

Special Education (SPED)

Suzanne Kucharczyk
Program Coordinator
ARKA 303
479-575-6210
suzannek@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 12th grade.

Students wishing to pursue a major in Special Education declare the Pre-Special Education (PSPED) preparation emphasis until formal admission to the major is approved by program faculty.

General Requirements

- In addition to participating in interviews with faculty and providing a written statement, candidates applying to the program must meet one requirement in each of the following skill areas:
 - Writing: a) 3.0 average in ENGL 1013 and ENGL 1023 within last 7 years; b) passing ACT/SAT/Praxis Core score in Writing; or c) Accuplacer Next Generation score of 251.
 - Math: (a) Earned B or higher in College Algebra or equivalent course within last 7 years, (b) passing ACT/SAT/Praxis score in Math, or (c) Accuplacer Next Generation score of 251.
 - Reading: (a) 3.0 Cumulative GPA, (b) passing ACT/SAT/Praxis Core score in Reading, or Accuplacer Next Generation score of 251.
- 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.
- Students are cleared for field experiences in their first year of the program by registering with the Office of Teacher Education (see the Teacher Education Application Fee (<http://catalog.uark.edu/undergraduatecatalog/feesandcosts/othergeneralfees/>)). This includes a criminal record and child maltreatment background checks.

Continuation to senior year Teaching Internship block is based on cumulative GPA and grades described above and positive teacher disposition reviews by faculty.

Teacher License requirements include the following:

- Consistent display of professional teaching disposition qualities as reviewed by faculty and school partners
- Written support related to demonstrating special education practice-based competencies from participating school partners
- Students must have a cumulative GPA of 3.0 or higher
- Students must pass all Division of Elementary and Secondary Education required examinations

Special Education Requirements

State Minimum Core

Required Social Science core

35

HDFS 2413	Family Relations	
ADE Mandated Course		3
COMM 1313	Public Speaking (ACTS Equivalency = SPCH 1003)	
Curricular Content Courses		
Mathematics		6
MATH 2213	Survey of Mathematical Structures I	
MATH 2223	Survey of Mathematical Structures II	
Literacy		2-3
CIED 3262	Language Development for the Educator	
or CDIS 2253	Introduction to Communicative Disorders	
Professional Education Courses		
General Education		9
CIED 3023	Survey of Exceptionalities	
CIED 3033	Classroom Learning Theory	
SPED 4423	Technology for the Inclusive Classroom	
Special Education		27
SPED 4173	Introduction to Dyslexia: Literacy Development and Structure of Language	
SPED 4413	ABA and Classroom Management for Teachers	
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 4463	Teaching Students with Significant Disabilities	
SPED 4473	Teaching Students with Disabilities in Math and Science	
SPED 4483	Teaching Literacy Skills to Students with Disabilities	
SPED 4493	Introduction to Students with High Incidence Disabilities	
Senior Internship Year		28
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		10-9
Total Hours		120

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 (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome>)

%2F30442.htm&data=04%7C01%7Cjgbeasle%40uark.edu
 %7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d48b329e3600%7C037895862525442417079C0420061
 %7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6Ik1haWw%7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d48b329e3600%7C037895862525442417079C0420061
 %7C1000&sdata=D1rH8UNV8LlmytDPAznXBZTz
 %2BrSDbxjsJ9VZBXzgas%3D&reserved=0), Arkansas Division
 of Elementary and Secondary Education Code of Ethics
 (https://nam11.safelinks.protection.outlook.com/?url=http%3A
 %2F%2Fdeese.ade.arkansas.gov%2Fdivisions%2Feducator
 %2520effectiveness%2Fplsb-professional-ethics-discipline%2Fcode-of-
 ethics-for-arkansas-educators&data=04%7C01%7Cjgbeasle%40uark.edu
 %7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d48b329e3600%7C037895862525442417079C0420061
 %7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6Ik1haWw%7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d48b329e3600%7C037895862525442417079C0420061
 %7C1000&sdata=2xnJrietPUAmxUo%2BVWq4I8wVSA8yZcKXk6y
 %2FGZbgqls%3D&reserved=0), 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:

1. 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.
2. 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.
3. 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 Dean's Office for Academic and Student Affairs in the College of Education and Health Professions, 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://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Foccupationaltherapy.uark.edu%2F&data=04%7C01%7Cjgbeasle%40uark.edu%7C418b639d5fcc4412bdc308d87b720a68%7C79c742c4e61c4fa5be89a3cb566a80d48b329e3600%7C037895862525442417079C0420061%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6Ik1haWw%7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d48b329e3600%7C037895862525442417079C0420061%7C1000&sdata=xXhYBUYOER9hIXzBrjW9cNr4eqG18kb5mU1qvW3zs2U%3D&reserved=0) or the Teacher Education Support page (https://teacher-education.uark.edu/support/).

