

Special Education (SPED)

Renee Speight
ARKA 308
575-3215
rspeight@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 10103 and ENGL 10203 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/feandcosts/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
HDFS 24103 Family Relations

35

| | |
|--|------------|
| ADE Mandated Course | 3 |
| SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) | |
| Curricular Content Courses | |
| Mathematics | 6 |
| MATH 22103 Survey of Mathematical Structures I | |
| MATH 22203 Survey of Mathematical Structures II | |
| Literacy | 3 |
| CSDI 22503 Introduction to Communicative Disorders | |
| Professional Education Courses | |
| General Education | 9 |
| CIED 30203 Survey of Exceptionalities | |
| CIED 30303 Classroom Learning Theory | |
| SPED 44203 Technology for the Inclusive Classroom | |
| Special Education | 27 |
| SPED 41703 Introduction to Dyslexia: Literacy Development and Structure of Language | |
| SPED 44103 ABA and Classroom Management for Teachers | |
| SPED 44303 Curriculum Development and Instructional Planning | |
| SPED 44403 Career Development and Transition Planning for Students with Disabilities | |
| SPED 44503 Assessment of Students with Disabilities | |
| SPED 44603 Teaching Students with Extensive Support Needs | |
| SPED 44703 Teaching Students with Disabilities in Math and Science | |
| SPED 44803 Teaching Literacy Skills to Students with Disabilities | |
| SPED 44903 Introduction to Students with High Incidence Disabilities | |
| Senior Internship Year | 28 |
| SPED 45308 Special Education Internship - Kindergarten through 6th Grade | |
| SPED 45403 Special Education Seminar - Kindergarten through 6th Grade | |
| SPED 45503 Special Education Research - Kindergarten through 6th Grade | |
| SPED 45608 Special Education Teaching Internship - 7th through 12th Grade | |
| SPED 45703 Special Education Seminar - 7th through 12th Grade | |
| SPED 45803 Special Education Research - 7th through 12th Grade | |
| Electives | 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%7C79c742c4e61c4fa5be89a3cb566a80>)

| Third Year | Units | |
|---|------------|--------|
| | Fall | Spring |
| SPED 44503 Assessment of Students with Disabilities | 3 | |
| SPED 44803 Teaching Literacy Skills to Students with Disabilities | 3 | |
| SPED 44903 Introduction to Students with High Incidence Disabilities | 3 | |
| SPED 44403 Career Development and Transition Planning for Students with Disabilities | 3 | |
| SPED 44203 Technology for the Inclusive Classroom | 3 | |
| SPED 44303 Curriculum Development and Instructional Planning | | 3 |
| SPED 44103 ABA and Classroom Management for Teachers | | 3 |
| SPED 44703 Teaching Students with Disabilities in Math and Science | | 3 |
| SPED 44603 Teaching Students with Extensive Support Needs | | 3 |
| SPED 41703 Introduction to Dyslexia: Literacy Development and Structure of Language | | 3 |
| Year Total: | 15 | 15 |
| Fourth Year | Units | |
| | Fall | Spring |
| SPED 45308 Special Education Internship - Kindergarten through 6th Grade | 8 | |
| SPED 45403 Special Education Seminar - Kindergarten through 6th Grade | 3 | |
| SPED 45503 Special Education Research - Kindergarten through 6th Grade | 3 | |
| SPED 45608 Special Education Teaching Internship - 7th through 12th Grade | | 8 |
| SPED 45703 Special Education Seminar - 7th through 12th Grade (Satisfies General Education Outcome 6.1) | | 3 |
| SPED 45803 Special Education Research - 7th through 12th Grade | | 3 |
| Year Total: | 14 | 14 |
| Total Units in Sequence: | 120 | |

education learning outcomes. Students are encouraged to consult with their academic adviser when making course selections.

Courses

SPED 38603. 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 38403. (Typically offered: Spring)

SPED 4110V. 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 41703. 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 44103. 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 441H3. 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)

SPED 44203. 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 44303. 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 44403. 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)

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%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&data=4bJ2Oob83N8KfTKGD%2F1XG8924jwOx8pTlw8lWNAgp0s%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%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637248086069611524&data=4bJ2Oob83N8KfTKGD%2F1XG8924jwOx8pTlw8lWNAgp0s%3D&reserved=0>), although there are additional considerations to satisfy the general

SPED 44503. 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 445H3. 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)

SPED 44603. Teaching Students with Extensive Support Needs. 3 Hours.

A study of methods and materials for teaching students (K-12) with extensive support needs, including those with intellectual disability, autism, other health impairments, and multiple disabilities. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science Human Environmental Sciences (BRKDBS), or departmental consent. (Typically offered: Spring)

SPED 44703. 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 44803. 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 44903. 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 (BRKDBS), or departmental consent. (Typically offered: Fall)

SPED 45308. 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 45403. Corequisite: SPED 45403. (Typically offered: Fall)

SPED 45403. 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 45308. Corequisite: SPED 45308. (Typically offered: Fall)

SPED 45503. 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 45608. 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 45703. Corequisite: SPED 45703. (Typically offered: Spring)

SPED 45703. 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 45608. Corequisite: SPED 45608. (Typically offered: Spring)

SPED 45803. 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)