



## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Proposed Revisions to the Learning Behavior Specialist I (LBSI) Undergraduate Special Education Teacher Licensure Program

**SPONSOR:** Stacy Dymond, Professor of Special Education, 217-244-9763,  
sdymond@illinois.edu

**COLLEGE CONTACT:** Chris Span, Associate Dean for Academic Programs, 217-333-2800,  
cspan@illinois.edu

### BRIEF DESCRIPTION:

- The number of credit hours assigned to SPED 312, 424, 426, and 444 has changed.
- The course title and number of credit hours for SPED 461 is in the process of being updated to better align with the course content.
- SPED 450, EPS 201 or EPS 202, and the Elective have been dropped from the program.
- EDUC 201 and EDUC 202 (or program equivalent courses) have been added to the program.
- No changes have been made to the total number of credit hours required to complete the undergraduate degree or teacher licensure program.

### JUSTIFICATION:

Faculty within the Department of Special Education conducted a review of course syllabi to determine alignment with the Illinois State Board of Education (ISBE) standards required of approved teacher licensure programs. Areas of duplication and omission were identified, and courses were revised to better address the standards. These changes will allow us to offer a program that more closely aligns to the standards required for teacher licensure programs, thereby strengthening the preparation we provide future special education teachers. These changes are as follows:

- The number of credit hours for two courses (SPED 312: Introduction to Educational Technology, and SPED 426: Collaboration and Teaming) was decreased because many concepts covered in the courses are addressed in other courses taken by the same students.
- The number of credit hours for two courses (SPED 424: Foundations of Assessment, SPED 444: Career Development and Transition) was increased to accommodate additional content aligned with the state standards.

- SPED 461 is currently going through the approval process to change its title to AAC and Literacy to better align with the course content. The number of credit hours is being increased to accommodate additional content aligned with the state standards.
- One course (SPED 450: Introduction to ECSE) was eliminated from the program because it addressed few state standards and those same standards were addressed in another course.

In addition, the program will drop the requirement for EPS 201 or EPS 202 and the Elective and replace these courses with EDUC 201 and EDUC 202 (or program equivalent courses). As a result of a strategic planning process conducted by faculty in the College of Education, a decision was made that all teacher education programs will include EDUC 201 and EDUC 202 in order to better prepare students to understand social justice and diversity in our schools and communities. Students may continue to take 0-8 hours of elective if they need additional credit hours to graduate.

**BUDGETARY AND STAFF IMPLICATIONS:** *(Please respond to each of the following questions.)*

1) Resources

- a. How does the unit intend to financially support this proposal?

The proposed changes do not require any changes in financial support by the unit.

- b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

No additional resources are needed.

- c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

No additional resources are needed.

- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

There are no additional costs to the college for these program changes.

2) Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

Deleting SPED 450 (Introduction to ECSE) will decrease the number of courses offered in the program and eliminate the need for the department to hire an adjunct instructor to teach the course. The proposed changes will not

affect other class sizes, teaching loads, or student-faculty ratios within the Department of Special Education.

Adding EDUC 201 (Identity and Difference in EDU) and EDUC 202 (Social Justice Sch & Society) will increase the number of students enrolled annually in EDUC 201 and EDUC 202 by 30 to 35 students. This will increase the class size for the lecture section and result in the need for the College of Education to offer one additional discussion section for each course.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.

The SPED courses are taken only by students in the Learning and Behavior Specialist I Special Education Teacher Licensure Program. The EDUC courses are taken by all students enrolled in teacher preparation programs across the College of Education, thus the proposed changes will not affect other units.

- c. Please address the impact on the University Library

Library resources needed for the revised courses will remain the same as for the current program. Current library resources are sufficient to support the courses.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

Technology, classroom space, and equipment needed for the revised courses will remain the same as for the current program. Current resources are sufficient to support the courses.

**DESIRED EFFECTIVE DATE:**

We request that the proposed changes take effect beginning spring semester 2017 and that all students who begin their special education sequence of courses at that time have the option to switch to the new program.

Students begin their special education sequence in the second semester of their sophomore year. The only courses these students will not have taken are EDUC 201 and EDUC 202; however, they will have taken EPS 201 or EPS 202, and an Elective (i.e., 6 credit hours). We propose that students be allowed to substitute EPS 201 or EPS 202 and an Elective as an equivalent for EDUC 201 and EDU 202.