Students who have been dismissed on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Student Grievances and Appeals section of the Undergraduate Catalog of Studies (https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcatalog.uark.edu%2Fundergraduatecatalog%2Facademicregulations%2Fstudentacademicappeals

%2F&data=04%7C01%7Cagriffin%40uark.edu
 %7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d48b329e3600%7C037895862525442417079C0420061
 %7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQljojV2luMzliLCJBTiI6Ik1haWw%7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d48b329e3600%7C037895862525442417079C0420061
 %7C1000&sdata=HJfCw
 %2BlavTFgx5n3xWFSOXdeBVVnxmiEAaQ1prgywk%3D&reserved=0).

Special Education B.S.E. Eight-Semester Plan

Students wishing to follow the eight-semester degree plan in Education Studies should see the Eight-Semester Degree Policy (http://catalog.uark.edu/undergraduatecatalog/academicregulations/undergraduate-degree-requirements-policy) in the Academic Regulations and Undergraduate Catalog for requirements of the program.

First Year	Units	
	Fall	Spring
ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
Math State Minimum Core (Satisfies General Education Outcome 2.1)	3	
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹	4	
U.S. History or Government State Minimum Core	3	
Fine Arts State Minimum Core (Satisfies General Education Outcome 3.1) ¹	3	
ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
MATH 2213 Survey of Mathematical Structures I		3
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹		3
Science State Minimum Core with lab (Satisfies General Education Outcome 3.4) ¹		4
HDFS 2413 Family Relations (Satisfies General Education Outcomes 3.3, 4.1, and 4.2)		3
Year Total:	16	16

Second Year	Units	
	Fall	Spring
Application must be made for admission to Professional Education Courses for beginning of spring semester		
MATH 2223 Survey of Mathematical Structures II	3	
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3	
ENGL 3023 Classroom Learning Theories		3
ENGL 3023 Student Exceptionalities		3
Humanities State Minimum Core (Satisfies General Education Outcome 3.2) ¹		3
COMM 1313 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)		3
CIED 3262 Language Development for the Educator		2-3
or CDIS 2253 Introduction to Communicative Disorders		
General Elective (if taking CIED 3262)		0-1

CIED, STEM, or SPED elective		9
Year Total:	15	15

Third Year	Units	
	Fall	Spring
SPED 4423 Technology for the Inclusive Classroom	3	
SPED 4443 Career Development and Transition Planning for Students with Disabilities	3	
SPED 4453 Assessment of Students with Disabilities	3	
SPED 4493 Introduction to Students with High Incidence Disabilities	3	
SPED 4483 Teaching Literacy Skills to Students with Disabilities	3	
SPED 4433 Curriculum Development and Instructional Planning		3
SPED 4413 ABA and Classroom Management for Teachers		3
SPED 4173 Introduction to Dyslexia: Literacy Development and Structure of Language		3
SPED 4463 Teaching Students with Significant Disabilities		3
SPED 4473 Teaching Students with Disabilities in Math and Science		3
Year Total:	15	15

Fourth Year	Units	
	Fall	Spring
SPED 4538 Special Education Internship - Kindergarten through 6th Grade	8	
SPED 4543 Special Education Seminar - Kindergarten through 6th Grade	3	
SPED 4553 Special Education Research - Kindergarten through 6th Grade	3	
SPED 4568 Special Education Teaching Internship - 7th through 12th Grade		8
SPED 4573 Special Education Seminar - 7th through 12th Grade (Satisfies General Education Outcome 6.1)		3
SPED 4583 Special Education Research - 7th through 12th Grade		3
Year Total:	14	14

Total Units in Sequence: 120

¹ Students must complete the State Minimum Core requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgenerated%2Fstateminimum%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566%2F1XG8924jwOx8pTlw8IWNAGp0s%3D&reserved=0>) as outlined in the Catalog of Studies. The courses that meet the state minimum core also fulfill many of the university's General Education requirements (<https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnextcatalog.uark.edu%2Fundergraduatecatalog%2Fgenerated%2Fgeneraleducation%2F&data=02%7C01%7Cagriffin%40uark.edu%7Ce4e632415f9b49eda9bf08d7f5c20b91%7C79c742c4e61c4fa5be89a3cb566%2BDWRVefAqIMsYNX4KXEgX2JdEJJY7Go%3D&reserved=0>), although there are additional considerations to satisfy the general education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

Courses

SPED 3843. Introduction to Learning and Behavior Analysis. 3 Hours.
This course provides information on: (a) the philosophical assumptions and principles of behavior analysis; (b) systems, processes, and concepts of the experimental and applied behavior analysis; and (c) the ethical and legal issues in its use. (Typically offered: Fall)

SPED 3863. Applications of Behavior Change Procedures. 3 Hours.
Course content includes (a) information on behavior change procedures; (b) activities designed to acquire skill in developing and evaluating behavioral change programs; and (c) information and activities designed to acquire skills in providing and monitoring persons and systems providing support. Legal and ethical standards will be reviewed and applied to the course content. Prerequisite: SPED 3843. (Typically offered: Spring)

SPED 3893. Field Experience in Applied Behavior Analysis. 3 Hours.
Supervised field experience in program, schools, and other settings using the methodology of applied behavior analysis. Prerequisite: SPED 3843. (Typically offered: Fall and Spring) May be repeated for up to 9 hours of degree credit.

