-5823	Gifted and Talented (Structured) Practicum	3

CIED-5833	Gifted and Talented (Flex) Practicum	3
CIED-599V	Special Topics	3
SPED-641V	Special Topics in Special Education	1-3
CIED-6073	Seminar in Developing Creativity	3

(Minimum of 36 graduate hours.) All programs will require nine semester hours of core courses, three semester hours of cognate study, and 24 semester hours in special education. This course work is selected by students and faculty according to the needs of the student and licensure. Core course requirements can be satisfied by taking three hours from each of the areas listed below: The M.Ed. in Special Education prepares teachers for teaching students with exceptionalities including (a) Disabilities or (b) Gifted Education. The M.Ed. in Disabilities requires a minimum of 21 credit hours in specific disability areas and three credit hours in research in special education. The program in Gifted Education requires a minimum of 36 credit hours including the following 21 credit hours of Gifted Education course work: Students should also be aware of Graduate School requirements with regard to master's degrees.

Requirements for the Master ~~The program in Gifted Education requires a minimum of~~ **Education in Special Education: 36 credit hours including the following 21 credit hours of Gifted Education course work: Minimum** (Minimum of 36 graduate hours.) All programs will require nine semester credit hours. **hours of core courses, three semester hours of cognate study, and 24 semester hours in special education.**

Select one from each of following categories:

9

1:

- ESRM-5013 Research Methods in Education
- ESRM-5393 Statistics in Education and Health Professions

2:

- EDFD-5373 Psychological Foundations of Teaching and Learning
- EDFD-5573 Life-Span Human Development

3:

- EDFD-5303 Historical Foundations of Modern Education
- EDFD-5353 Philosophy of Education
- EDFD-5683 Issues in Educational Policy

<u>SPED 5413</u>	ABA and Classroom Management for Teachers	3
<u>SPED 5633</u>	Curriculum Development and Instructional Planning 1.	3
or <u>SPED 6873</u>	Measurement and Experimental Design	
or <u>ESRM 5013</u>	Research Methods in Education	
or <u>ESRM 5393</u>	Statistics in Education and Health Professions	
<u>SPED 5683</u>	Teaching Literacy Skills to Students with Disabilities	3
<u>SPED 5733</u>	Inclusive Practices for Diverse Populations	3
<u>SPED 5673</u>	Teaching Students with Disabilities in the Content Areas	3
<u>SPED 5763</u>	Teaching Individuals with Severe Disabilities	3
<u>SPED 5783</u>	Professional and Family Partnerships	3
<u>SPED 5873</u>	Assessment and Programming for Students with Disabilities	3
<u>SPED 6433</u>	Legal Aspects of Special Education	3

<u>SPED 6803</u>	Teaching Students with Autism Spectrum Disorders 2.	3
or <u>SPED 5883</u>	Research in Inclusive Education	
<u>SPED 532V</u>	Practicum in Special Education (total of 6 hrs of SPED532V required in K-6 and 7-12)	6
Total Hours		36

- 1. Students seeking MEd with initial license take SPED 5633. Students seeking MEd with endorsement take SPED 6873, ESRM 5013, or ESRM 5393.**
- 2. Students seeking MEd with initial license take SPED 6803. Students seeking MEd with endorsement take SPED 5883.**

Are Similar Programs available in the area?

No

Estimated Student na

Demand for Program

Scheduled Program 2019-2020

Review Date

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. na

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.**

na

Description and justification of the request

Description of specific change	Justification for this change
<p>1. MEd leading to initial license: - Change name of SPED 5673 to 'Teaching Students in the Content Areas' by merging content with the previously proposed 5663 - replace SPED 5663 with SPED 6803</p> <p>2. MEd leading to endorsement - Allow students to take SPED 6873, ESRM 5393, or ESRM 5013 instead of SPED 5633 - Replace the proposed SPED 6803 with SPED 5883</p> <p>3. Catalog layout has been adjusted; that's why it looks like all course requirements have changed, but there are truly only minor changes being proposed to the curriculum.</p>	<p>1. MEd leading to initial license: - This change will allow a more focused curriculum on designing curriculum and evidence-based instruction across core instructional areas with an emphasis on core subjects (e.g., reading, writing, mathematics, science, social studies). Issues related to health will continue to be covered in courses such as Students with Severe Disabilities and the proposed Teaching Students with Autism Spectrum Disorder. The field experiences for SPED 5673 will include those already approved under SPED 5673. - Given the prevalence of autism spectrum disorder among school age children, as well as the continuing poor outcomes of adults with autism this course covers characteristics of autism, evidence-based instructional practices specific to autism, and predictors for positive transition outcomes to support future special education teachers who are likely to encourage children and youth on the spectrum.</p> <p>2. Students in the MEd with endorsement track will have already completed a licensure program in education (e.g., childhood education, secondary education) that would have exposed them to curriculum design. Students who understand the principles of research are that much more prepared to identify and use evidence based practices. To expand student competencies related to understanding, critiquing, and applying research methods we propose that MEd with endorsement students have deepen exposure to research methods courses. -. SPED 6873 specifically will allow students to expand their understanding of research to single subject design which is a common, rigorous research design in special education and applicable to strategies used in classrooms to assess and measure student progress. - This course, SPED 5883 Research in Inclusive Education, exposes students to case study research in education in order to understand research utilizing this methodology and applying the principles of case study research to their work with individual students with disabilities.</p> <p>3. Add more clarity to the catalog description of the program and present the degree requirements in a more organized way.</p>

Upload attachments

[6_Coversheet SPED MEdK-12.pdf](#)

[SPEDME - Revision Educ Licensure - Section C.docx](#)

Reviewer Comments

Alice Griffin (agriffin) (12/05/18 1:48 pm): Checked the "sum hours" box in program requirements in order to demonstrate curriculum totals 36 credit hours.

Alice Griffin (agriffin) (12/05/18 4:41 pm): Minor edit to justification and revision document. Changed adults to autism with permission from submitter.

Alice Griffin (agriffin) (12/05/18 4:43 pm): The request is a minor curriculum change. However, because it involves licensure the attachments will need to be submitted to ADE. Program change does not require BOT, nor ADHE approval.

Lisa Kulczak (lkulcza) (12/06/18 4:07 pm): Admin update to reflect educ. prep program.

Key: 250