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MAY 10 2002
PROPOSAL

PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY

TITLE: Proposed Revision to the Curriculum Preparatory to Teaching Persons with Moderate and Severe Disabilities. Name will change to Curriculum Preparatory for Learning and Behavior Specialists in Special Education.

SPONSOR: Adelle Renzaglia, Professor and Head, Department of Special Education
333-0260, renzag@uiuc.edu

BRIEF DESCRIPTION:

- General education requirements have been revised from a requirement of 60 hours to a requirement of 42-62 hours. This has been done to come in line with the University requirements for a bachelor degree.
- Professional education requirements have been revised from a requirement of 21-22 hours to a requirement of 39-40 hours.
- Special Education core requirements have been revised from a requirement of 38-39 hours to a requirement of 45 hours.
- New professional education and special education core courses have been developed and current courses have been revised to address the new certification structure and content standards in special education mandated by the State of Illinois.
- The minimum number of hours required for graduation is unchanged at 124 hours.

JUSTIFICATION: The Department of Special Education at the University of Illinois at Urbana-Champaign is revising the undergraduate teacher education program in response to changes mandated by the Illinois State Board of Education for special education. Historically, the structure has been categorical but now is changing to a cross-categorical certification. This has required that the Department of Special education re-conceptualize its program to come in line with the newly passed state structure and associated performance standards. Unfortunately, the timelines for these program revisions have been mandated by a federal judge in a class action law suit and subsequent consent agreement. These court decisions have been driving the changes in the State special education certification. The judge has ruled that all changes must be in place by July, 2002.

To address the new requirements for special education teacher certification, the Department has spent the last year revising old and developing new courses in the undergraduate program. The content and sequence of courses are directly aligned with the new certification content standards (which were not officially adopted by the State until the summer of 2001) for a teaching certificate in special education. The new certificate is a Learning and Behavior Specialist I certificate; the state will no longer be granting certification in moderate and severe disabilities (with an endorsement in Trainable Mental Handicaps) or other categories of disabilities previously included.


BUDGETARY AND STAFF IMPLICATIONS:

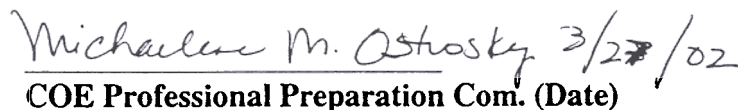
- a. At this time, no need for additional staff and dollars is anticipated. The Department will reallocate current resources to address the program changes. The revised program will replace the existing program.
- b. Class sizes and faculty teaching loads are expected to be similar to those in the current program. In the event that course sizes increase, the Department will reallocate current resources to accommodate the needs of course instructors and students.
- c. Two new general education courses will be required, Physl 103 and Kines 262 and other general education courses will be dropped as specific requirements (i.e., speech performance elective, , History, POL S 150, English or American literature, EDPSY 363, SPSHS 386). Additionally, two new professional education courses will be required (C&I 331 and 375). Please see attached letters from those departments.
- d. The impact of the revised curriculum on library, computer use, laboratory use, equipment, etc. should be consistent with the current program's impact. Therefore, no additional use is anticipated.

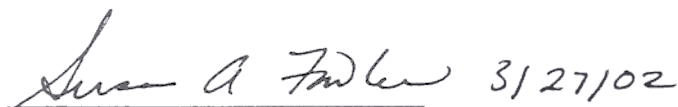
GUIDELINES FOR UNDERGRADUATE EDUCATION: The program revisions include changing the general education requirements to come into alignment with the University's general education requirements.

CLEARANCES:

 3/26/02
Department (Date)

 3/26/02
Special Services Area Com (Date)

 3/27/02
COE Professional Preparation Com. (Date)

 3/27/02
Dean, College of Education (Date)

Council on Teacher Education (Date)

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Replace statement that appears on pages 82-83 of the 2001-2003 Programs of Study Catalog with the following statement.

Curriculum Preparatory for learning and Behavior Specialists in Special Education

For Degree of Bachelor of Science in Special Education

This three year curriculum is designed to prepare individuals to teach students with learning and behavior problems ages 5-21. An applicant must have a cumulative grade point average of at least 2.5 (A=4.0), have prior experience with individuals with disabilities, and have attained sophomore standing upon enrollment in the program. A minimum of 124 semester hours of credit, excluding basic military science, is required for graduation.

