

TO SENATE CONSENT AGENDA 11/5/01**PROGRAM COVER SHEET****Illinois State University****Department of Special Education (591) Undergraduate Curriculum Proposal****To Be Implemented Fall, 2002**DEPARTMENT Department of Special Education DATE Fall, 2001A. **Proposed Action:** (more than one item may be checked if a revision). New Major CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems) New Minor CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems) New Sequence:**Specialist in Learning and Behavior (Combining current LD/BD, EMH, and MSMD sequences into one sequence)** Change in requirements for major:**New Common Core of courses required for all Special Education majors in all sequences** Change in requirements for minor Change in requirements for existing sequences: Other program revisions: More than 50% of courses in this program are distance education. Program deletionB. **Summary of proposed action** (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.**The proposed Department of Special Education undergraduate curriculum sequence includes:**

- A common core of courses** for all special education majors with 27 semester hours of courses that address current professional standards common to all sequences. This revision allows the provision of a standards-based curriculum and the implementation of a performance-based assessment system using benchmarks and multiple measures to evaluate individual student and overall program performance, as required by accrediting bodies.
- The addition of a **new sequence, Specialist in Learning and Behavior**, which is essentially a program revision that combines the current LD/BD, EMH, and MSMD sequences into one sequence that addresses the standards established by the Illinois State Board of Education for certification as a Learning Behavior Specialist I.
- Routing and action summary:

1. _____ Department Curriculum Committee Chair	_____ Date Approved	4. _____ College Dean	_____ Date Approved
2. _____ Department Chair	_____ Date Approved	5. _____ Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)	_____ Date Approved
3. _____ College Committee Chair	_____ Date Approved	6. _____ University Curriculum Committee Chair (8 copies to the Undergraduate Studies)	_____ Date Approved

New Catalog Copy Describing the Special Education Major (All sequences)

Professional Requirements Applicable to All Special Education Programs:

In addition to meeting University requirements for graduation and Admission to Teacher Education requirements, all students in Special Education must successfully complete:

- 1) A 27-hour core of courses which includes the knowledge standards central to the profession of special education. These courses include: SED 101, 201, 202, 203, 204, 373; C&I 208; PSY 215; and EAF 228, 231 or 235. All of these courses must be completed with a grade of "C" or better.
- 2) Sequence-specific course and experience requirements (see below) with minimum cumulative and major grade point averages of 2.5.
- 3) Pre-student teaching experiences designed to meet professional performance standards. These experiences include successful completion of a minimum of 7 semester hours through enrollment in appropriate sections of SED 245 (see sequence-specific requirements). Additional teaching or related experiences may be included as a part of core or specific sequence requirements or in remedial experiences. Performance evaluations in each of these experiences must recommend that the student advance to the next level of experience prior to doing so. *Students are responsible for housing arrangements and transportation to clinical sites.*
- 4) A full semester of Student Teaching (STT 399) for which teacher candidates are awarded 14 semester hours of credit. In order to be recommended for initial certification, candidates must demonstrate during this capstone experience that they have obtained competence in the knowledge, performance, and disposition areas designated by the profession of special education and this department. *Students are responsible for housing arrangements and transportation to student teaching sites.*
- 5) An individual student portfolio: *Student Performance-Based Assessment Portfolio* documenting that all requirements established by the Department of Special Education have been successfully met. This documentation includes multiple examples of evidence, gathered through courses and other experiences, of the acquisition of knowledge, performance, and disposition required of the profession. A current listing of portfolio requirements can be obtained from the department.

New catalog copy describing sequence

Sequence: Specialist in Learning and Behavior

Entitlement program leading to Illinois Certification, Type 10 Special: Learning Behavior Specialist I

Requirements:

- 27 hours SED Core
- 24 hours required in sequence-specific courses including SED 377, 379, 382, 383, 384; C&I 209; Math elective.
- 12 hours SED 245 field experiences: 245.12 (4 hr.); 245.13 (4/4 hr.)
- 14 hours student teaching

Admission to Teacher Education is required prior to these courses: SED 202, 203, 204, 245.12, 245.13, 383, 384.

Grade of C or better is required in all required SED, C&I, and EAF courses.