Since the proposed course changes will substantially improve our ability to prepare students for teacher certification, it is imperative that the courses take effect with the cohort that begins the special education sequence in January 2017.

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:** *(All proposals must include either a new or revised version of the entry in the Programs of Study Catalog, if applicable. Entries will be published as approved by the Senate. Future changes in the statement for Programs of Study Catalog which reflect changes in the curriculum, must go through the normal review process at the appropriate levels.)*

## For the Degree of Bachelor of Science in Special Education

### Curriculum Preparatory for Learning and Behavior Specialist I in Special Education

This program is designed to prepare special education teachers for students ages 3-21. A minimum of 125<sup>2</sup> semester hours of credit is required for graduation. To proceed to the five semester professional education sequence, students must have completed all degree requirements outside of the professional education coursework.

Council on Teacher Education policy requires all candidates for admission to a teacher education program pass an Illinois approved test of basic skills. Approved tests consist of the Illinois Test of Academic Proficiency (TAP), ACT, or SAT with approved scores. Previously passed Illinois Test of Basic Skills (096, 300, or 400) may also be used to meet this requirement. See information on the [details](#).

Students pursuing teacher licensure programs in the College of Education (COE) must meet requirements in a series of sequential gateways. Included in the gateway requirements are successful completion of specified coursework, achievement of appropriate grade point averages, requirements for clinical experiences, and appropriate tests for the licensure area. Meeting all Gateway requirements leads to degree and licensure completion.

In order to be recommended for licensure, candidates are required to maintain University of Illinois at Urbana-Champaign, cumulative, content area, and professional education grade-point averages of 2.5 (A = 4.0). Grades in courses of C- or lower may not be used for State of Illinois licensure, endorsements, or approvals. Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages. For teacher education licensure requirements applicable to all curricula, see the [Council on Teacher Education](#).

Licensure requirements are subject to change without notice as a result of new mandates from the Illinois State Board of Education or the Illinois General Assembly.

### Degree Requirements

Code	Title	Hours
<b>Orientation Seminar</b>		
<a href="#">EDUC 101</a>	Education Orientation Seminar	1
<b>Composition</b>		
Composition I		4-6
Advanced composition. Students are encouraged to select a course that will also meet a requirement in another general education area.		0-4

Code	Title	Hours
<b>Language other than English</b>		
Three years of one language other than English in high school or completion of the third semester of college-level language		0-12
<b>Humanities/Arts</b>		
<a href="#">SPED 117</a>	The Culture of Disability	3
<b>Cultural Studies</b> <sup>3</sup>		
One Western/Comparative Culture(s)		0-8
One Non-Western/US Minority Culture(s)		0-8
<b>Natural Sciences and Technology</b> <sup>3</sup>		
Life and/or Physical Sciences		6
<b>Social/Behavioral Sciences</b>		
Select one of the following:		4
<a href="#">PSYC 100</a>	Intro Psych	
<a href="#">PSYC 103</a>	Intro Experimental Psych	
<a href="#">PSYC 105</a>	Psych Introduction	
<a href="#">KIN 262</a>	Motor Develop, Growth & Form	3
<b>Quantitative Reasoning</b> <sup>3</sup>		
Quantitative Reasoning I ( <a href="#">MATH 103</a> is recommended)		3-4
Quantitative Reasoning II		3
<b>Electives</b>		
Elective courses (if needed to complete the 125 hour graduation requirement)		0-8
<b>Professional Education Requirements</b>		
<a href="#">EDUC 201</a> & <a href="#">EDUC 202</a>	Identity and Difference in EDU and Social Justice Sch & Society (or program approved equivalent)	6
Select one of the following:		3
<a href="#">PSYC 216</a>	Child Psych	
<a href="#">EPSY 201</a>	Educational Psychology	
<a href="#">HDFS 105</a>	Intro to Human Development or other approved course	
<a href="#">SHS 320</a>	Development of Spoken Language	3
<a href="#">SPED 312</a>	Introduction to Educational Technology	2
<a href="#">EDPR 250</a>	School & Community Experiences (LBS)	4
<a href="#">EDPR 420</a>	Ed Prac Students with Sp Needs (LBE)	6
<a href="#">EDPR 420</a>	Ed Prac Students with Sp Needs (LBS)	6

