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. 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, and sophomore or higher standing upon enrollment in the program. A minimum of 125 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 (http://www.icts.nesinc.com) (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. (http://cote.illinois.edu/certification/documents/act_procedures_for_admission.pdf)

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). Candidates in teacher licensure programs must maintain a C or better in ALL content and professional education coursework. 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. (http://www.cote.illinois.edu)

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Education Orientation Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Composition I 4-6
Advanced composition. Students are encouraged to select a course that will also meet a requirement in another general education area.

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

Humanities/Arts

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 117</td>
<td>The Culture of Disability</td>
</tr>
<tr>
<td>Cultural Studies 3</td>
<td></td>
</tr>
<tr>
<td>One Western/Comparative Culture(s)</td>
<td></td>
</tr>
<tr>
<td>One US Minority Culture(s)</td>
<td></td>
</tr>
<tr>
<td>One Non-Western Culture(s)</td>
<td></td>
</tr>
</tbody>
</table>

Natural Sciences and Technology 3
Life and/or Physical Sciences 6

Social/Behavioral Sciences

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>Intro Psych</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Intro Experimental Psych</td>
</tr>
<tr>
<td>PSYC 105</td>
<td>Psych Introduction</td>
</tr>
<tr>
<td>KIN 262</td>
<td>Motor Develop, Growth &amp; Form</td>
</tr>
</tbody>
</table>

Quantitative Reasoning 3
Quantitative Reasoning I (MATH 103 is recommended) 3-4
Quantitative Reasoning II 3

Electives
Elective courses (if needed to complete the 125 hour graduate requirement) 0-8

Professional Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>Identity and Difference in Education</td>
</tr>
<tr>
<td>&amp; EDUC 202</td>
<td>and Social Justice, School &amp; Society</td>
</tr>
<tr>
<td>Select one of the following: 3</td>
<td></td>
</tr>
<tr>
<td>PSYC 216</td>
<td>Child Psych</td>
</tr>
<tr>
<td>EPSY 201</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>HDFS 105</td>
<td>Intro to Human Development</td>
</tr>
<tr>
<td>or other approved course</td>
<td></td>
</tr>
</tbody>
</table>

Special Education Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 317</td>
<td>Characteristics &amp; Eligibility</td>
</tr>
<tr>
<td>SPED 424</td>
<td>Foundations of Assessment</td>
</tr>
<tr>
<td>SPED 426</td>
<td>Collaboration and Teaming</td>
</tr>
<tr>
<td>SPED 431</td>
<td>Assistive Tech &amp; Phys Disab</td>
</tr>
<tr>
<td>SPED 438</td>
<td>Collaborating with Families</td>
</tr>
<tr>
<td>SPED 440</td>
<td>Instructional Strategies I</td>
</tr>
<tr>
<td>SPED 441</td>
<td>Instructional Strategies II</td>
</tr>
<tr>
<td>SPED 444</td>
<td>Career Development and Transition</td>
</tr>
</tbody>
</table>

Special Education
SPED 461  AAC and Literacy  credit: 3 Hours.
SPED 470  Learning Environments I  credit: 3 Hours.
SPED 471  Learning Environments II  credit: 3 Hours.

Total Hours 125

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.

SPED Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/SPED)

Courses

SPED 117  The Culture of Disability  credit: 3 Hours.
The purpose of this course is to provide an introduction to the culture of disability across the lifespan. The impact of disabilities on an individual across the lifespan will be explored, and the unique culture that is created by having a disability will be addressed. The historical basis for the disability movement and special education will be addressed, including legislation and litigation that has had a significant impact on the field. Students also will learn about the characteristics of individuals with diverse abilities as well as current trends in educational services. This course satisfies the General Education Criteria for: Humanities - Hist Phil

SPED 199  Undergraduate Open Seminar  credit: 1 to 5 Hours.
Additional fees may apply. See Class Schedule. May be repeated.

SPED 312  Introduction to Educational Technology  credit: 2 or 3 Hours.
This course provides preservice teachers with the foundation for growth in technology integration through professional preparation, student teaching, and licensure. Major areas covered include the use of productivity tools, effective integration of the internet, and enhancing instruction through the use of multimedia. Additional topics include learning theories, professional development, evaluation, and technology use across multiple disciplines. Special equipment needed includes a USB-Flash Drive and SCD-R disks.

SPED 317  Characteristics & Eligibility  credit: 3 Hours.
The purpose of this course is to provide an introduction to issues associated with the identification and characteristics of students with disabilities, eligibility for special education, and placement to meet students' educational needs. Prerequisite: SPED 117 and admission into the teacher education program in special education.

SPED 318  Introduction to Education for Exceptional Children I  credit: 3 Hours.

SPED 322  Intro Intellectual Disability  credit: 3 Hours.
Study of the history and current status of the social, emotional, physical, and learning characteristics and problems of persons with an intellectual disability; identification and diagnosis; available services and provisions; and educational programs and lifelong processes of adaptation for these individuals and their families. Same as PSYC 322 and REHB 322. Prerequisite: PSYC 100 or SPED 117; or equivalent.
This course satisfies the General Education Criteria for: Social Beh Sci - Beh Sci

SPED 391  Thesis  credit: 2 Hours.
Prerequisite: Senior standing.

