

Date Submitted: 04/05/24 4:07 pm

Viewing: **10KN0093BS : Special Education, BS**

Last approved: 05/27/20 1:51 pm

Last edit: 08/19/24 4:36 pm

Changes proposed by: Kelli Halfman

[Special Education, BS](#)

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1570 Committee Chair**
3. **1570 Head**
4. **KN Committee Chair**
5. **KN Dean**
6. **University Librarian**
7. **COTE Programs**
8. **Provost**
9. **Senate EPC**
10. Senate
11. U Senate Conf
12. Board of Trustees
13. IBHE
14. HLC
15. DMI

Approval Path

1. 04/09/24 12:34 pm
Donna Butler (dbutler):
Approved for U Program Review
2. 04/09/24 3:36 pm
Kary Zarate (kzarat2):
Approved for 1570 Committee Chair
3. 04/09/24 3:37 pm
Matthew Lambert (matt5):
Approved for 1570 Head
4. 04/17/24 3:42 pm
Kary Zarate (kzarat2):
Approved for KN Committee Chair
5. 04/17/24 4:10 pm

Sarah McCarthy
(mccarthe):
Approved for KN
Dean

6. 04/22/24 4:10 pm
Claire Stewart
(clairest):
Approved for
University
Librarian

7. 04/23/24 8:30 pm
Suzanne Lee
(suzannel):
Approved for
COTE Programs

8. 08/15/24 11:46
am
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Apr 6, 2019 by
Deb Forgacs
(dforgacs)
2. Apr 2, 2020 by
Kat Kernick
(kkernick)
3. May 27, 2020 by
Stacy Dymond
(sdymond)

Major (ex. Special Education)

This proposal is
for a:
Revision

Administration Details

Official Program Name	Special Education, BS
Diploma Title	
Sponsor College	Education
Sponsor	Special Education

Department

Sponsor Name Matthew Lambert ~~Stacy Dymond~~

Sponsor Email matt5@illinois.edu ~~sdymond@illinois.edu~~

College Contact Laurie Andrews ~~Kathy Stalter~~

College Contact
Email

andrewsl@illinois.edu ~~kstalter@illinois.edu~~

College Budget
Officer

College Budget
Officer Email

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term Spring 2025

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Bachelor of Science in Special Education in the College of Education

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Program Justification

Provide a brief description of what changes are being made to the program.

1. The formatting of the POS and additional text (e.g., graduation requirements, university requirements, and general education requirements) has been modified; footnotes have been removed.
2. Footnote #1 has been removed.
3. Footnote #2 has been removed.
4. Footnote #3 has been removed.
5. Footnote #4 has been removed.

6. The recommended MATH 103 QR Gen Ed has been removed.
7. CI 415 has been added to the professional education coursework.
8. KIN 262 has changed rubrics and is now HK 262.
9. EDUC 101, HK 262 (formerly KIN 262), PSYC 100 or PSYC 103, and SPED 117 have been moved to the major POS table.
10. For EDUC 201 and 202, the note "or program-approved equivalent course" has been removed.
11. From the Special Education Core requirements: Nine courses, for a total of 31 credit hours, have been removed; eight courses, for a total of 30 credit hours, have been added; and five courses, for a total of 15 hours, in this section have undergone course revisions, including changing their course titles.

Removed: Nine courses, or 31 credit hours

SPED 317
SPED 424
SPED 431
SPED 440
SPED 441
SPED 446
SPED 447
SPED 448
SPED 461

Added: Eight courses, or 30 credit hours

SPED 410
SPED 412
SPED 418
SPED 442
SPED 452
SPED 443
SPED 453
SPED 462

Renamed: Five courses, or 15 credit hours

SPED 426
SPED 438
SPED 444
SPED 470
SPED 471

Please note: The total hours have remained the same (125 hours). Additionally, regarding the specific sections of EDPR 250 and EDPR 420:

(1) EDPR 250, Section LBS is restricted to and intended only for Special Education majors.

(2) For EDPR 420, Section LBE is the next in a series of early field experiences in

special education teacher education. Students in this early field experience have an increased responsibility for exploring the interrelationship of theory and practice and increased opportunities for career exploration. EDPR 420, sections LBS and LBT are specifically reserved for the student teaching experience. The two sections combine to meet student teaching requirements for special education teaching licensure. The Council on Teacher Education requires these two sections (LBT and LBS) for the student teaching semester.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (<http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/>)

Yes

Why are these changes necessary?