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#"><u>EDPR 420</u></a>	Ed Prac Students with Sp Needs (LBT)	6
<a href="#"><u>CI 431</u></a>	Tchg Elementary Mathematics	4
<a href="#"><u>CI 475</u></a>	Teach Elem Rdg & Lang Arts I	4
<b>Special Education Core Requirements</b>		
<a href="#"><u>SPED 317</u></a>	Characteristics & Eligibility	3
<a href="#"><u>SPED 424</u></a>	Foundations of Assessment	3
<a href="#"><u>SPED 426</u></a>	Collaboration and Teaming	3
<a href="#"><u>SPED 431</u></a>	Assistive Tech & Phys Disab	2
<a href="#"><u>SPED 438</u></a>	Collaborating with Families	3
<a href="#"><u>SPED 440</u></a>	Instructional Strategies I	4
<a href="#"><u>SPED 441</u></a>	Instructional Strategies II	4
<a href="#"><u>SPED 444</u></a>	Career Development and Transition	3
<a href="#"><u>SPED 446</u></a>	Curriculum Development I	4
<a href="#"><u>SPED 447</u></a>	Curriculum Development II	4
<a href="#"><u>SPED 448</u></a>	Curriculum Development III	4
<a href="#"><u>SPED 461</u></a>	AAC and Literacy	3
<a href="#"><u>SPED 470</u></a>	Learning Environments I	3
<a href="#"><u>SPED 471</u></a>	Learning Environments II	3
<b>Total Hours</b>		<b>125</b>

TOTAL minimum hours include general education and professional education credits.<sup>4</sup>

<sup>1</sup> Applicants may contact the Department of Special Education for further information on the prior experience requirement.

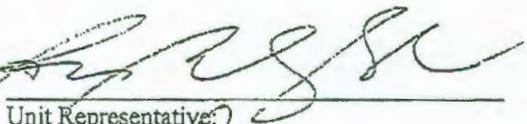
<sup>2</sup> Six hours of ROTC upper level courses (300 level or above) can count toward the degree as free electives.

<sup>3</sup> Courses must be selected from the Campus General Education Approved Course List.

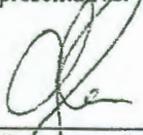
<sup>4</sup> The total hours required for the degree may be higher for students who do not complete the language other than English requirement in high school.

**CLEARANCES:** (Clearances should include signatures and dates of approval. These signatures must appear on a separate sheet. If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:

  
Unit Representative:

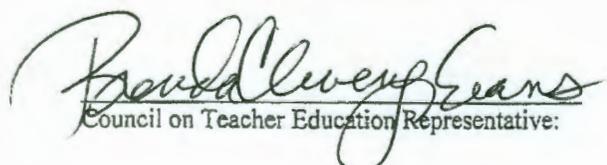
11/4/16  
Date:

  
College Representative:

11/7/16  
Date:

\_\_\_\_\_  
Graduate College Representative:

\_\_\_\_\_  
Date:

  
Council on Teacher Education Representative:

11/17/16  
Date:

## Appendix A: Proposed Curriculum Revisions

<b>Current Requirements:</b>	<b>Current Hours</b>	<b>Revised Requirements:</b>	<b>Revised Hours</b>
SPED 312: Intro to Ed Technology	3 Hours	SPED 312: Intro to Ed Technology	2 Hours
SPED 424: Foundations of Assessment	2 Hours	SPED 424: Foundations of Assessment	3 Hours
SPED 426: Collaboration and Teaming	4 Hours	SPED 426: Collaboration and Teaming	3 Hours
SPED 444: Career Dev & Transition	1 Hour	SPED 444: Career Dev & Transition	3 Hours
SPED 450: Introduction to ECSE	2 Hours	SPED 450: Introduction to ECSE	0 Hours
SPED 461: Augmentative Communication	2 Hours	SPED 461: AAC and Literacy	3 Hours
EPS 201:Foundations of Education or EPS 202: Foundations of Education-ACP	3-4 Hours	EDUC 201: Identity and Difference in EDU and EDUC 202: Social Justice SCH & Society	6 Hours
Humanities Elective	3	Electives	0-8

# For the Degree of Bachelor of Science in Special Education

## Curriculum Preparatory for Learning and Behavior Specialist I in Special Education

This program is designed to prepare special education teachers for students ages 3-21. A minimum of 125<sup>2</sup> semester hours of credit is required for graduation. To proceed to the five semester professional education sequence, students must have completed all degree requirements outside of the professional education coursework.

