

New Undergraduate Program (Majors, Minors, Sequences) Proposal

Illinois State University - University Curriculum Committee

Program Department Special Education

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Title of New Program Minor in Learning Behavior Specialist 1

Submission Date Friday, November 10, 2023

Email jkang16@ilstu.edu

Campus Address 5910 Special Education

Proposed Starting Catalog Year 2024-2025

1. Proposed Action

New Major

✓ New Minor

New Sequence

More than 50% of courses in this program are Distance Education

2. Provide Undergraduate Catalog copy for new program.

Minor in Learning Behavior Specialist 1

Pursuing a minor in special education greatly enhances the educational journey of our non-Learning Behavior Specialist (LBS1) majors in all concentrations across the university. By successfully completing courses within their education field of study and recommended minor courses, teacher candidates broaden their academic horizons and become eligible to pursue an LBS1 endorsement. This integrated approach fosters a well-rounded and conscious commitment to an inclusive and diverse education producing exceptionally well-prepared and highly effective teachers.

Required:

- 18 hours required in Special Education Course Work

Proposed sequence:

Minimum required credit hours: 18 hours

Required Courses:

- SED 101
- SED 205
- SED 206
- SED 388

Take one of the following options:

- Option 1: SED 361 and SED 362
- Option 2: SED 360 and SED 344

Notes

- A grade of C or better is required in all SED-required courses.
- Need at least a 3.0 GPA to add this minor and at least 24 credit hours of coursework prior to declaring this minor.
- Must complete SED 101 and have registered for SED 206 prior to declaring this minor.
- Teacher candidates majoring in early childhood or elementary should choose Option 1
- Teacher candidates majoring in middle-level or secondary education should choose Option 2.
- Education majors enrolled in a full educational licensure program, this minor may lead to an ISBE subsequent endorsement. Additional requirements, including passage of content exam(s) and clinical hours, may be required beyond the coursework listed. Since ISBE subsequent endorsement requirements are subject to change due to updated licensure code, students must confirm current requirements with their academic advisor each year of enrollment to ensure required coursework and additional ISBE licensure requirements for the endorsement are completed at the time of graduation.

3. Provide a description for the proposed program.

The Department of Special Education is creating a thorough minor program for non-LBS1 education majors at Illinois State University. This program ensures students with this minor graduate as inclusive educators with specialized coursework, which may lead to a special education LBS1 endorsement, covering all 13 Individuals with Disabilities Educational Act disability categories. Our dedication to high-quality education remains unwavering for students seeking this minor.

4. Provide a rationale of proposed program.

Amidst a nationwide teacher shortage crisis, special education faces significant challenges, especially in Illinois, with the highest number of unstaffed positions. Concurrently, changes in higher education are underway. ISU's reputable undergraduate Learning Behavior Specialist 1 (LBS1) program, renowned for producing top educators, extends its legacy by incorporating non-LBS1 majors seeking a minor in special education. Through this minor, students gain the capacity to address the needs of diverse students in their classroom. As a leading educator developer, our responsibility is to ensure statewide teacher excellence, encompassing inclusive education within all classrooms.

Teacher candidates who attain a special education minor will be equipped to teach students with diverse needs within their classrooms. To achieve this minor, we tailored course paths that align with the teacher candidate's grade bands. All teacher candidates take core courses the following course: a) SED 101: Introduction to Special Education; b) SED 205: Family, Professional, and Community Collaboration; c) SED 206: Foundations of Instruction and Assessment in Special Education; and d) SED 388: Classwide and Individualized Behavior Supports.

Early childhood and elementary education teacher candidates are recommended to complete Option 1, SED 361: Education of Learners with Severe Disabilities and SED 362: Systematic Instruction, focusing on designing instruction for students with complex support needs. We chose these specific courses due to the higher integration rates of students with complex support needs at the early childhood and elementary levels and because systematic instruction and research indicates that access to

general education at the earlier grades will improve the likelihood with extensive support needs will stay in general education environments as they progress through upper grade levels.

Middle-level and secondary education teacher candidates are recommended to complete Option 2, SED 360: Transition from School to Adulthood, and SED 344: Teaching Secondary Content to Students with Disabilities. Teacher candidates will learn (a) about IEPs and IEP goals; (b) transition planning and how to write transition goals; and (c) how to match students' support needs with environmental demands through implementing accommodations, modifying curriculum, utilizing universal design for learning, and implementing research-based academic supports for all students at the middle and secondary levels. Most secondary education majors at ISU need to complete SED 344 as part of their typical plan of studies, which will count towards this minor.

Any major that spans all grade bands (e.g., art education) may choose which option to get their minor from. Once an option is established, teacher candidates must complete that coursework.

