

SPECIAL EDUCATION (BSED)

Overview

The BSEd in Special Education is designed for students who seek to become licensed educators of children with disabilities. The SPED major emphasizes skills and strategies to support students with a variety of academic, social, and behavioral needs, from ages 3 to 21. Preparation focuses on knowledge and skills to create supports and programming that prevent special education students from being overlooked or falling behind and enable them to develop to their fullest potential.

All of Loyola's Bachelor of Science in Education (BSEd) majors complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum. This unique, research-based approach emphasizes authentic practices in field-based learning experiences in K-12 school and community settings. These modules were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

Upon program completion, Special Education majors earn a BSEd in Special Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) in Special Education (ages 3 to 21), as well as the English as Second Language (ESL) endorsement. By adding two courses to their pathway, SPED majors can also be entitled for an endorsement to teach Elementary Education (grades 1 through 6), enabling them to work as both a special education and elementary education teacher.

Curriculum

The Special Education (SPED) major includes Core Curriculum and School of Education courses. In addition, all Education majors complete field-based learning modules carrying a TLSC prefix. Each of these types of requirements is explained in the table below. SPED-specific sections begin in Phase Two of the program. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for the specific requirements of the SPED major.

Course Requirements

| Code | Title | Hours |
|---|----------------------------|-------|
| University Core Courses | | |
| University Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements are met by taking pre-approved courses within the School of Education: CIEP 104 (Quantitative), CIEP 206 (Tier 2 Literacy), ELPS 219 (Tier 2 Historical) and ELPS 302 (Tier 2 Philosophical). Consult the SOE undergraduate advisor and Suggested Sequence of Classes table to identify Core requirements that apply to each student's pathway. | | |
| School of Education CIEP and ELPS courses | | |
| Education degree requirements include a number of courses offered within the School of Education and designed for all Education majors. At times, these courses will also address a specific portion of the Core (CIEP 104, CIEP 206, ELPS 219, ELPS 302). CIEP 332 is a course designed specifically for SPED majors. | | |
| CIEP 104 | Mathematics for Teachers I | 3 |
| CIEP 206 | Children's Literature | 3 |
| CIEP 332 | School Wide Applications | 3 |

School of Education CIEP and ELPS courses

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| CIEP 104 | Mathematics for Teachers I | 3 |
| CIEP 206 | Children's Literature | 3 |
| CIEP 332 | School Wide Applications | 3 |

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| CIEP 359 | Teaching Reading | 3 |
| ELPS 219 | American Education | 3 |
| ELPS 302 | Philosophy of Education | 3 |

School of Education field-based TLSC modules

TLSC modules must be taken in order and in established groups (called Sequences) each semester. As students move through the TLLSC Phases, they gain extensive field experience, as well as knowledge and skills to effectively support children with disabilities across the continuum from elementary age to adulthood. Specialized modules for SPED majors begin with TLSC 260. The TLLSC curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) in a special education classroom under the supervision of a licensed and experienced teacher and University supervisor. In addition, students must enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B) and collaborate with the others in the major. PLCs are led by a faculty member with expertise in special education. Consult the SOE undergraduate advisor and visit the Suggested Sequence of Classes tables to learn more about the four-year SPED curriculum.

Phase One - Exploration

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| TLSC 110 | The Profession and Our Program (TLLSC) | 1 |
| TLSC 120 | Bringing Language, Learning & Development Theory into Practice | 2 |

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| TLSC 130 | Sequence One: 130 Community Immersion | 1 |
| TLSC 140 | Teaching, Learning and Leading for Social Justice | 1 |
| TLSC 150 | Constructive Learning Environments For Diverse Students | 1 |

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| TLSC 160 | Analyzing Culturally-Responsive Classroom Instruction | 1 |
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| TLSC 210 | Educational Policy For Diverse Students | 2 |
| TLSC 221 | Individualized Instruction and Assessment for Diverse Learners | 2 |