SPED 411V. Mentoring Students with Special Needs. 1-6 Hour.
This course provides students an opportunity to mentor students with special needs. Students spend from 3 - 9 hours weekly providing academic and social supports to students with special needs. (Typically offered: Fall and Spring) May be repeated for up to 9 hours of degree credit.

SPED 4173. Introduction to Dyslexia: Literacy Development and Structure of Language. 3 Hours.
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 into Special Education Bachelor of Science in Education (SPEDBS), Childhood Education Bachelor of Science in Education (CHEDBS), or departmental consent. (Typically offered: Spring)

SPED 4413. ABA and Classroom Management for Teachers. 3 Hours.
Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports. Field experience required. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science in Human Environmental Science (BRKDBS), or departmental consent. (Typically offered: Spring)

SPED 4413H. Honors ABA and Classroom Management for Teachers. 3 Hours.

Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports. Field experience required. Prerequisite: Honors standing. (Typically offered: Spring)

This course is equivalent to SPED 4413.

SPED 4423. Technology for the Inclusive Classroom. 3 Hours.

A study of the use of instructional and assistive/augmentative technology for students with learning differences and special learning needs. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Fall)

SPED 4433. Curriculum Development and Instructional Planning. 3 Hours.

Study of the research base for the design and adaptation of curriculum and instructional strategies for students with disabilities in general and special classrooms. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Spring)

SPED 4443. Career Development and Transition Planning for Students with Disabilities. 3 Hours.

A study of career development theory and the research-based strategies for evaluating, planning, and implementing transition programs for students with disabilities. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Fall)

SPED 4453. Assessment of Students with Disabilities. 3 Hours.

A study of the methods and techniques of the assessment of children in all areas of exceptionality with emphasis on diagnosis, classification, and tracking progress. Field experience required. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Fall)

SPED 4453H. Honors Assessment of Students with Disabilities. 3 Hours.

A study of the methods and techniques of the assessment of children in all areas of exceptionality with emphasis on diagnosis, classification, and tracking progress. Field experience required. (Typically offered: Fall)

This course is equivalent to SPED 4453.

SPED 4463. Teaching Students with Significant Disabilities. 3 Hours.

A study of methods and materials for teaching students (K-12) with severe disabilities, including severe mental retardation, serious emotional disturbance, other health impairments, multiple disabilities, and severe physical disabilities. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science Human Environmental Sciences (BRKDDBS), or departmental consent. (Typically offered: Spring)

SPED 4473. Teaching Students with Disabilities in Math and Science. 3 Hours.

A study of content, methods, and materials for teaching mathematics and science to students with diverse learning needs and how to adapt curriculum to meet diverse needs. Field experience required. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Spring)

SPED 4483. Teaching Literacy Skills to Students with Disabilities. 3 Hours.

This course will offer a detailed study of how to systematically and explicitly teach essential reading skills to students with disabilities or those at-risk for learning difficulties. Field experience required. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Childhood Education Bachelor of Science in Education (CHEDBS), or departmental consent. (Typically offered: Fall)

SPED 4493. Introduction to Students with High Incidence Disabilities. 3 Hours.

The purpose of this course is to develop an understanding of high incidence disabilities, understand the unique characteristics as they apply to the context of the K-12 classroom, be able to design an appropriate classroom setting, and use evidence-based teaching practices for students with high incidence disabilities. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science Human Environmental Science (BRKDDBS), or departmental consent. (Typically offered: Fall)

SPED 4538. Special Education Internship - Kindergarten through 6th Grade. 8 Hours.

Provides the opportunity to focus demonstrating and refining teaching skills through a teaching internship in special education grades K-6 grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 4543. Corequisite: SPED 4543. (Typically offered: Fall)

SPED 4543. Special Education Seminar - Kindergarten through 6th Grade. 3 Hours.

Provides the opportunity to focus on issues encountered in the teaching internship in special education grades kindergarten through sixth grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 4538. Corequisite: SPED 4538. (Typically offered: Fall)

SPED 4553. Special Education Research - Kindergarten through 6th Grade. 3 Hours.

Designing, conducting and applying research to improve classroom instruction in special education (K-6). (Typically offered: Fall)

SPED 4568. Special Education Teaching Internship - 7th through 12th Grade. 8 Hours.

Provides the opportunity to focus demonstrating and refining teaching skills through a teaching internship in special education grades 7-12 grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 4573. Corequisite: SPED 4573. (Typically offered: Spring)

SPED 4573. Special Education Seminar - 7th through 12th Grade. 3 Hours.

Provides the opportunity to focus on issues encountered in the teaching internship in special education grades seventh through twelfth grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 4568. Corequisite: SPED 4568. (Typically offered: Spring)

SPED 4583. Special Education Research - 7th through 12th Grade. 3 Hours.

Designing, conducting and applying research to improve classroom instruction in special education (7-12). (Typically offered: Spring)