5. Describe the expected effects of the proposed program on existing campus programs (if applicable).

None

6. Provide a sample four-year plan of study that fulfills the following requirements: 120 hours, 42 senior college hours (200 and 300 level courses), and 39 General Education Program hours or 36 hours with exemption. If the program is a BS program, show the BS-SMT degree requirement. If the program is from CAS, show Foreign Language Requirement (LAN 111/LAN 112). Confirm General Education requirement exemptions on the General Education page of the current Academic Catalog. *4-year plans are not required for minor program proposals.*

Year 1

Spring (3 hours)

- SED 101

Year 2

Spring (3 hours)

- SED 206

Summer (6 hours)

- SED 205
- SED 361 (option 1) SED 360 (option 2)

Year 3

Spring (3 hours)

- SED 362 (option 1) SED 344 (option 2)

Year 4

Fall (3 hours)

- SED 388

7. Describe the expected curricular changes required, including new courses. If proposals for new courses have also been submitted, please reference those related proposals here:

None required. Courses are already established.

8. Anticipated funding needs and source of funds.

No financial implications are anticipated in the first year. At full implementation, we might need an additional full time TT once the minor is fully implemented by Fall 2025. We would request a position from AIF.

9. Yes Does this program count for teacher education?

This minor program offers general and highly specialized educators a rigorous, research-based academic experience. It aims to enable participants to effectively address the diverse needs of the education field, ultimately producing exceptionally well-prepared and highly effective teachers.

10. No Is this an Interdisciplinary Studies program?

11. The following questions must be answered.

- N.A.** Have letter(s) of concurrence from affected departments/schools been obtained?
A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.
- No** Does this minor, including all required prerequisite hours, include 18-36 hours?
- No** Does this minor include more than 25 hours from any major department/school?
- No** Does this minor require more than 9 hours from major program of study?

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12. [Proposal Routing](#)

Routing and action summary for New Program:

1. Special Education Department Curriculum Committee Chair

Debbie Shelden (website)
Signature

Debbie Shelden
Print

11/10/2023 4:45:03 PM
Date

2. Special Education Department Chair/School Director

Yojanna Cuenca-Carlino (web)
Signature

Yojanna Cuenca-Carlino
Print

11/10/2023 5:44:41 PM
Date

3. College of Education College Curriculum Committee Chair

Melinda Ely (website)
Signature

Melinda Ely
Print

11/14/2023 5:32:47 PM
Date

4. College of Education College Dean

Todd McLoda (website)
Signature

Todd McLoda
Print

11/14/2023 6:58:11 PM
Date

5. Council for Teacher Education Chair

Noelle Selkow (website)
Signature

Noelle Selkow
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11/28/2023 3:44:24 PM
Date

6. University Curriculum Committee Chair

Joshua Newport (website)
Signature

Joshua Newport
Print

1/25/2024 9:52:04 AM
Date

All new programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate

Comments

Comments from Version 1 from Melinda Ely (Department Curriculum Committee Chair):

There is a typo i the following statement "Specialized tracks like Deaf/Hard of Hearing and Low Vision and Blindness schedules already encompass SED 101, 205, 206, and 360. To fulfill the required hours for this minor, students must complete both options 1 and 1."

Comments from Version 2 from Allison Kroesch (Department Curriculum Committee Chair):

Making a clarification.

Comments from Version 2 from Allison Kroesch (Rejected):

Making a clarification.

Comments from Version 3 from Melinda Ely (Department Curriculum Committee Chair):

Adding letter of support

Comments from Version 4 from Melinda Ely (Department Curriculum Committee Chair):

Rejecting so that FIF and support letter can be added.

Comments from Version 5 from Melinda Ely (Department Curriculum Committee Chair):

Change to sample plan as recommended by faculty.

Comments from Version 6 from Melinda Ely (Department Curriculum Committee Chair):

Change to application requirement

Comments from Version 7 from Danielle Lindsey (Curriculum Committee Secretary):

Sending back for more discussion at CTE regarding minors leading to endorsements.

Comments from Version 9 from Allison Kroesch (Circulation):

Adding language back in.

On 10/9/23, CTE unanimously passed an action item that will now allow teach education programs to add language into their minor proposals indicating minors MAY lead to endorsement if all ISBE requirements are fulfilled.

Comments from Version 10 from Todd McLoda (College Dean):

Following recent discussion of minors counting toward subsequent endorsements, additional catalog copy should be included:

For education majors enrolled in a full educational licensure program, this minor may lead to an ISBE subsequent endorsement. Additional requirements, including passage of the ILTS content exam and clinical hours, may be required beyond the coursework listed. Since ISBE subsequent endorsement requirements are subject to change due to updated licensure code, students must confirm current requirements with their academic advisor each year of enrollment to ensure required coursework and additional ISBE licensure requirements for the endorsement are completed at the time of graduation.

Comments from Version 11 from Allison Kroesch (Department Curriculum Committee Chair):

Added the a corrected language to the wrong spot, sorry.

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View Revisions

Comments on Proposal. (Required if proposal rejected)

Academic Senate Approver

Approve

Reject