Old Catalog Copy describing sequence

Learning and Behaviorally Disordered Sequence:

- Sequence requirements: 52 hours in addition to Professional requirements. Part of entitlement program leading to certification: Special K-12.
- Required courses: at least 6 hours of Mathematics electives; PAS 115; PSY 234, 247; C&I 220; C&I 270 or 390; C&I 303; SED 221, 223, 224, 363, 370, 380; 6 hours req from: ART 101, 207; COM 240; C&I 110, 232; ENG 170, 271, 272; FCS 310; HPR 222, 225, 349, 359, 370, 372, 374, 386; MUS 371; PSY 333, 360; SED 109, 313, 314, 315, 360; SWK 323, 365.
- Professional requirements: 31 hours including C&I 210 or PSY 112 or 113; EAF 228 or 231 or 235; SED 145, 245.06, 245.07; ST7 399 (16 hrs).
- Of the 16 hours of STF 399 required in this sequence, 8 hours must be at the elementary level, and 8 hours must be at the junior high/high school level.
- Admission to Teacher Education is required prior to enrollment in SED 223, 224, 245.06, 245.07, and 363.
- Grade of C or higher in C&I 303; SED 221, 223, 224, 245.06, 245.07, 363, 370 required before student teaching.

Mentally Handicapped, Educable Sequence:

- Sequence requirements: 52 hours in addition to Professional requirements. Part of entitlement program leading to certification: Special K- 1 2.
- Required courses: at least 6 hours of Mathematics electives; PAS 115; PSY 234; C&I 220; C&I 270 or 390; C&I 303; SED 221, 223, 224, 343, 363, 370, 380; 6 hours req from: ART 101, 207; COM 240; C&I 110, 232; ENG 170, 271, 272; FCS 310; HPR 222, 225, 349, 359, 370, 372, 374, 383; MUS 371; PSY 333, 360; SED 109, 313, 314, 315, 360; SWK 323, 365.
- Professional requirements: 31 hours including C&I 210 or PSY 112 or PSY 113; EAF 228 or 231 or 235; SED 145, 245.06, 245.07; STT 399 (16 hrs).
- Of the 16 hours of STT 399 required in this sequence, 8 hours must be at the elementary level, and 8 hours must be at the junior high/high school level.
- Admission to Teacher Education is required prior to enrollment in SED 223, 224, 245.06, 245.07, and 363.
- Grade of C or higher in C&I 303; SED 221, 223, 224, 245.06, 245.07, 343, 363, 370 required before student teaching.

Moderate, Severe, or Multiple Disabilities Sequence:

Sequence requirements: 33 hours required in addition to Professional requirements. Part of entitlement program leading to certification: Special K-12.

Required courses: SED 343, 370, 371, 372, 373, 376, 377,378,379,380,381.

Professional Education requirements: 37 hours including SED 145, 245.01, 245.02, 245.03; C&I 210 or PSY 112 or 113; EAF 228 or 231 or 235; STT 399 (16 hrs).

Admission to Teacher Education is required prior to enrollment in SED 245.02, 245.03, 245.05, 376, 377, and 378. Grade of C or higher in SED 343, 370, 371, 372, 373, 376, 377, 378, 379, 380, and 381 required before student teaching (STT 399).

**ILLINOIS STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION (591)
PROPOSED SEQUENCE
SPECIALIST IN LEARNING AND BEHAVIOR**

Overview of the Proposed Sequence To Be Implemented Fall, 2002

The proposed Department of Special Education undergraduate curriculum sequence entitled Specialist in Learning and Behavior includes:

- A common core of courses for all special education majors with 27 semester hours of courses that address those current professional standards common to all sequences. This revision allows the provision of a standards-based curriculum and the implementation of a performance-based assessment system using multiple measures and benchmarks to evaluate individual student and overall program performance, as required by accrediting bodies.
- The addition of a new sequence, Specialist in Learning and Behavior, which represents a program revision that combines the current LD/BD, EMH, and MSMD sequences into one sequence. This sequence addresses the standards established by the Illinois State Board of Education for the new Type 10 teaching certificate entitled Learning Behavior Specialist I.