Council on Teacher Education policy requires all candidates for admission to a teacher education program pass an Illinois approved test of basic skills. Approved tests consist of the Illinois Test of Academic Proficiency (TAP), ACT, or SAT with approved scores. Previously passed Illinois Test of Basic Skills (095, 300, or 400) may also be used to meet this requirement. See information on the details.

Students pursuing teacher licensure programs in the College of Education (COE) must meet requirements in a series of sequential gateways. Included in the gateway requirements are successful completion of specified coursework, achievement of appropriate grade point averages, requirements for clinical experiences, and appropriate tests for the licensure area. Meeting all Gateway requirements leads to degree and licensure completion.

In order to be recommended for licensure, candidates are required to maintain University of Illinois at Urbana-Champaign, cumulative, content area, and professional education grade-point averages of 2.5 (A = 4.0). Grades in courses of C- or lower may not be used for State of Illinois licensure, endorsements, or approvals. Candidates should consult their advisor or the Council on Teacher Education for the list of courses used to compute these grade-point averages. For teacher education licensure requirements applicable to all curricula, see the Council on Teacher Education.

Licensure requirements are subject to change without notice as a result of new mandates from the Illinois State Board of Education or the Illinois General Assembly.

### Degree Requirements

Code	Title	Hours
<b>Orientation Seminar</b>		
<u>EDUC 101</u>	Education Orientation Seminar	1
<b>Composition</b>		
Composition I		4-6
Advanced composition. Students are encouraged to select a course that will also meet a requirement in another general education area.		0-4
<b>Language other than English</b>		
Three years of one language other than English in high school or completion of the third semester of college-level language		0-12
<b>Humanities/Arts</b>		
<u>SPED 117</u>	The Culture of Disability	3

Cultural Studies<sup>3</sup>

Document updated October 2013

**Deleted: 5**

**Deleted:** An applicant must have a cumulative grade point average of at least 2.5 (A = 4.0), a minimum of 50 hours of prior experience with individuals with disabilities<sup>3</sup>, and sophomore or higher standing upon enrollment in the program. [1]

**Deleted:** Illinois law and

**Deleted:** that

**Deleted:**

**Deleted:** the Illinois Licensure Testing System Test of Academic Proficiency (TAP) prior to admission. The Illinois State Board of Education has determined the ACT Plus Writing/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency (formerly known as the Illinois Test of Basic Skills).

**Deleted:** Elective<sup>3</sup>

**Deleted:** 3

Code	Title	Hours
One Western/Comparative Culture(s)		0-8
One Non-Western/US Minority Culture(s)		0-8
<b>Natural Sciences and Technology <sup>3</sup></b>		
Life and/or Physical Sciences		6
<b>Social/Behavioral Sciences</b>		
Select one of the following:		4
<u>PSYC 100</u>	Intro Psych	
<u>PSYC 103</u>	Intro Experimental Psych	
<u>PSYC 105</u>	Psych Introduction	
<u>KIN 262</u>	Motor Develop, Growth & Form	3
<b>Quantitative Reasoning <sup>3</sup></b>		
Quantitative Reasoning I ( <u>MATH 103</u> is recommended)		3-4
Quantitative Reasoning II		3
<b>Electives</b>		
Elective courses (if needed to complete the 125 hour graduation requirement)		0-8
<b>Professional Education Requirements</b>		
<u>EDUC 201 &amp; EDUC 202</u>	Identity and Difference in EDU and Social Justice Sch & Society (or program approved equivalent)	6
Select one of the following:		3
<u>PSYC 216</u>	Child Psych	
<u>EPSY 201</u>	Educational Psychology	
<u>HDFS 105</u>	Intro to Human Development	
or other approved course		
<u>SHS 320</u>	Development of Spoken Language	3
<u>SPED 312</u>	Introduction to Educational Technology	2
<u>EDPR 250</u>	School & Community Experiences (LBS)	4
<u>EDPR 420</u>	Ed Prac Students with Sp Needs (LBE)	6
<u>EDPR 420</u>	Ed Prac Students with Sp Needs (LBS)	6
<u>EDPR 420</u>	Ed Prac Students with Sp Needs (LBT)	6
<u>CI 431</u>	Tchg Elementary Mathematics	4
<u>CI 475</u>	Teach Elem Rdg & Lang Arts I	4
<b>Special Education Core Requirements</b>		
<u>SPED 317</u>	Characteristics & Eligibility	3
<u>SPED 424</u>	Foundations of Assessment	3