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| TLSC 222 | Authentic Assessment and Instruction for Bilingual Learners | 2 |
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| TLSC 300A | Professional Learning Communities ((4 @ 0 credits) SPED majors must enroll each fall in the TLSC 300B section that corresponds with their major. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester for all four years.) | 0 |
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| TLSC 300B | Professional Learning Communities ((4 @ 1 credit) SPED majors must enroll each spring in the TLSC 300B section that corresponds with their major. Students must enroll in PLCs every semester for all four years.) | 1 |
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Phase Two - Concentration

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| TLSC 260 | Typical and A-Typical Development | 2 |
| TLSC 261 | Significant Disabilities and Life Planning | 2 |
| TLSC 262 | Assistive and Adaptive Technology | 2 |
| TLSC 263 | Transition Planning | 2 |
| TLSC 310 | Language and Literacy for Diverse Students | 2 |
| TLSC 320 | Using Classroom Data in a Collaborative Env to Advance Student Achievement | 2 |

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| TLSC 330 | Discipline-Specific Literacy for Diverse Students | 2 |
| TLSC 340 | Teaching and Learning in an Area of Specialization | 2 |
| TLSC 350 | Teaching and Learning with a Global Framework | 4 |

Phase Three - Specialization

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| TLSC 360 | Developing Rigorous and Relevant Instruction & Assessment | 3 |
| TLSC 370 | Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tchng Perform Assmt Prep | 3 |
| TLSC 380 | Tching, Lrning & Leading with Schools & Communities Internship: Stud Tchng | 12 |

Optional Courses leading to Elementary Education endorsement

These courses should be taken in the spring of Year two:

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| TLSC 231 | Teaching Science/Writing in Elem and Middle Grades | |
| TLSC 232 | Integrated Teaching/Learning Social Studies & Writing in Elementary Grades | |

Total Hours 73

Suggested Sequence of Courses

This sequence of courses is meant to be used as a suggested path for completing coursework. SPED majors must consult their SOE advisor for assistance with course selection and to ensure that all Education degree requirements are met. Note that TLSC modules must be taken in a prescribed order. Students must complete each sequence before moving on to the next. Major-specific CIEP courses are linked to a sequence and must be taken within that semester.

| Course | Title | Hours |
|---|--|-----------|
| Sequence 1 | | |
| TLSC 300A | Professional Learning Communities (SPED) | 0 |
| TLSC 110 | The Profession and Our Program (TLLSC) | 1 |
| TLSC 120 | Bringing Language, Learning & Development Theory into Practice | 2 |
| TLSC 130 | Sequence One: 130 Community Immersion | 1 |
| UCWR 110 | Writing Responsibly | 3 |
| CORE | Scientific Literacy Tier I | 3 |
| CORE | Literary Knowledge & Experience Tier I | 3 |
| UNIV 101 | First Year Seminar | 1 |
| Submit all required documentation and background check prior to program entry | | |
| Hours | | 14 |

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| Sequence 2 | | |
| TLSC 300B | Professional Learning Communities (SPED) | 1 |
| TLSC 140 | Teaching, Learning and Leading for Social Justice | 1 |
| TLSC 150 | Constructive Learning Environments For Diverse Students | 1 |
| TLSC 160 | Analyzing Culturally-Responsive Classroom Instruction | 1 |
| CIEP 104 | Mathematics for Teachers I (Quantitative) | 3 |
| CIEP 206 | Children's Literature (Tier II Literary) | 3 |
| CORE | Artistic Knowledge | 3 |
| CORE | Historical Knowledge Tier I | 3 |
| Hours | | 16 |

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|-------------------|--|---|
| Sequence 3 | | |
| TLSC 300A | Professional Learning Communities (SPED) | 0 |
| TLSC 210 | Educational Policy For Diverse Students | 2 |
| TLSC 221 | Individualized Instruction and Assessment for Diverse Learners | 2 |