RATIONALE FOR PROPOSAL WITH REFERENCE TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

New Sequence: Specialist in Learning and Behavior

Change:

The Specialist in Learning and Behavior sequence proposed in this curricular change is a response to changes in the field and to the new certification structure adopted by the Illinois State Board of Education, effective July, 2002. After this time Illinois will no longer issue certificates in the areas of LD, BD, EMH, TMH, or PHH which are related to our current LD/BD and MSMD entitlement programs. Instead students currently served by teachers holding these certificates will be served by those holding the new Type 10 certificate, entitled Learning Behavior Specialist I. The proposed new sequence addresses those knowledge, performance, and disposition standards required of special educators for initial certification in special education as a Learning Behavior Specialist I.

Rationale:

Students enter the Illinois State University special education program in order to obtain Illinois teaching certificates allowing them to be employed as special educators. As of July, 2002 the State of Illinois is implementing a restructured certification system. From that point forward students entering entitlement programs in Illinois will, upon graduation, be expected to demonstrate that they have acquired those knowledge and performance standards required for initial certification by the Illinois State Board of Education. The current curriculum does not address the standards required to obtain initial certification as a Learning Behavior Specialist I. Extensive curricular changes were required to develop a comprehensive curriculum that addresses standards for teaching students who may display a wide array of disabilities.

Curricular changes were required throughout the undergraduate program to address:

1. Current best practice in the preparation of special educators outlined by the Council for Exceptional Children (CEC).
2. Requirements of the Illinois State Board of Education (ISBE) and the National Council for the Accreditation of Teacher Education (NCATE) for the provision of a standards-based curriculum and performance-based assessment of teacher candidates.
3. The restructuring of Illinois special education certification, which eliminates current certification categories for learning disabilities, social emotional disorders, educable and trainable mentally handicapped, and orthopedic and other health impaired into a multi-categorical certificate entitled Learning Behavior Specialist I.

The proposed new undergraduate curriculum for special education is a comprehensive, developmental sequence of courses and experiences that includes multiple opportunities for teacher candidates to develop and demonstrate the knowledge, performance, and disposition

required by the profession of special education and articulated in the Illinois State University Teacher Education conceptual framework "*Realizing the Democratic Ideal*." Included are the content area standards for special education, the Illinois Professional Teaching Standards and those standards required of all educators by the State of Illinois.

The learned society for special education, the Council for Exceptional Children, in *Standards for the Preparation and Certification of Special Education Teachers*, recognizes that there is a common core of knowledge for all special educators, as well as knowledge related to particular disability areas. The current proposal organizes the Illinois State University undergraduate curriculum around a foundation of common core standards, with additional courses and experiences in specialty areas designed to address specific skills needed for specific types or intensities of disabilities.

DESCRIPTION OF PROPOSED CHANGES TO BE IMPLEMENTED FALL, 2002

Summary of Changes

The curriculum includes the following major components:

1. General Education coursework to provide a broad, common foundation of study and those communication, reasoning, analysis, and technology skills expected of graduates from a quality baccalaureate program
2. A Common Core of Special Education courses and experiences to be required of all special education majors, including coursework, pre-student teaching experiences and student teaching. The new courses include PSY 215, C&I 208, SED 101, 201, 202, 203, and 204. SED 373 is an existing course (with proposed revisions) that is also included in the core.
3. Courses incorporating the specialty standards for specific special education certification areas.

The sequences includes new courses that address the specialty knowledge and performance standards formerly addressed in the following sequences: LD/BD, EMH, and MSMD. These new courses include: SED 245.12, SED 245.13, SED 382, SED 383, and SED 384. (Existing SED Courses to be required in the sequence are SED 377 and SED 379. Required courses from other departments are C&I 209 and a Math Elective.)

As new and revised courses are implemented and current students graduate, the Department of Special Education will delete the following courses from its current requirements: SED 145, SED 221, SED 223, SED 343, SED 363, SED 370, SED 371, SED 372, SED 376, and SED 381. Also to be deleted are major elective requirements currently included in LD/BD and EMH sequences.

EXPECTED IMPACT OF PROPOSAL ON EXISTING CAMPUS PROGRAMS

Other campus programs impacted by these changes include:

Psychology:

SED students will no longer take PSY 234 or PSY 247
SED students will be required to take PSY 215

Curriculum and Instruction:

SED students will take C&I 208 and 209 in place of 220 and 303
SED students are the only students taking C&I 270 and will no longer take it; therefore, this course would no longer be needed.

