SPECIAL EDUCATION

http://education.illinois.edu/sped

Interim Department Head: Michaelene Ostrosky
Director of Graduate Studies: Johnell Bentz
Graduate Admissions Information: Stephanie Rayl
288 Education Building
1310 South Sixth Street
Champaign, IL 61820
Phone: (217) 333-0260
Fax: (217) 333-6555
E-mail: gradservices@education.illinois.edu

Major: Special Education
Degrees offered: Ed.M., M.S., C.A.S., Ph.D.

Off-Campus Program: Special Education
Degree Offered: Ed.M.

Graduate Degree Programs
www.education.illinois.edu/sped/programs/ (http://www.education.illinois.edu/sped/programs)

The Department of Special Education offers several master’s program
areas of emphasis and licensure: Infancy and Early Childhood Special
Education, Learning and Behavior Specialist I (LBS-I), Learning and
Behavior Specialist II (LBS-II), General Master’s in Special Education,
and Research Practitioner in Special Education. LBS-I is the master’s
program that prepares teachers for their initial teaching licensure. The
other master’s programs are available for practicing teachers and other
professionals interested in graduate studies. Several of these programs
can be completed on a full or part-time basis. In most cases, full-time
students take two years to complete their program of studies.

The Department also offers a terminal degree called the Certificate
of Advanced Study (C.A.S.) in Special Education. The Certificate of
Advanced Studies program is intended for students who desire a planned
course of study beyond the master’s degree, but do not wish to pursue
the type of scholarly work typically expected in a doctoral program.

The Doctor of Philosophy (Ph.D.) degree is a research focused degree
and is tailored to the individual. Each candidate works closely with an
adviser to develop an integrated course of study reflecting his or her
goals in the area of special education. All doctoral students have the
opportunity to be involved in research, university teaching, and service
to the field of special education during their doctoral studies. Doctoral
students typically complete the program in four to five years of full-
time resident study. Please see the Department of Special Education
www.education.illinois.edu/sped/programs/DocProgram.html (http://www.education.illinois.edu/sped/programs/DocProgram.html) for more
information about requirements and to view the Department of Special
Education Doctoral Advisement Manual.

Admission
http://education.illinois.eduprograms/grad/how-to-apply

Applicants must submit a complete application for admission. The
application is located on the Graduate College Web site. (http://www.grad.illinois.edu) The applicant must submit three letters
of reference and transcripts of all previous undergraduate and graduate
work. A 3.0 grade point average (A = 4.0) for the last two years of
the undergraduate program and for any previous graduate work is a
minimum requirement for admission. The applicant must also submit a
goal statement indicating his/her interests, experiences, and goals for
pursuing graduate study in special education. In addition to the above
items, international students must submit a Test of English as a Foreign
Language (TOEFL) score (taken within two years of the start of the
semester for which the student is requesting admission). International
students must have a total iBT score greater than 102 (72nd-79th
percentile). The minimum speaking score is 24 (79th percentile). Master’s
applicants should also submit a Master’s Degree Program Special
Education Form (http://education.illinois.edu/programs/grad/how-to-
apply). Doctoral program applicants are required to submit a writing
sample in addition to their goal statement.

Off-Campus Program

The Department of Special Education offers master’s degree programs
off-campus in coordination with Federal Personnel Preparation Grant
awards. The focus of the off-campus program changes depending on the
type of grant award. For example, past emphases have been on behavior
intervention and multiple disabilities. For degree requirements, see the
Master of Education chart above.

Licensure

The Council on Teacher Education functions as the all-University
governance system for licensure. Graduate students who wish to qualify
for the council’s recommendation for a teaching or administrative license
must complete the appropriate graduate program. The Department of
Special Education offers graduate-level licensure programs in Learning
and Behavior Specialist I (LBS-I), and Learning and Behavior Specialist
II (LBS-II). Early Childhood Special Education master’s students who
already hold a Professional Educator License who went through an
Early Childhood approved program qualify for the Illinois ECSE approval.
Students completing the Director of Special Education focus are eligible
for the State of Illinois Director of Special Education Endorsement. For
specific information about licensure requirements, call the Council on
Teacher Education (217-333-7195) or go to www.cote.illinois.edu (http://
www.cote.illinois.edu).

Faculty Research Interests

The Department of Special Education faculty have a variety of research
interests. There are multiple opportunities for graduate students to
engage in research activities with faculty. For information about specific
faculty research interests, current grants, and publications, please visit
the Faculty Research Profiles web site education.illinois.edu/sped/
Research-Teaching-and-Service (http://education.illinois.edu/sped/
Research-Teaching-and-Service).

Facilities and Resources

The College of Education has many resources to assist graduate
students through their academic career. The Bureau of Educational
Research works with students to secure research funding. The Council on
Teacher Education entitles candidates seeking a Professional Educator
License and provides accreditation of professional education programs.
Each student completing a degree program is assigned a graduate
adviser, who is available to assist the student with planning the program
of study and determining degree requirements, courses and timelines for
degree completion.
Information on University resources can be found at http://www.grad.illinois.edu/current-students.

