

Date Submitted: 11/03/24 3:24 pm

Viewing: **SPEDBS : Special Education, Bachelor of Science in Education**

Last approved: 10/04/24 6:07 pm

Last edit: 11/18/24 4:52 pm

Changes proposed by: msganio

Catalog Pages Using
this Program

[Special Education B.S.E.](#)
[Special Education \(SPED\)](#)

Submitter: User ID: [rspeight msganio](#) Phone:
[575-3215 575-2956](#)

Program Status Active

Academic Level Undergraduate

Type of proposal Major/Field of Study

Select a reason for this modification

Revising an Approved Licensure Program--(Cover Sheet, Section C)

Are you adding a concentration?

No

Are you adding or modifying a track?

No

Are you adding or modifying a focused study?

No

Effective Catalog Year Fall 2025

College/School Code

College of Education and Health Professions (EDUC)

Department Code

Department of Curriculum and Instruction (CIED)

Program Code

SPEDBS

In Workflow

1. EDUC Dean Initial
2. Provost Initial
3. Director of Curriculum Review and Program Assessment
4. Registrar Initial
5. University Teacher Education Board
6. Institutional Research
7. CIED Chair
8. EDUC Curriculum Committee
9. EDUC Dean
10. Global Campus
11. Provost Review
12. Undergraduate Council
13. Faculty Senate
14. Provost Final
15. Provost's Office-- Documentation sent to System Office
16. Higher Learning Commission
17. Board of Trustees
18. ADHE Final
19. Division of Elementary and Secondary Education
20. Provost's Office-- Notification of Approval
21. Registrar Final
22. Catalog Editor Final

Degree

Bachelor of Science in Education

CIP Code

Approval Path

1. 10/16/24 3:46 pm
Matthew Ganio
(msganio): Rollback to Initiator
2. 10/22/24 2:50 pm
Matthew Ganio
(msganio):
Approved for EDUC
Dean Initial
3. 11/01/24 9:57 am
Lisa Kulczak
(lkulcza): Rollback to Initiator
4. 11/01/24 6:08 pm
Matthew Ganio
(msganio): Rollback to Initiator
5. 11/03/24 3:41 pm
Matthew Ganio
(msganio):
Approved for EDUC
Dean Initial
6. 11/03/24 8:18 pm
Jim Gigantino
(jgiganti): Approved for Provost Initial
7. 11/04/24 1:12 pm
Lisa Kulczak
(lkulcza): Approved for Director of Curriculum Review and Program Assessment
8. 11/04/24 3:28 pm
Gina Daugherty
(gdaugher):
Approved for Registrar Initial
9. 11/04/24 4:02 pm
Jennifer Beasley

- (jgbeasle):
Approved for
University Teacher
Education Board
10. 11/05/24 8:49 am
Doug Miles
(dmiles): Approved
for Institutional
Research
11. 11/05/24 9:31 am
Suzanne Kucharczyk
(suzannek):
Approved for CIED
Chair
12. 11/06/24 3:00 pm
Matthew Ganio
(msganio):
Approved for EDUC
Curriculum
Committee
13. 11/08/24 12:55 pm
Matthew Ganio
(msganio):
Approved for EDUC
Dean
14. 11/08/24 1:14 pm
Suzanne Kenner
(skenner): Approved
for Global Campus
15. 11/08/24 3:45 pm
Jim Gigantino
(jgiganti): Approved
for Provost Review
16. 11/23/24 11:56 am
Lisa Kulczak
(lkulcza): Approved
for Undergraduate
Council

History

1. Aug 15, 2014 by Leepfrog Administrator (clhelp)
2. Aug 15, 2014 by Leepfrog Administrator (clhelp)
3. May 11, 2018 by tecsmith
4. Nov 5, 2020 by Suzanne Kucharczyk (suzannek)
5. May 19, 2021 by Ketevan Mamiseishvili (kmamisei)
6. May 2, 2024 by Matthew Ganio (msganio)
7. Oct 4, 2024 by Jean Mitchell (jem03)

13.1001 - Special Education and Teaching, General.

Program Title

Special Education, Bachelor of Science in Education

Program Delivery

Method

On Campus

Is this program interdisciplinary between two or more colleges or schools?

No

Do the proposed changes impact any specific course(s) from another college or school?

No

What are the total hours needed to complete the program? 120

Program Requirements and Description

Requirements

Special Education Requirements

State Minimum Core	35
Required Social Science core	
HDFS 24103	Family Relations
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 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
SPED 47803	Course SPED 47803 Not Found

Senior Internship Year		28
SPED 45308	Special Education Internship - Kindergarten through 6th Grade	
SPED 44303	Curriculum Development and Instructional Planning	
<u>SPED 45309</u>	<u>Course SPED 45309 Not Found</u>	
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	
<u>SPED 45609</u>	<u>Course SPED 45609 Not Found</u>	
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](#), [Arkansas Division of Elementary and Secondary Education Code of Ethics](#), 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:

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.

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.

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.