1. Per the Office of the Provost and campus guidance for accessibility transparency.
2. There is no mention of the "prior experience requirement" footnote, as it is an admissions requirement (not a degree requirement). Therefore, the footnote has been deleted.
3. Elective hours such as ROTC to count towards degree is noted in the Academic Catalog for all undergraduate programs. As such, this footnote is no longer necessary.
4. Comment regarding General Education courses must be selected from the Campus General Education Approved Course list is unnecessary.
5. There is standardized text has been added under the "Sample Sequence" section of the Academic Catalog indicating that minimum hours to degree may be higher for students that have not fulfilled the Language Other Than English. Therefore, this footnote is no longer needed.
6. MATH 103 is not a major or ISBE licensure requirement. As such, it has been removed. Additionally, the Department of Curriculum & Instruction does not enforce the MATH 103 prerequisite for CI 430, and is in the process of removing the prerequisite (per support from MATH).
7. ISBE put into legislation the following standard for all licensure programs to address: iv) instructional strategies for English learners, which shall address bilingual education or English as a Second Language; CI 415 is a course that fulfills that state standard as noted in the course description: Introduces students to issues related to first- and second-language development, cultural diversity, and language variation. Addresses the above issues in terms of teaching and learning and serves as a base for subsequent courses that will extend these issues in the content areas.
8. KIN 262 is a pre-existing program course and is now reflected as the new rubric (e.g., HK 262).
9. These courses are required for the major; students should follow the campus guidelines for general education.
10. Program course substitutions are managed internally via an undergraduate student petition form, and approval is not guaranteed. As such, we have removed the text to best eliminate any miscommunication regarding the program requirements.
11. The program has not been significantly updated in about a decade. The new courses and updated courses reflect updated research, progress in the field, and promotion of inclusive practices. The sequence change addresses gaps and disjointed progression in the current sequence.

Upper-division coursework breakdown: To complete the major, students are required to complete a total of 78 hours of upper-division coursework. See the course list below.

EDPR 420, Section LBE (6 hours)

EDPR 420, Section LBS (6 hours)

EDPR 420, Section LBT (6 hours)

SHS 320 (3 hours)

CI 415 (3 hours)

CI 431 (4 hours)

CI 475 (4 hours)

SPED 426 (3 hours)

SPED 438 (4 hours)

SPED 444 (3 hours)

SPED 470 (3 hours)
SPED 471 (3 hours)
SPED 410 (4 hours)
SPED 412 (4 hours)
SPED 418 (3 hours)
SPED 442 (3 hours)
SPED 452 (4 hours)
SPED 443 (3 hours)
SPED 453 (3 hours)
SPED 462 (3 hours)

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Courses outside
of the sponsoring
department/interdisciplinary
departments

[MATH 103 - Theory of Arithmetic](#)

[CI 415 - Lang Varieties,Cult,& Learning](#)

Please attach any [CI 415 support.pdf](#)
letters of [MATH 103 - SPED.pdf](#)
support/acknowledgement
for any
Instructional
Resources
consider faculty,
students, and/or
other impacted
units as
appropriate.

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

1. Students will develop a deep understanding of central concepts, tools of inquiry and structures of the discipline of special education and of the content they teach.
 2. Students will apply multiple methods of assessment to generate data for use in monitoring learner progress and guiding teacher decision-making.
 3. Students will demonstrate consistently in their practice a commitment to fairness, collaboration, professionalism, and the belief that all students can learn.
- ~~The BS for undergraduates leads to a state teaching license in special education. SPED 312 is currently a required course for licensure but the course is not linked to any licensure competencies. Program learning objectives, metrics, and the process used to ensure assessment results are used to improve student learning will not change as a result of this program change.~~

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Program

Description and

Requirements

Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?

Yes ~~No~~

If yes, please describe.

Graduates from this program shall obtain a Professional Educator License (PEL) endorsed as Learning & Behavior Specialist I from the Illinois State Board of Education (ISBE).

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs [Sample Sequence SPED FEB2024 \(1\).docx](#)
[SPED key 107 APR 2024.xlsx](#)

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

~~There will be no changes to the catalog page text.~~

Statement for

Programs of
Study Catalog

Graduation Requirements

Minimum hours required for graduation: 125 hours.

Requirements for licensure: Minimum cumulative Grade Point Average of 2.5 (A=4.0); Receive a grade of C- or better in licensure coursework.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (§ 3-801) and in the Academic Catalog.

General Education Requirements

Follows the campus General Education (Gen Ed) requirements. Some Gen Ed requirements may be met by courses required and/or electives in the program.