SPED 395  Independent Study  credit: 2 Hours.
Study of problems not considered in other courses; designed for students who excel in self-direction and intellectual curiosity. Prerequisite: Upperclassman; upper five percent of class in grade-point average; demonstrated writing competence, research potential, scholarly attitude, and interest as attested to by instructors; consent of adviser and staff member who supervises the work.

SPED 405  Gen Educator's Role in SPED  credit: 3 Hours.
Examination of issues in educating students with special needs: service delivery models, roles of teachers and related service providers, student assessment, curriculum individualization, instructional strategies, management of problem behaviors, and program evaluation. 3 undergraduate hours. 3 graduate hours. Prerequisite: Must be registered in teacher licensure program.

SPED 413  New Media & Learner Differences  credit: 4 Hours.
An investigation of the dimensions of learner diversity: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona). Examines social-cultural theories of difference, as well as considering alternative responses to these differences in educational settings - ranging from broad, institutional responses to specific pedagogical responses within classes of students. No undergraduate credit. 4 graduate hours. Prerequisite: Acceptance into the Master of Education with an emphasis on New Learning and New Literacies program.

SPED 414  Assessment in ECSE  credit: 3 Hours.
Practice in designing and applying assessment devices and procedures and in using them to make educational decisions for children with special needs, birth through kindergarten age. 3 undergraduate hours. No graduate credit. Prerequisite: Credit or concurrent registration in SPED 524 or consent of instructor.

SPED 416  Perspectives on Gifted Edu  credit: 3 or 4 Hours.
Consideration of persons in society exhibiting gifted behavior; who they are, their physical, psychological, social, and educational characteristics, and society's needs and provisions for them. The major portion of the course is devoted to the consideration and evaluation of instructional and administrative adjustments that should be made for the gifted in the educational structure. 3 undergraduate hours. 3 or 4 graduate hours.

SPED 424  Foundations of Assessment  credit: 3 Hours.
Course focuses on the theoretical and practical considerations in the psychological and educational assessment of individuals with disabilities. An emphasis will be placed on understanding the technical and practical aspects of current assessment procedures and their application to the education of children and youth with disabilities. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.
SPED 426  **Collaboration and Teaming**  credit: 3 or 4 Hours.
Course is designed to provide participants with the information needed for effective collaboration and interactive teaming. Participants will learn effective models of collaboration and consultation, team member roles and responsibilities, collaborative practices for participating on teams, and strategies for securing appropriate resources for students with disabilities. Emphasis is placed on skills necessary for working collaboratively with parents, teachers, and other service providers. 3 or 4 undergraduate hours. 3 or 4 graduate hours. Prerequisite: Requires concurrent enrollment in SPED 524 or EDPR 420, or consent of instructor.

SPED 431  **Assistive Tech & Phys Disab**  credit: 2 Hours.
Course focuses on specialized health care needs, policies, and procedures for working with students with disabilities. An overview is provided of methods for accommodating students including task or environmental modifications, assistive technology, and adaptive equipment options. 2 undergraduate hours. 2 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 432  **Multiple Disabilities**  credit: 3 Hours.
Focuses upon the physical and educational characteristics of individuals with multiple disabilities, particularly those with physical disabilities and other health and sensory impairments; covers educational curricula, teaching methods, and other educational considerations such as working with parents, medical personnel, and support staff, and educational adaptations. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 435  **Behavior Analysis in SPED**  credit: 3 Hours.
Remediation of behavior problems of exceptional students and adults using applied behavior analysis techniques; includes defining, observing, recording, charting, and evaluating behavior change and application of behavioral procedures to remediate behavior problems in the classroom. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 436  **Systematic Instruction in SPED**  credit: 4 Hours.
Elements of data-based instruction emphasizing educational planning for individuals with special needs; includes task and developmental analysis, writing instructional programs, and individualization of instruction. Covers infancy to young adults; mild to severe disabilities. 4 undergraduate hours. 4 graduate hours. Prerequisite: Credit or concurrent registration in SPED 435, or consent of instructor.

SPED 437  **Curriculum for Severe Disab**  credit: 4 Hours.
Curriculum design, development, and adaptation for students with moderate and severe disabilities; includes the following basic curriculum areas: domestic/home living, self-care, socialization, community living, leisure and recreation, and functional academics; a focus is on providing instruction in these areas in inclusive educational settings; and an emphasis throughout the course is on the evaluation of curriculum and program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 436.

SPED 438  **Collaborating with Families**  credit: 3 or 4 Hours.
The impact of children with special needs on their families; models for the study of family systems are applied to understanding families of children with special needs; emphasis on planning family-focused interventions and exploring strategies for working with parents in a variety of settings. 3 or 4 undergraduate hours. 3 or 4 graduate hours. Prerequisite: Practicum experience or consent of instructor.