Speech Pathology:

SED students would no longer take PAS 115.

Art, Music, Criminal Justice, KNR, English, FCS, PSY:

Students in the current LD/BD and EMH courses may currently choose a required elective from these departments. This elective group will no longer be required, thus there is potential for reduced class size in these areas.

Letters of support from these each of these departments were included in this proposal, as was a letter from Milner Library documenting sufficient library materials to support the proposed curriculum.

New courses available to students in other departments:

SED 101 *The Exceptional Learner* and SED 201 *Effective Collaboration and Teaching Exceptional and Diverse Learners* have been designed to include those standards for teaching students with disabilities that have been proposed for mastery by all Illinois teachers. It is the desire of the Department of Special Education to make these courses available to all teacher education majors at Illinois State University.

Other core and specialty courses will be available to students in other majors for those students who have met prerequisites as resources permit.

-
-

NEW AND REVISED COURSES

Common Core for All Special Education Majors: New Courses

101 THE EXCEPTIONAL LEARNER 3 F, S

Inc. Clin Exp: Approx 10-12 hours.

Entry knowledge standards in special education foundations and characteristics of learners with disabilities. First course: SED Standards for All Educators.

201 EFFECTIVE COLLABORATION AND TEACHING EXCEPTIONAL AND DIVERSE LEARNERS I 3 F, S

SED 101, 145 or conc reg req. May incl Clin Exp: Approx. 10-20 hours.

Entry knowledge for instruction of exceptional learners. Includes collaborative instruction, modifications in practice. Second course: SED Standards for All Educators.

202 EFFECTIVE COLLABORATION AND TEACHING EXCEPTIONAL AND DIVERSE LEARNERS II 3 F, S

SED 201 and Adm to Teacher Ed req. Conc reg in SED 203. May incl Clin Exp: Approx. 10-20 hours.

Special educator roles in planning and delivering instruction. General and special perspectives on P-12 curriculum, modifications of instruction, and collaborative practice.

203 MEASURING AND AFFECTING STUDENT ACADEMIC AND SOCIAL BEHAVIOR I 3 F, S

SED 201 and Adm to Teacher Ed req. Conc reg in SED 202. May incl Clin Exp: Approx. 10-20 hours.

Teaching as a reflective process. Fundamentals of data-based instructional design; evaluation of instruction; formal, alternative, and curriculum-based assessment.

204 MEASURING AND AFFECTING STUDENT ACADEMIC AND SOCIAL BEHAVIOR II 3 F, S

SED 202 and 203 and Adm to Teacher Ed req. May incl Clin Exp: Approx. 10-20 hours.

Teaching as a reflective process. Affecting individual and group academic and social behaviors using behavior analysis and change technologies.

Common Core for All Special Education Majors: Revised Course

373 FAMILY-PROFESSIONAL COLLABORATION 3 F, S

SED 101 or 145 or cons dept chair req.

FORMERLY SPECIAL EDUCATIONAL INTERVENTION WITH PARENTS OF INDIVIDUALS WITH DISABILITIES.

Theoretical and practical aspects of collaborating with professionals and with families of individuals with disabilities.

Specialist in Learning and Behavior: New Courses

245.12 FIELD WORK IN SPECIAL EDUCATION: ALTERNATIVE CURRICULUM 1-6

Adm to Teacher Ed or cons of dept. chair req. May be repeated with cons of dept. chair. Incl Clin Exp: 30-400 hours. Students are responsible for transportation to sites and housing if needed.

Supervised clinical experiences in programs serving persons with disabilities including schools, clinical facilities, community agencies, or residential institutions.

245.13 FIELD WORK IN SPECIAL EDUCATION: ACCESSING GENERAL CURRICULUM 1-6

Adm to Teacher Ed or cons of dept. chair req. May be repeated with cons of dept. chair. Incl Clin Exp: 30-400 hours. Students are responsible for transportation to sites and housing if needed.

Supervised clinical experiences in programs serving persons with disabilities including schools, clinical facilities, community agencies, or residential institutions.

