

BS in Inclusive and Special Education

Degree Requirements

To earn a Bachelor of Science in Inclusive and Special Education from UIC, students must complete university, college, and department degree requirements. Students should consult the [College of Education](#) section for additional degree requirements and college academic policies.

Code	Title	Hours
Summary of Requirements		
General Education and Inclusive and Special Education Foundational Curriculum Requirements		47-49
Elective Courses		18-20
Inclusive and Special Education Course Requirements		30
Professional Student Teaching Course Sequence		24
Total Hours		121

General Education and Inclusive and Special Education Foundation Core Curriculum Requirements

Code	Title	Hours
Required Courses		
DLG 120	UIC First-Year Dialogue Seminar ^a	1
ED 100	Introduction to Urban Education ^b	3
SPED 100	First Year Special Ed Seminar ^a	1
SPED 101	Disability and Schooling ^c	3
SPED 200	Special Education in Context: Common Frameworks for Equitable Student Learning	3
SPED 215	Special Education Law, Policy, and Advocacy	3
SPED 280	Language Development and Communication Disorders for Diverse Populations	3
MATH 140	Arithmetic and Algebraic Structures	4
MATH 141	Algebraic and Geometric Structures	4
ENGL 160	Academic Writing I: Writing in Academic and Public Contexts	3
ENGL 161	Academic Writing II: Writing for Inquiry and Research	3
Analyzing the Natural World General Education course ^c		3-5
Exploring World Cultures General Education course ^c		3
Understanding the Creative Arts General Education course ^c		3
Understanding the Past General Education Course ^c		3
Additional General Education courses from any category reach the required minimum 24 semester hours		4-6
Total Hours		47-49

^a Transfer students with 24 hours of credit or more are not required to take SPED 100 and DLG 120.

^b This course meets the *Understanding the Individual and Society General Education Requirement*.

^c This course meets the *Understanding U.S. Society General Education Requirement*.

^d Students should consult the [General Education](#) section of the catalog for a list of courses in this category.

Elective Courses

Code	Title	Hours
Select 18-20 hours of Elective courses to reach minimum total hours		18-20

Students may use their elective credit hours to obtain subsequent licensure endorsements, including Early Childhood Education (birth to 2nd grade); Early Childhood Special Education Approval (Pre-K); Middle Grades (Grades 5–8) in general science, language arts, mathematics, and social science; and English as a Second Language/Bilingual Education. ISBE requires students interested in obtaining additional endorsements to take specific courses and to meet state licensure exam requirements. Students must meet with a program advisor for a list of required courses for each endorsement.

Total Hours	18-20
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Inclusive and Special Education Course Requirements

Code	Title	Hours
Required Courses ^a		
SPED 300	Assessment and Instructional Methods: Supporting Students with High Incidence Disabilities	4
SPED 302	Inclusive Approaches to Effective Learning Environments for Students with Disabilities	4
SPED 303	Assessment and Instructional Methods Supporting: Students with Low incidence Disabilities	4
SPED 305	Inclusive Literacy Instruction for Students with Disabilities	4
SPED 306	Advanced Inclusive Literacy and Writing Strategies for Students with Disabilities	4
SPED 310	Inclusive Approaches to Teaching Math to Students with Disabilities	4
SPED 315	Inclusive Approaches to Collaboration	3
SPED 370	Inclusive Transition Practices for Students with Disabilities	3
Total Hours		30

^a The *Inclusive and Special Education course requirements* require a GPA of 3.00/4.00.

Inclusive and Special Education Student Teaching Professional Courses

Code	Title	Hours
Required Courses		
SPED 400	Inclusive Approaches to Teaching Social Studies and Science	3

SPED 401	Supporting students with Disabilities across the Curriculum	3
SPED 470	Teaching Internship in Inclusive and Special Education ^a	6
SPED 480	Student Teaching in Inclusive and Special Education ^a	12
Total Hours		24

^a Students must earn a grade of B or better in SPED 470 and SPED 480.

To be eligible for the Bachelor of Science in Inclusive and Special Education degree, students must complete UIC campus English/math and general education requirements. Students have 18-20 credit hours of electives. It is highly recommended that students use these elective hours to complete a secondary endorsement. Before student teaching, students must also complete 45 credit hours during their third year and the fall of their fourth year, including all fieldwork hours; they must then pass all required state examinations and pass student teaching with a grade of B or better. Students must also have an overall average grade point average of 2.50/4.00 and a 3.00/4.00 in SPED 300, SPED 302, SPED 303, SPED 305, SPED 306, SPED 310, SPED 315, SPED 370, SPED 400, and SPED 401. All students must earn a C or better in each course unless otherwise indicated. However, to receive the BS in Inclusive and Special Education with LBS1 licensure, the overall GPA must be 3.00/4.00 or higher. A grade of D is only acceptable for courses that do not count toward licensure. Students who earn scores below a D will be required to retake the course.