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|--------------|---|-----------|
| TLSC 222 | Authentic Assessment and Instruction for Bilingual Learners | 2 |
| ELPS 219 | American Education (Tier II Historical) | 3 |
| CORE | Theological & Religious Studies Tier I | 3 |
| CORE | Societal & Cultural Knowledge Tier I | 3 |
| Hours | | 15 |

Sequence 4

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|-----------|--|---|
| TLSC 300B | Professional Learning Communities (SPED) | 1 |
| CIEP 359 | Teaching Reading | 3 |
| TLSC 231 | Teaching Science/Writing in Elem and Middle Grades | 3 |
| TLSC 232 | Integrated Teaching/Learning Social Studies & Writing in Elementary Grades | 3 |
| TLSC 260 | Typical and A-Typical Development | 2 |
| TLSC 261 | Significant Disabilities and Life Planning | 2 |
| TLSC 262 | Assistive and Adaptive Technology | 2 |
| TLSC 263 | Transition Planning | 2 |

Candidates seeking an endorsement in Elementary Education should take the Elementary Content Area Test through the IL Licensure Testing Service

Hours 18

Sequence 5

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|-----------|--|---|
| TLSC 300A | Professional Learning Communities (SPED) | 0 |
| TLSC 310 | Language and Literacy for Diverse Students | 2 |
| TLSC 320 | Using Classroom Data in a Collaborative Env to Advance Student Achievement | 2 |
| TLSC 330 | Discipline-Specific Literacy for Diverse Students | 2 |
| CORE | Philosophical Knowledge Tier I | 3 |
| PLSC 101 | American Politics (Tier II Societal) | 3 |
| ELECTIVE | General Elective | 4 |

Apply for One-Year Internship by October 1

Hours 16

Sequence 6

| | | |
|-----------|--|---|
| TLSC 300B | Professional Learning Communities (SPED) | 1 |
| TLSC 340 | Teaching and Learning in an Area of Specialization | 2 |
| TLSC 350 | Teaching and Learning with a Global Framework | 4 |
| PHYS 101 | Liberal Arts Physics (Tier II Scientific) | 3 |
| CORE | Theological and Religious Studies Tier II | 3 |
| CORE | Ethics | 3 |

Take the Content Area Test for Learning Behavior Specialist I (#290). Register through the IL Licensure Testing Service

As an alternative to #290, you may take both #155 and #163 until these tests retire in 2023.

Hours 16

Sequence 7

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|-----------|---|---|
| TLSC 300A | Professional Learning Communities (SPED) | 0 |
| TLSC 360 | Developing Rigorous and Relevant Instruction & Assessment | 3 |

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|---|--|------------|
| TLSC 370 | Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep | 3 |
| ELPS 302 | Philosophy of Education (Philosophical Tier II) | 3 |
| CIEP 332 | School Wide Applications | 3 |
| Apply for May Graduation in LOCUS by October 1 | | |
| Hours | | 12 |
| Sequence 8 | | |
| TLSC 300B | Professional Learning Communities (SPED) | 1 |
| TLSC 380 | Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning) | 12 |
| Must have passed any Content Area Tests prior to Sequence 8 Student Teaching | | |
| Hours | | 13 |
| Total Hours | | 120 |

School of Education Requirements

Undergraduate students in the School of Education must complete all degree requirements with a grade of C or better in order to graduate and be entitled for the Illinois State Professional Educator License (PEL). They must also enroll in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. TLSC modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must pass the Special Education licensure exam prior to their final internship semester.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (<https://catalog.luc.edu/undergraduate/university-requirements/>) area.

Learning Outcomes

You'll have accrued the equivalent of one year of full-time teaching experience through all the hands-on, experiential learning opportunities in Chicago's classrooms and community organizations, so you will be ready to be at the head of your own classroom. With the foundational knowledge from your Loyola education, you will utilize theories, data, and research practices when making decisions in your classroom and for your students and when assessing the effectiveness of teaching on learning.