Financial Aid

Students engaged in graduate study and research at the University of Illinois at Urbana-Champaign find an environment where collaboration among faculty members and students is nurtured and rewarded and where the students’ contributions are recognized and valued. In many cases, this recognition comes in the form of financial awards that enable students to devote concentrated attention to their studies. Virtually all doctoral candidates receive assistantships/traineeships. Traineeships are grant funded and are available for full-time students pursuing initial teacher licensure and leadership preparation in specific areas. Other financial aid opportunities (e.g., fellowships and assistantships) are available to part-time and other master’s degree students on a competitive basis. Students receiving traineeships, assistantships, and fellowships are exempt from payment of tuition and some fees.

There are opportunities available through the department (http://www.ed.illinois.edu/sped/financialaid.html), the College of Education (http://education.illinois.edu), and the Bureau of Educational Research (http://www.ed.illinois.edu/ber/fundingresources.html). Please note: Graduate students employed as Staff by the University of Illinois at Urbana-Champaign are not eligible for a College of Education Award or Scholarship. Campus opportunities can be found at the Graduate College (http://www.grad.illinois.edu/funding-jobs) and the Office of Student Financial Aid (http://www.osfa.illinois.edu).

- Master of Education in Special Education (http://catalog.illinois.edu/graduate/graduate-majors/ed-specialized/edm-special-education)
- Master of Science in Special Education (http://catalog.illinois.edu/graduate/graduate-majors/ed-specialized/ms-special-education)

Please refer to the departmental website for typical course sequences and licensure requirements (http://www.education.illinois.edu/sped) for specific program emphases.

Doctor of Philosophy in Special Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completion of at least 64 hours beyond the master’s degree including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Subject Coursework (minimum)</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>SPED 599 Thesis Research (min/max applied toward degree)</td>
<td>4-20</td>
</tr>
<tr>
<td></td>
<td>Independent Study (min/max applied toward degree)</td>
<td>0-12</td>
</tr>
<tr>
<td></td>
<td>Research coursework</td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>64</td>
</tr>
</tbody>
</table>

Other Requirements

- Minimum GPA 3.0
- Masters Degree Required for Admission to PhD
- Residency: Maintain continuous full time (12 hours) enrollment until the student takes the preliminary examination and during the graduating semester. Zero hours are required for all other semesters.
- Early Research Requirement

Qualifying Exams

- Human Subjects Approval
- Preliminary Exam
- Final Exam/Dissertation Defense
- Dissertation Deposit

1. All students will take a minimum of 16-20 credit hours, depending on area of methodology focus, in approved research methods courses (http://education.illinois.edu/current-students/graduate/coe-graduate-handbook/phd/research-requirement).

2. For additional details and requirements refer to the department’s Web site (http://www.education.illinois.edu/sped), the College of Education Graduate Programs Handbook (http://education.illinois.edu/students/grad_handbook), and the Graduate College Handbook (http://www.grad.illinois.edu/gradhandbook).

Certificate of Advanced Study in Special Education

The University of Illinois at Urbana-Champaign’s College of Education complies with the U.S. Department of Education’s Gainful Employment requirements by disclosing information to applicants regarding our Certificate of Advanced Study program. Required information can be found here (http://catalog.illinois.edu/graduate/graduate-majors/ed-specialized/SPED.pdf).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If the student does not have a Masters degree from the University of Illinois at Urbana-Champaign, Foundations Courses must be completed:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychological Foundations Courses in Educational Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EPSY 400 Psych of Learning in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 401 Child Language and Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 402 Sociocultural Infl on Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 404 Adjustment in School Settings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 405 Personality and Soc Dev</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 406 Psych of Classroom Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 407 Adult Learning and Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 408 Learning &amp; Hum Dev w/ EdTech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 430 Early Adolescent Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 485 Assessing Student Performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 490 Developments in Educ Psy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philisophical and Social Foundations Courses in Educational Policy Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EOL 548 Poli &amp; Cultural Context of Ed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 400 History of American Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 401 History of Educational Ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 402 Asian American Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 403 European Education to 1600</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 404 European Education since 1600</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 405 Historical &amp; Social Barriers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 410 Professional Ethics in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPS 411 School and Society</td>
<td></td>
</tr>
</tbody>
</table>
**Special Education**

Information listed in this catalog is current as of 06/2018

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 412</td>
<td>Critical Thinking in Education</td>
</tr>
<tr>
<td>EPS 415</td>
<td>Technology &amp; Educational Reform</td>
</tr>
<tr>
<td>EPS 420</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>EPS 421</td>
<td>Racial and Ethnic Families</td>
</tr>
<tr>
<td>EPS 423</td>
<td>Politics of Education</td>
</tr>
<tr>
<td>EPS 424</td>
<td>Economics of Education</td>
</tr>
<tr>
<td>EPS 426</td>
<td>Comparative Education</td>
</tr>
</tbody>
</table>

**Elective Hours:** 24

- **500-Level Hours Required:** 12 hours (Independent Study included)
- **General Coursework Required:** 20 hours

**Research/Project/Independent Study Hours (min/max applied toward degree):** 0-8

**Total Hours:** 32

**Other Requirements**

Enrollment must be preceded by at least two years of acceptable professional work experience.

**Minimum GPA:** 3.0

---

1 For additional details and requirements refer to the department’s Web site, the College of Education Graduate Programs Handbook, and the Graduate College Handbook.