382 CHALLENGING BEHAVIOR: ANALYSIS AND INTERVENTION 3 F, S

SED 204 or 370.

Theoretical and practical application of functional behavior assessment and analysis, and functional, academic, and behavioral programming.

383 DEVELOPING AND IMPLEMENTING ALTERNATIVE CURRICULUM 6 F, S

SED 203, SED 204 or conc reg, Adm to Teacher Ed req. conc reg in SED 245.12.

Analysis and application of curricular approaches, curriculum content, instructional methodology, and organizational strategies that support learners in achieving non-academic outcomes.

384 STRATEGIES FOR ACCESSING THE GENERAL EDUCATION CURRICULUM 3 F, S

SED 203, SED 204 or conc reg . Conc reg in SED 245.13. Adm to Teacher Ed req.

Analysis and application of curriculum, instruction, and organizational strategies effective for learners with disabilities who access general education curricula.

Specialist in Learning and Behavior

Total 122 Hours

Native Student Sample Schedule

Semester 1	Semester 2
ENG 101 (Inner Core) (3) IDS 100 (Inner Core) (3) Science (Inner Core) (3) Math (Inner Core) (3) SED 101 The Exceptional Learner (3)	COM 110 (Inner Core) (3) Science (Inner Core) (3) Middle Core (3) Middle Core (3) Middle Core (3)
Total 15	Total 15
Semester 3	Semester 4
C&I 208 Literacy I (3) PSY 215 Educational Psychology (3) Middle Core 3 Middle Core 3 Outer Core (SMT) 3	SED 201 – Effective Collaboration & Teaching Exceptional & Diverse Learners I (3) C&I 309 – Literacy II (3) Math Elective (3) Outer Core (3) Outer Core (3)
Total 15	Total 15
Semester 5	Semester 6
SED 202 – Effective Collaboration & Teaching Exceptional & Diverse Learners II (3) SED 203 – Measuring & Affecting Student Academic & Social Behavior I (3) SED 379 Assistive Technology for Individuals with Disabilities (3) SED 377 Communication Strategies for Individuals with Disabilities (3) Outer Core (3)	SED 204 – Measuring & Affecting Student Academic & Social Behavior II (3) SED 383 Developing and Implementing Alternative Curriculum (6) SED 245.12 Fieldwork: Alternative Curriculum (4) EAF 228 - Social Foundations (3)
Total 15	Total 16
Semester 7	Semester 8
SED 382 Challenging Behavior: Analysis and Intervention (3) SED 384 Strategies for Accessing the General Education Curriculum (3) SED 373 – Family-Professional Collaboration (3) SED 245.13 Fieldwork: Accessing General Curriculum (4/4)	Student Teaching (14)
Total 17	Total 14

Specialist in Learning and Behavior

Transfer Student with A.A./A.S. Sample Schedule

SED 101 – The Exceptional Learner (3) PSY 215 – Development through the Life Span (3) SED 201 – Effective Collaboration & Teaching Exceptional & Diverse Learners I (3) C&I 208 – Literacy I (3) Math Elective (3) <p style="text-align: right;">Total 15</p>	C&I 309 – Literacy II (3) SED 202 – Effective Collaboration & Teaching Exceptional & Diverse Learners II (3) SED 203 – Measuring & Affecting Student Academic & Social Behavior I (3) SED 379 Assistive Technology for Individuals with Disabilities (3) SED 377 Communication Strategies for Individuals with Disabilities (3) <p style="text-align: right;">Total 15</p>
SED 204 – Measuring & Affecting Student Academic & Social Behavior II (3) SED 383 Developing and Implementing Alternative Curriculum (6) SED 245.12 Fieldwork: Alternative Curriculum (4) EAF 228 - Social Foundations (3) <p style="text-align: right;">Total 16</p>	SED 382 Challenging Behavior: Analysis and Intervention (3) SED 384 Strategies for Accessing the General Education Curriculum (3) SED 373 – Family-Professional Collaboration (3) SED 245.13 Fieldwork: Accessing General Curriculum (4/4) <p style="text-align: right;">Total 17</p>
STT 399 – Student Teaching (14) <p style="text-align: right;">Total 14</p>	

-