To allow completion of degree requirements within three years, applicants must have earned 30 hours and must have fulfilled all or most of the following general education requirements identified for the first year of study prior to enrollment. Admission is made by formal application during the spring semester of the freshman year.

For teacher education certification requirements applicable to all curricula, see the Council on Teacher Education section elsewhere in this catalog.

General Education Requirements

All courses must be selected from the campus general education course list.

Composition I

4-6 hours

(select from campus Comp I options)

RHET 101 and 102

RHET 103 and 104

RHET 105

RHET 108

SPCOM 111 and 112

ESL 114 and 115

Advanced Composition

0-3 hours

(select from campus options)

Students are recommended to select an advanced composition course that meets another course requirement as well. Options include: EPS 202, An Approved course meeting a Cultural Studies, Humanities/Arts, or Natural Sciences/Technology requirement

Cultural Studies: Western/Comparative Cultures

3 hours

select from approved campus list

Cultural Studies: Non-western/US Minority Cultures 0-3 hours
Select from approved campus list; students are recommended to select a course that will also meet a requirement in another General Education area

Foreign Languages 0-12 hours
Completion of 3rd semester college level foreign language—see campus General Education requirements for options

Humanities/Arts (9 hours)
SPED 117 3 hours
Select from approved campus list 6 hours

Natural Sciences and Technology (10 hours)
PHYSL 103 4 hours
Select from approved campus list 6 hours

Social and Behavioral Sciences (10 hours)
PSYCH 100 4 hours
PSYCH 216 3 hours
KINES 262 3 hours

Quantitative Reasoning I (3 hours)
Select from approved campus list (Recommend MATH 203)

Quantitative Reasoning II (3 hours)
Select from approved campus list

PROFESSIONAL EDUCATION REQUIREMENTS

EPS 201/202, 311, or 312—history and philosophy of ed 3-4 hours
SPSHS 383 or equivalent 3 hours
*C&I ??? (tech class) 3 hours
EDPR 150: LBSI 4 hours
EDPR 220: LBSI-E, LBSI-S 18 hours
C&I 375: Teaching Elementary Reading and Language Arts, I 3-4 hours
or equivalent
C&I 331: Teaching Elementary Mathematics or equivalent 3-4 hours

*Ed Tech class—being developed by COE for 3 hrs credit

SPECIAL EDUCATION CORE REQUIREMENTS

SPED 217	Introduction to Special Education	3
SPED 324	Formal Assessment in Special Education	2
SPED 326	Collaboration and Teaming in Schools	4
SPED 331	Management of Physical & Health Care Needs and Use of Technology in School Settings	2
SPED 338	Families of Individuals with Special Needs	3
SPED 340	Instructional Strategies, I	4
SPED 341	Instructional Strategies, II	4
SPED 344	Career Development for Individuals with Disabilities	1
SPED 346	Curriculum Development for Students with Disabilities, I	4
SPED 347	Curriculum Development for Students with Disabilities, II	4
SPED 348	Curriculum Development for Students with Disabilities, III	4
SPED 350	Introduction to Early Childhood Special Education	2
SPED 361	Augmentative and Alternative Communication Strategies for Persons with Disabilities	2
SPED 370	Designing & Managing Learning Environments, I	3
SPED 371	Designing & Managing Learning Environments, II	3

EFFECTIVE DATE: August, 2002

Sequence with 9 cr hr in gen. eds. Assume SPED 117 becomes humanities credit, no foreign language needed, no speech performance elective, places into at least RHET 105; double-dipping on non-west and comp II