Student Teaching Requirement

Minimum requirements for student teaching include:

- Senior standing
- 3.00/4.00 GPA in professional coursework
- a grade of C or higher in all coursework required for licensure (courses taken for credit/no credit are not applicable toward licensure)
- a grade of B or higher in SPED 470 and SPED 480
- Passing the required state tests

Council on Teacher Education

The Council on Teacher Education is responsible for supporting licensure students and coordinating teacher education programs throughout the University of Illinois Chicago, and for maintaining relationships with the Illinois State Board of Education.

State Examinations

Prior to entitlement to licensure, the candidate must complete state examinations required by the Illinois State Board of Education. These tests are administered and monitored by the State of Illinois. The student is responsible for meeting these requirements. See the ISBE information posted by the Council on Teacher Education regarding timelines for submitting passing scores.

Student Teaching

All students must submit applications for approval to teach in and through the Chicago Public Schools. This approval process includes a background check (Illinois State Police and FBI). To student teach, students must submit student teaching application materials through both the CTE and the Chicago Public Schools. The CTE application process

includes documentation of passed state requirements. To student teach within the Chicago Public Schools, students must complete a separate CPS registration packet, including vetting and criminal background checking. Students are expected to bear the expense of all tuberculosis tests and criminal background checks. Students receive instructions for all fieldwork applications and student teaching applications from the CTE.

Illinois State Board of Education Endorsements

Students may use their elective hours to complete a secondary endorsement; including Early Childhood Education (birth to 2nd grade); Early Childhood Special Education Approval (Pre-K); Middle Grades (Grades 5–8) in general science, language arts, mathematics, and social science; and English as a Second Language/Bilingual Education. Students should consult program faculty and program advisors for additional information regarding a completion of additional endorsements.

Sample Curriculum Plan for the BS in Inclusive and Special Education

Course	Title	Hours
First Year		
First Semester		
DLG 120	UIC First-Year Dialogue Seminar	1
ED 100	Introduction to Urban Education ^a	3
ENGL 160	Academic Writing I: Writing in Academic and Public Contexts	3
MATH 140	Arithmetic and Algebraic Structures	4
SPED 100	First Year Special Ed Seminar	1
SPED 101	Disability and Schooling ^b	3
Hours		15
Second Semester		
ENGL 161	Academic Writing II: Writing for Inquiry and Research	3
MATH 141	Algebraic and Geometric Structures	4
Understanding the Creative Arts course		3
Exploring World Cultures course		3
General Education course		3
Hours		16
Second Year		
First Semester		
Analyzing the Natural World General Education course		3
Understanding the Past General Education Course		3
SPED 200	Special Education in Context: Common Frameworks for Equitable Student Learning	3
Elective		3
Elective		3
Hours		15
Second Semester		
SPED 215	Special Education Law, Policy, and Advocacy	3
SPED 280	Language Development and Communication Disorders for Diverse Populations	3
General Education course		3
Elective		3
Elective		3
Hours		15
Third Year		
First Semester		
SPED 300	Assessment and Instructional Methods: Supporting Students with High Incidence Disabilities	4
SPED 302	Inclusive Approaches to Effective Learning Environments for Students with Disabilities	4

SPED 305	Inclusive Literacy Instruction for Students with Disabilities	4
Elective		3
Hours		15
Second Semester		
SPED 303	Assessment and Instructional Methods Supporting: Students with Low incidence Disabilities	4
SPED 306	Advanced Inclusive Literacy and Writing Strategies for Students with Disabilities	4
SPED 310	Inclusive Approaches to Teaching Math to Students with Disabilities	4
SPED 315	Inclusive Approaches to Collaboration	3
Hours		15
Fourth Year		
First Semester		
SPED 370	Inclusive Transition Practices for Students with Disabilities	3
SPED 400	Inclusive Approaches to Teaching Social Studies and Science	3
SPED 470	Teaching Internship in Inclusive and Special Education	6
Elective		3
Hours		15
Second Semester		
SPED 401	Supporting students with Disabilities across the Curriculum	3
SPED 480	Student Teaching in Inclusive and Special Education	12
Hours		15
Total Hours		121

a *This course meets the Understanding the Individual and Society General Education Requirement.*

b *This course meets the Understanding U.S. Society General Education Requirement.*