Course List

Code	Title	Hours
Orientation Seminar		
EDUC-101	Education Orientation Seminar	1
Composition		
Composition I		4-6
Advanced composition. Students are encouraged to select a course that will also meet a requirement in another general education area.		3
Language other than English		
Three years of one language other than English in high school or completion of the third semester of college-level language		0-12
Humanities/Arts		
SPED-117	The Culture of Disability	3
Humanities/Arts elective		3
Cultural Studies		9
One Western/Comparative Culture(s)		
One US Minority Culture(s)		
One Non-Western Culture(s)		
Natural Sciences and Technology		3
Advanced Composition		3
PSYC-216	Child Psych	
EPSY-201	Educational Psychology	
HDFS-105	Intro to Human Development	
fulfilled by EDUC 202		
SHS-320	Development of Spoken Language	3
EDPR-250	School & Community Experiences (LBS)	4
EDPR-420	School Access & Supports (LBE)	6
EDPR-420	School Access & Supports (LBS)	6

Code	Title	Hours
EDPR-420	School Access & Supports (LBT)	6
CI-431	Teaching Elementary Mathematics	4
CI-475	Teaching Elementary Reading and Language Arts I	4
Special Education Core Requirements		
SPED-317	Characteristics & Eligibility	3
SPED-424	Foundations of Assessment	3
SPED-426	Preparing for Professional Practice	3
SPED-431	Assistive Technology and Physical Disabilities	2
SPED-438	Collaboration with Diverse Families in Special Education	3
SPED-440	Instructional Strategies I	4
SPED-441	Instructional Strategies II	4
SPED-444	Facilitating the Transition to Adulthood for Students with Disabilities	3
SPED-446	Curriculum Development I	4
SPED-447	Curriculum Development II	4
SPED-448	Curriculum Development III	4
SPED-461	Alternative and Augmentative Communication and Literacy	3
SPED-470	School-Wide Behavior Supports in Learning Environments	3
SPED-471	Individualized Behavior Supports for Students with Disabilities	3
Humanities & the Arts (6 hours)		6
Social/Behavioral Sciences		
Select one of the following:		4
PSYC-100	Intro Psych	
PSYC-103	Intro Experimental Psych	
KIN-262	Course KIN-262 Not Found	3
Quantitative Reasoning-3		
Quantitative Reasoning I (MATH-103 is recommended)		3-4
Quantitative Reasoning I or II-3		3
Electives		
Elective courses (if needed to complete the 125-hour graduate requirement)		2-8
Professional Education Requirements		
EDUC-201	Identity and Difference in Education	6
& EDUC-202	and Social Justice, School and Society (or program-approved equivalent courses)	
<u>fulfilled by EDUC 202 and SPED 117</u>		
<u>Natural Sciences & Technology (6 hours)</u>		<u>6</u>
<u>Social & Behavioral Sciences (6 hours)</u>		<u>6</u>
<u>fulfilled by HK 262; and PSYC 100 or PSYC 103</u>		
<u>Cultural Studies: Non-Western Cultures (1 course)</u>		<u>3</u>
<u>Cultural Studies: US Minority Cultures (1 course)</u>		<u>3</u>
<u>fulfilled by EDUC 201</u>		
<u>Cultural Studies: Western/Comparative Cultures (1 course)</u>		<u>3</u>
<u>Quantitative Reasoning (2 courses, one course must be a Quantitative Reasoning I)</u>		<u>6-10</u>
<u>Language Requirement (Completion of the third semester or equivalent of a language other than English is required)</u>		<u>0-15</u>
<u>College of Education Requirements</u>		

