Special Education (SPED)

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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

1. Students must pass Praxis Core or ACT 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 1203. Enrollment for the spring semester, sophomore year is not permitted unless all three parts of Praxis Core 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 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 (see the Teacher Education Application Fee (http://catalog.uark.edu/undergraduatetcatalog/feeandcosts/othergenera1fees/)) 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:
   • Praxis Core scores
   • Cumulative GPA
   • Criminal background check
   • Interview

5. Continuation to senior year Teaching Internship block is based on the following:

6. Praxis II: Special Education: Core Knowledge and Applications scores

7. Cumulative GPA

8. Criminal background check

6. Licensure requirements include the following.
   • Students must successfully complete the 2 semesters of Teaching Internship with a ‘B’ or higher.

• Students must have a cumulative GPA of 3.0 or higher.
• Students must pass Praxis II: Special Education: Core Knowledge and Applications by meeting or exceeding the Arkansas Department of Education cut-off scores.

Special Education Requirements (SPED)

University Core (State Minimum Core)  35
Required Social Science core
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
## 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 [here](http://catalog.uark.edu/undergraduatecatalog/academicregulations/eightsemesterdegreecompletionpolicy/) in the Academic Regulations chapter for university requirements of the program.

### First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>ENGL 1013 Composition I (ACTS Equivalency = ENGL 1013)</td>
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<tr>
<td>Math Core</td>
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<td>Science Core with lab</td>
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<tr>
<td>History Core</td>
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<tr>
<td>Fine Arts Core</td>
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<tr>
<td>ENGL 1023 Composition II (ACTS Equivalency = ENGL 1023)</td>
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<tr>
<td>HDFS 2413 Family Relations</td>
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<tr>
<td><strong>Year Total:</strong></td>
<td><strong>16</strong></td>
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### Second Year

Application must be made for admission to Professional Education Courses for beginning of spring semester

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MATH 2213 Survey of Mathematical Structures I</td>
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</tr>
<tr>
<td>Social Science Core</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Science Core with lab</td>
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<td>HDFS 2413 Family Relations</td>
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### Third Year

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<td>3</td>
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<td>SPED 4433 Curriculum Development and Instructional Planning</td>
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<tr>
<td><strong>Total Units in Sequence:</strong></td>
<td><strong>120</strong></td>
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### 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. Prerequisite: Consent of instructor. (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 to SPED program. (Typically offered: Fall, Spring and Summer)

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. (Typically offered: Fall)

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. (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. (Typically offered: Fall)

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. (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. (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. (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. (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. (Typically offered: Spring)

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. (Typically offered: Spring)

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)