<p>Semester 1</p> <p>RHET 105 3</p> <p>Western Hum/Arts 3</p> <p>Nat Sci 3</p> <p>Quant I (Math 203) 3(4)</p> <p>SP ED 117 3</p> <p style="text-align: right;">(15 or 16)</p>	<p>Semester 2</p> <p>Psych 100 4</p> <p>Nat Sci 3</p> <p>NW Hum/Arts 3</p> <p>EPS 201 or 202 3(4)</p> <p>Quant II 3</p> <p style="text-align: right;">(16 or 17)</p>
<p>Semester 3</p> <p>Psych 216 3</p> <p>Physl 103 4</p> <p>SPSHS 383 3</p> <p>KINES 262 3</p> <p style="text-align: right;">(13)</p>	<p>Semester 4</p> <p>C&I 375 or equivalent 4</p> <p>C&I 331 or equivalent 4</p> <p>SPED 324 2</p> <p>SPED 217 3</p> <p>ED TECH course 3</p> <p style="text-align: right;">(16)</p>
<p>Semester 5</p> <p>SPED 331 2</p> <p>SPED 346 4</p> <p>SPED 340 4</p> <p>SPED 350 2</p> <p>EDPR 150 2</p> <p style="text-align: right;">(14)</p>	<p>Semester 6</p> <p>SPED 347 or 348 4</p> <p>SPED 370 3</p> <p>SPED 341 4</p> <p>SPED 338 3</p> <p>EDPR 150 2</p> <p style="text-align: right;">(16)</p>
<p>Semester 7</p> <p>SPED 347 or 348 4</p> <p>SPED 371 3</p> <p>SPED 361 2</p> <p>SPED 344 1</p> <p>EDPR 220 6</p> <p style="text-align: right;">(16)</p>	<p>Semester 8</p> <p>SPED 326 4</p> <p>EDPR 220 12</p> <p style="text-align: right;">(16)</p>

**Ed Tech class—One is being developed by COE for 3 hrs credit

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Replace the following from the statement that appears on page 226 of the 2001-2003 Programs of Study Catalog :

“The Department of Special Education offers master’s programs in three areas: moderate and severe disabilities, collaborative resource teacher training (working with students with learning disabilities, social emotional disabilities, and mild mental disabilities), and the early childhood special education.”

Replace with:

“The Department of Special Education offers a master’s program leading to initial Illinois teacher certification in special education, Learning and Behavior Specialist I.”

EFFECTIVE DATE: August, 2002

PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY

TITLE: Proposed Revision to the Master's level certification options:

1) Collaborative/Resource Teacher: Learning Disabilities, Social/Emotional Disabilities, Educable Mental Handicaps and 2) Education of Persons with Moderate and Severe Disabilities: Trainable Mental Handicaps/Physical Handicaps. The two programs will become one certification program entitled **Learning and Behavior Specialist I.**

SPONSOR: Adelle Renzaglia, Professor and Head, Department of Special Education, 333-0260, renzag@uiuc.edu

BRIEF DESCRIPTION:

- o The two programs have been combined into one due to State mandated changes in special education certification.
- o Previous program requirements have been revised from requirements of 15 (Collaborative /Resource Teacher) and 10 (Moderate and Severe Disabilities) units of graduate coursework to a requirement of 19.25-19.75 units in special education (see Appendix A). The program changes address the newly established standards for certification, which are in place for prospective teachers at the undergraduate and graduate levels. The **master degree** requirements will remain the same as those currently approved for the College of Education.
- o Special Education core requirements have been revised to address the new certification standards in special education established by the Illinois State Board of Education
- o New core courses have been developed to address the new certification structure and content standards in special education in the state of Illinois

JUSTIFICATION: The Department of Special Education at the University of Illinois, Urbana-Champaign is revising the graduate teacher certification options in response to changes mandated by the Illinois State Board of Education for special education. Historically, the structure has been categorical but now is changing to a cross-categorical certification. This has required that the Department of Special education re-conceptualize its programs to come in line with the newly passed state structure and associated performance standards. There will no longer be programs leading to initial certification in Collaborative/Resource Teaching or in Moderate and Severe Disabilities. Only one certification option will be available, Learning and Behavior Specialist I. Unfortunately, timelines for these program revisions have been mandated by a federal judge in a class action law suit and subsequent consent agreement. These mandates have driven the State's changes in special education certification structure and the performance standards associated with the certificate. The judge has ruled that all changes must be in place by July, 2002.

To address the new requirements for special education teacher certification, the Department of Special Education has spent the last year revising old and developing new courses in the graduate certification options. The content and sequence of courses are directly aligned with the new certification content standards (which were not officially adopted until the summer of 2001) for a teaching certificate in special education. The State will no longer be granting certification in categories of disabilities previously included. The new Learning and Behavior Specialist I certification at the master's level will require many more units of study than did either of the two programs that are being revised. This is due to the breadth of the certificate and the increased numbers of content standards that must be met.