Course List

Code	Title	Hours
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Code	Title	Hours
<u>EDUC 101</u>	<u>Education Orientation Seminar</u>	<u>1</u>
<u>Professional Education Coursework</u>		<u>45</u>
<u>CI 415</u>	<u>Language Varieties, Cultures and Learning</u>	<u>3</u>
<u>CI 431</u>	<u>Teaching Elementary Mathematics</u>	<u>4</u>
<u>CI 475</u>	<u>Teaching Elementary Reading and Language Arts I</u>	<u>4</u>
<u>EDUC 201</u>	<u>Identity and Difference in Education</u>	<u>6</u>
<u>& EDUC 202</u>	<u>and Social Justice, School and Society</u>	
<u>EDPR 250</u>	<u>School & Community Experiences (Section: LBS)</u>	<u>4</u>
<u>EDPR 420</u>	<u>School Access & Supports (Section: LBE)</u>	<u>6</u>
<u>EDPR 420</u>	<u>School Access & Supports (Section: LBS)</u>	<u>6</u>
<u>EDPR 420</u>	<u>School Access & Supports (Section: LBT)</u>	<u>6</u>
<u>Select one of the following courses:</u>		<u>3</u>
<u>EPSY 201</u>	<u>Educational Psychology</u>	
<u>HDFS 105</u>	<u>Intro to Human Development</u>	
<u>PSYC 216</u>	<u>Child Psych</u>	
<u>HK 262</u>	<u>Motor Develop, Growth & Form</u>	<u>3</u>
<u>PSYC 100</u>	<u>Intro Psych</u>	<u>4</u>
<u>or PSYC 103</u>	<u>Intro Experimental Psych</u>	
<u>SHS 320</u>	<u>Development of Spoken Language</u>	<u>3</u>
<u>Special Education Core Coursework</u>		<u>45</u>
<u>SPED 117</u>	<u>The Culture of Disability</u>	<u>3</u>
<u>SPED 410</u>	<u>Principles of Universal Design for Learning & Models for Understanding Disability</u>	<u>4</u>
<u>SPED 412</u>	<u>Understanding Special Education Law & Ethics</u>	<u>4</u>
<u>SPED 418</u>	<u>Foundations of Assessment and Instruction</u>	<u>3</u>
<u>SPED 426</u>	<u>Preparing for Professional Practice</u>	<u>3</u>
<u>SPED 438</u>	<u>Collaboration with Diverse Families in Special Education</u>	<u>4</u>
<u>SPED 442</u>	<u>Teaching Reading to Learners with Disabilities</u>	<u>4</u>
<u>SPED 443</u>	<u>Teaching Writing to Learners with Disabilities</u>	<u>4</u>
<u>SPED 444</u>	<u>Facilitating the Transition to Adulthood for Students with Disabilities</u>	<u>3</u>
<u>SPED 452</u>	<u>Teaching Mathematics and Science to Learners with Disabilities I</u>	<u>4</u>
<u>SPED 453</u>	<u>Teaching Mathematics and Science to Learners with Disabilities II</u>	<u>4</u>
<u>SPED 462</u>	<u>Facilitating Educational Access for Students with Extensive Support Needs</u>	<u>3</u>
<u>SPED 470</u>	<u>School-Wide Behavior Supports in Learning Environments</u>	<u>3</u>
<u>SPED 471</u>	<u>Individualized Behavior Supports for Students with Disabilities</u>	<u>3</u>

~~Degree Requirements TOTAL minimum hours include general education and professional education credits.~~

~~1~~

~~Applicants may contact the Department of Special Education for further information on the prior experience requirement.~~

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

~~3~~

~~General Education Requirement: Courses must be selected from the Campus General Education Approved Course List.~~

~~4~~

~~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.~~

Degree

Program Features

Academic Level Undergraduate

Does this major have transcribed concentrations? No

What is the typical time to completion of this program?
4 years

What are the minimum Total Credit Hours required for this program?
125

CIP Code 131001 - Special Education and Teaching, General.

Is This a Teacher Certification Program?
Yes

Will specialized accreditation be sought for this program?
No

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

~~No changes are being made to admission requirements.~~

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision of the program will not impact enrollment and degrees awarded. The length of the program is the same, the total credit hour requirements are the same, and the practicum components and requirements are the same. Only a portion of the courses are being revised and updated to reflect new research and topics in the field. Some of the courses are being expanded or collapsed to accommodate the new content. We do not foresee any change in enrollment in the program. For one academic year, the old and the new sequence will run concurrently so that senior students who began the old sequence will finish the old sequence, and junior students who began the new sequence continue on the new sequence.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program? Fall

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

Will the unit need to seek campus or other external resources? No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts)

necessary)

Undergraduate Base Tuition

Are you seeking a change in the tuition rate or differential for this program?

No

Faculty Resources

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

This revision shall not impact faculty resources, including any changes in number of faculty, class size, teaching loads, and student-faculty ratios.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library resources, collections, and services are sufficient to support this program.

EP Documentation

EP Control Number EP.25.002

Attach Rollback/Approval Notices

This proposal requires HLC inquiry No

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name BS:Special Education -UIUC

Program Code: 10KN0093BS

Minor Code	0093	Conc Code	Degree Code	BS	Major Code
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Senate Approval Date

Senate

Conference
Approval Date

BOT Approval
Date

IBHE Approval
Date

HLC Approval
Date

DOE Approval
Date

Effective Date:

Attached
Document
Justification for
this request

Program Reviewer
Comments

Brooke Newell (bsnewell) (03/23/23 8:52 am): Rollback: Email sent to Kelli
Brooke Newell (bsnewell) (02/06/24 12:29 pm): Rollback: Email sent to Kelli,
Laurie Andrews and Lori Fuller
Brooke Newell (bsnewell) (03/08/24 4:14 pm): Rollback: Email sent to Kelli and
Laurie
Brooke Newell (bsnewell) (03/29/24 11:17 am): Rollback: Email sent to Kelli,
Laurie, and Lori
Brooke Newell (bsnewell) (04/05/24 3:40 pm): Rollback: per discussion with
Kelli