SPED 440  **Instructional Strategies I**  credit: 4 Hours.
Course is designed to provide participants with information on effective instructional practices for working with students with disabilities. Participants are provided with information on generic strategies and principles of learning, instructional formats and strategies for informal assessment. Throughout this course emphasis is placed on methods and strategies for instructing individuals and groups of students. Important consideration is given to legal and ethical issues and an understanding of diverse needs in instructional design and delivery. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 317 and SPED 517 or consent of instructor.

SPED 441  **Instructional Strategies II**  credit: 4 Hours.
Course focuses the design of instruction based on diverse student characteristics, student performance data, curriculum goals, and the community context. Emphasis is placed on application of techniques and strategies to facilitate learning and on evaluating assessment information to modify methods, materials, or environments to enhance student success. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 440 and concurrent enrollment in SPED 524 or EDPR 250, or consent of instructor.

SPED 444  **Career Development and Transition**  credit: 1 or 3 Hours.
Course focuses on developing transition plans and activities that prepare students with disabilities for adulthood, including post school employment, independent living, and postsecondary education. Particular emphasis is placed on career development including determining job interests, career exploration, work experiences prior to graduation, job development, and job placement. 1 or 3 undergraduate hours. 1 or 3 graduate hours. Prerequisite: Admission to the Department of Special Education, or consent of instructor.

SPED 446  **Curriculum Development I**  credit: 4 Hours.
Principles and practices for teaching students with disabilities. Topics include models of curriculum development, procedures for identifying curriculum priorities across content areas, and relationships between curriculum and instructional settings. Emphasis is on development of inclusive educational programs that are outcome-driven and on evaluation of program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: Admission to the Department of Special Education, or consent of instructor.

SPED 447  **Curriculum Development II**  credit: 4 Hours.
Course focus is on ensuring access for students with disabilities to the general education curriculum in English language arts, mathematics, science and social studies by considering the interaction among content area knowledge, pedagogical knowledge, and evidence-based practice. Construction of curriculum in academic content areas with a scope and sequence tailored to individual student characteristics in an area of emphasis. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 446 and admission to the Department of Special Education, or consent of instructor.

SPED 448  **Curriculum Development III**  credit: 4 Hours.
Review and application of curriculum development and adaptation principles and strategies to life skill domain areas. Curriculum areas addressed include domestic/home-living, leisure and recreation, community living, and vocational programs and job preparation. Emphasis on designing instruction to address life skill curriculum needs in inclusive educational programs and on critically evaluating curriculum and program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 446 and admission to the Department of Special Education, or consent of instructor.
SPED 450  Introduction to ECSE  credit: 2 Hours.
Overview of the history, trends, and issues of the field of Early Childhood Special Education (ECSE) with particular attention to federal and state policy, service system models, and professional roles and ethics. Emphasis is on current research, theory, and practice. 2 undergraduate hours. 2 graduate hours. Prerequisite: Junior standing.

SPED 460  Communication and Phys Disab  credit: 4 Hours.
Focuses upon issues and intervention strategies that can impact the communication skills of persons with moderate or severe intellectual and/or physical disabilities. Specific assessment and intervention strategies are discussed as they relate to both verbal and augmentative communication. 4 undergraduate hours. 4 graduate hours.

SPED 461  AAC and Literacy  credit: 2 or 3 Hours.
Course focuses on issues and strategies for teaching communication and literacy to individuals with significant intellectual or physical disabilities. Specific assessment and intervention strategies are discussed as they relate to alternative and augmentative communication (AAC) and the development of beginning literacy skills. 2 or 3 undergraduate hours. 2 or 3 graduate hours. Prerequisite: Concurrent enrollment or prior completion of SPED 440, and admission to the Department of Special Education, or consent of instructor.

SPED 465  Curriculum and Methods in ECSE  credit: 3 Hours.
Introduction to the field of early childhood special education, including its history and major issues; instructional methods used in teaching and facilitating development in young children with disabilities are covered in depth. 3 undergraduate hours. 3 graduate hours. Prerequisite: Concurrent registration in SPED 524 or consent of instructor.

SPED 470  Learning Environments I  credit: 3 Hours.
Course is designed to provide participants with an introduction to theories and interventions related to school climate and classroom management. Course will focus on using positive behavioral supports to create an effective classroom and school climate. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education, or consent of instructor.

SPED 471  Learning Environments II  credit: 3 Hours.
Course is designed to provide participants with specific information on intervention and evaluation strategies related to designing and managing effective learning environments and to becoming a discriminating consumer of the professional literature related to behavior interventions. 3 undergraduate hours. 3 graduate hours. Prerequisite: SPED 470, and admission to the Department of Special Education, or consent of instructor.

SPED 488  Ethics & Prof. Behavior  credit: 3 Hours.
Designed to introduce students to ethical issues and challenges that teacher educators and other professionals, including Board Certified Behavior Analysts, may encounter in practice. The topics to be covered all revolve around ethical conduct in practice and research, as well as the decision-making foundations for resolving ethical issues. Students will obtain knowledge and skills through readings, discussion and various case scenarios, reflections, and discussion of the concepts of issues addressed in the reading and assignments. 3 undergraduate hours. 3 graduate hours. Prerequisite: Graduate standing. Undergraduate Seniors (with permission).