Students are cleared for field experiences in their first year of ~~More detailed guidelines about the program by registering with policies, supports, and other requirements are provided in the~~ [Razorback Educator Development Hub \(see program's handbook, as well as on the Office of Teacher Education Application Fee\) website or the Teacher Education Support page. This includes a criminal record and child maltreatment background checks.](#)

[More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Razorback Educator Development Hub website.](#)

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.](#)

8-Semester Plan

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](#) in the Academic Regulations chapter for university requirements of the program.

First Year	Units
	FallSpring
ENGL 10103 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 10203 Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)	3
MATH 22103 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 24103 Family Relations (Satisfies General Education Outcomes 3.3, 4.1, and 4.2)	3
Year Total:	16 16
Second Year	Units
	FallSpring
Application must be made for admission to Professional Education Courses for beginning of spring semester	
MATH 22203 Survey of Mathematical Structures II	3
Social Sciences State Minimum Core (Satisfies General Education Outcome 3.3) ¹	3
CIED 30203 Survey of Exceptionalities	3
Humanities State Minimum Core (Satisfies General Education Outcome 3.2) ¹	3
Elective	3
SPCH 10003 Public Speaking (ACTS Equivalency = SPCH 1003) (Satisfies General Education Outcomes 1.2 and 5.1)	3
CIED 30303 Classroom Learning Theory	3
CSDI 22503 Introduction to Communicative Disorders	3
Elective	6
Year Total:	15 15
Third Year	Units
	FallSpring
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
<u>SPED 47803 Course SPED 47803 Not Found</u>	=	<u>3</u>
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
FallSpring

SPED 45308 Special Education Internship - Kindergarten through 6th Grade	8	-
<u>SPED 45309 Course SPED 45309 Not Found</u>	<u>9</u>	=
SPED 45403 Special Education Seminar - Kindergarten through 6th Grade	3	
SPED 45503 Special Education Research - Kindergarten through 6th Grade	3	-
<u>SPED 44303 Curriculum Development and Instructional Planning</u>	<u>3</u>	=
SPED 45608 Special Education Teaching Internship - 7th through 12th Grade	-	8
<u>SPED 45609 Course SPED 45609 Not Found</u>	=	<u>9</u>
<u>SPED 45703 Special Education Seminar - 7th through 12th Grade (Satisfies General Education Outcome 6.1)¹</u>		3
<u>SPED 45803 Special Education Research - 7th through 12th Grade</u>		<u>1</u>
Year Total:		15 13

Total Units in Sequence: 120
1

Students must complete the [State Minimum Core requirements](#) 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](#), 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.

Are Similar Programs available in the area?

No

Estimated Student Demand for Program 20
 Scheduled Program 2026-2027
 Review Date
 Program Goals and Objectives

Program Goals and Objectives

Develop competencies and skills related to P-12 special education to prepare teachers as inclusion teachers, resource room teachers, and special class teachers

Learning Outcomes

Learning Outcomes

Students will meet the CEC Standards

Students will meet ADE Standards for P-12 Special Education Licensure

Description and justification of the request

Description of specific change	Justification for this change
Changes to align program with year-long residency requirements. Adjustment to credit hours across three courses, and addition of a new course to the junior year coursework.	The changes are to align our program with the new year-long residency requirements. The courses not found are new additions which have not made it through all approvals.

Upload attachments

[Revision Protocol.pdf](#)

[BSE Cover Sheet_updated.pdf](#)

[LON_SPEDBSE.pdf](#)

[SPEDBS - Curriculum Revision - Ltr of Notification_Rev_BOT.pdf](#)

Reviewer Comments

Matthew Ganio (msganio) (10/16/24 3:46 pm): Rollback: The total hours proposed are 122.

Did you intend to reduce the electives to 10 hrs? This would bring the degree to 120 hrs.

Matthew Ganio (msganio) (10/22/24 2:50 pm): SPED 45803 is changing to SPED 45801 - this is reflected in the hour count

Lisa Kulczak (lkulcza) (10/31/24 11:24 pm): Updated submitter information.

Lisa Kulczak (lkulcza) (11/01/24 9:57 am): Rollback: Rolling back for additional edits to include licensure revision as the reason/uploading DESE paperwork and providing a LON due to greater than 15 hours of curriculum revision.

Matthew Ganio (msganio) (11/01/24 6:08 pm): Rollback: Please work with Suzanne on providing language for the Letter of Notification (LON). We need a statement that is the "Reason for Proposed Action". If you provide that via e-mail, I will fill out the form. Below is example language. Best, Matt We are revising the curriculum to comply with new Department of Elementary and Secondary Education guidelines teacher preparation programs. Course changes occurred to increase the number of hours of residency and update courses to reflect current research and practice. The course changes were made so the program could continue to prepare quality teacher candidates who are able to pass all licensure exams and to be highly sought after for a teaching position.

Lisa Kulczak (lkulcza) (11/04/24 1:06 pm): Added notation to SPED 45703 that the course satisfies GELO 6.1.

Lisa Kulczak (lkulcza) (11/04/24 1:12 pm): Due to the curriculum revisions required for licensure, this proposal will also need BOT/ADHE approval in addition to UTEB and DESE. Please adjust the workflow accordingly.

Lisa Kulczak (lkulcza) (11/18/24 4:52 pm): Uploaded revised LON with dates inserted.