Formatted: Indent: Left: 0", Hanging: 0.25"

Deleted: <sup>3</sup>

Deleted: EPS 201

Deleted: Foundations of Education

Deleted: 3-4

Deleted: or EPS 202

Deleted: Foundations of Education-ACP

Formatted: Indent: Hanging: 0.21"

Formatted: Right

Deleted: 3

Deleted: 2

Code	Title	Hours
<del>SPED 426</del>	<del>Collaboration and Teaming</del>	<del>2</del>
<del>SPED 431</del>	<del>Assistive Tech &amp; Phys Disab</del>	<del>2</del>
<del>SPED 438</del>	<del>Collaborating with Families</del>	<del>3</del>
<del>SPED 440</del>	<del>Instructional Strategies I</del>	<del>4</del>
<del>SPED 441</del>	<del>Instructional Strategies II</del>	<del>4</del>
<del>SPED 444</del>	<del>Career Development and Transition</del>	<del>3</del>
<del>SPED 446</del>	<del>Curriculum Development I</del>	<del>4</del>
<del>SPED 447</del>	<del>Curriculum Development II</del>	<del>4</del>
<del>SPED 448</del>	<del>Curriculum Development III</del>	<del>4</del>
<del>SPED 461</del>	<del>AAC and Literacy</del>	<del>3</del>
<del>SPED 470</del>	<del>Learning Environments I</del>	<del>3</del>
<del>SPED 471</del>	<del>Learning Environments II</del>	<del>3</del>
<b>Total Hours</b>		<b>125</b>

Deleted: 4

Deleted: 1

Deleted: SPED 450

Formatted Table

Deleted: Introduction to ECSE

Deleted: 2

Deleted: Alternative and Augmentative Communication and Literacy

Deleted: 2

TOTAL minimum hours include general education and professional education credits.<sup>4</sup>

Deleted: Course List

<sup>1</sup> Applicants may contact the Department of Special Education for further information on the prior experience requirement.

<sup>2</sup> Six hours of ROTC upper level courses (300 level or above) can count toward the degree as free electives.

<sup>3</sup> Courses must be selected from the Campus General Education Approved Course List.

Deleted: General Education Requirement:

<sup>4</sup> The total hours required for the degree may be higher for students who do not complete the language other than English requirement in high school.

An applicant must have a cumulative grade point average of at least 2.5 (A = 4.0), a minimum of 50 hours of prior experience with individuals with disabilities<sup>1</sup>, and sophomore or higher standing upon enrollment in the program.

Course List

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Student Academic Affairs Office

College of Education  
142 Education Building  
1310 South Sixth Street  
Champaign, Illinois 61820



November 4, 2016

Ms. Kathy Martensen  
Assistant Provost for Educational Programs  
204 Swanlund Administration Building  
MC-304

Dear Ms. Martensen:

Enclosed is a proposal for approval of the Proposed Revisions to the Learning Behavior Specialist 1 Undergraduate Special Education Teacher Licensure Program.

The proposed changes do not require additional resources. Therefore, we do not anticipate any budgetary implications.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Span".

Christopher M. Span  
Associate Dean for Academic Programs

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

EP.17.38

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swathard Administration Building  
607 East John Street  
Champaign, IL 61820



November 18, 2016

Bertina Francis, Chair  
Senate Committee on Educational Policy  
Office of the Senate  
228 English Building, MC-461

Dear Professor Francis:

Enclosed is a copy of a proposal from the College of Education to revise the Bachelor of Science in Special Education.

Sincerely,

A handwritten signature in cursive script that reads "Kathryn A. Martensen".

Kathryn A. Martensen  
Assistant Provost

Enclosures

- c: C. Span
- K. Stalter
- S. Dymond
- B. Clevenger