BUDGETARY AND STAFF IMPLICATIONS:

- a. At this time, no need for additional staff and dollars is anticipated. The Department will reallocate current resources to address the program changes. The revised program will replace the existing programs.
- b. Class sizes and faculty teaching loads are expected to be similar to those in the current program. In the event that course sizes increase, the Department will reallocate current resources to accommodate the needs of course instructors and students.
- c. Two new core course requirements from the Department of Curriculum and Instruction have been added (C&I 375 and 331 or equivalent courses). These courses are currently being taught. Please see attached letter from Curriculum and Instruction.
- d. The impact of the revised curriculum on library, computer use, laboratory use, equipment, etc. should be consistent with the current program's impact. Therefore, no additional use is anticipated.

CLEARANCES:

Cedric F. [Signature] 3/20/02
Department (Date)

[Signature] 3/26/02
Special Services Area Com. (Date)

Michael M. Ostrosky 3/27/02
COE Professional Prep. Com. (Date)

Ralph C. Page 3/26/02
COE Graduate Programs Com. (Date)

Ausa A. Fowler 3/27/02
Dean, College of Education (Date)

Graduate College (Date)

Council on Teacher Education (Date)

Appendix A

- **Admissions:** applicants are evaluated on quality of undergraduate and graduate preparation, grade point average, statement of purpose and letters of recommendation.
- **General education requirements** are considered to be satisfied by a bachelor degree.
- **Students may be recommended for certification without completing a master degree.**

LEARNING AND BEHAVIOR SPECIALIST I SPECIAL EDUCATION CORE CERTIFICATION REQUIREMENTS**

Course: Title	Units
SPED 324 Formal Assessment in Special Education	1/2
SPED 326 Collaboration and Teaming in Schools	1
SPED 331 Management of Physical & Health Care Needs and Use of Technology in School Settings	1/2
SPED 338 Families of Individuals with Special Needs	1
SPED 340	1
SPED 341 Instructional Strategies, II	1
SPED 344 Career Development for Individuals with Di	1/4
SPED 346 Curriculum Development for Students with Disabilities, I	1
SPED 347 Curriculum Development for Students with Disabilities, II	1
SPED 348 C1	1
	1/2
SPED 361 Augmentative and Alternative Communication Strategies for Individuals with Disabilities	1/2
SPED 370 Designing & Managing Learning Environments, I	3/4
SPED 371 Designing & Managing Learning Environments, II	3/4
SPED 417 Programs for Students with Special Needs	1
C&I 375 Teaching Elementary Reading and Language Arts, I or equivalent*	1
C&I 331 Teaching Elementary Mathematics or equivalent*	1
EPS Select 1/2 Unit from History of Education and 1/2 Unit from Philosophy of Education courses	1
EDPSY Select 1/2 Unit from Foundations of Learning and 1/2 Unit from Personality Development	1

*C&I 331 and 375 could be waived based upon candidate's prior certification.

** Applicants may present a portfolio, based on prior teaching experiences, addressing the Common Core Standards for All Special Educators and/or the Learning Behavior Specialist I Standards. Portfolios will be evaluated on an individual basis to determine if program requirements may be waived.

Master's Learning and Behavior Specialist I Certification: Sample Course Sequence

Su I	Units	Fall	Units	Spring	Units
SpEd 417	1	SpEd 331	1/2	SpEd 347	1
C&I 375	1	SPED 360 or 361	1/2-1	SpEd 370	3/4
C&I 331	1	SpEd 346	1	SpEd 341	1
		SpEd 340	1	SpEd 424	1
		SpEd 350	1/2		
		SpEd 424	1/2		
Total	3	Total	4-4 1/2	Total	3 3/4
Su II	Units	Fall II	Units	Spring II	Units
SpEd 338	1	SpEd 348	1	SpEd 326	1
SpEd 324	1/2	SpEd 371	3/4	SpEd 424	1
Foundations	1/2	SpEd 344	1/4		
Foundations	1/2	SpEd 424	1		
		Foundations	1/2		
		Foundations	1/2		
Total	2 1/2	Total	4	Total	2