

Special Education

<http://www.epse.siu.edu/>
prell@siu.edu

COLLEGE OF EDUCATION AND HUMAN SERVICES

Graduate Faculty:

Anastasiou, Dimitris, Assistant Professor, Ph.D., National and Kapodistrian University of Athens, 2004.

Bates, Paul, Professor, Ph.D., *Emeritus*, University of Wisconsin, 1978; 1978.

Bruns, Deborah A., Professor, Ph.D., University of Illinois-Urbana Champaign, 2000; 2003.

Crowner, James, Professor, *Emeritus*, Ph.D., Michigan State University, 1960; 1966.

Ewing, Norma J., Associate Professor, *Emerita*, Ph.D., Southern Illinois University Carbondale, 1974; 1973.

Hisama, Toshiaki, Associate Professor, *Emeritus*, Ph.D., University of Oregon, 1971; 1971.

Juul, Kristen, Professor, *Emeritus*, Ph.D., Wayne State University, 1953; 1970.

May, Michael E., Associate Professor, Ph.D., Vanderbilt University, 2007; 2007.

Miller, Sidney, Professor, *Emeritus*, Ph.D., Pennsylvania State University, 1974; 1978.

Mundschenk, Nancy A., Associate Professor, Ph.D., University of Iowa, 1992; 1992.

The Department of Counseling, Quantitative Methods, and Special Education offers programs leading to degrees of: Master of Science in Education with a Major in Special Education; and a Doctor of Philosophy with a Major in Education and Concentration in Special Education.

Master of Science in Education degree

The faculty, staff and students in the special education program are committed to making a positive difference in the lives of students with disabilities and their families by increasing their success in school, work, community, and living environments. The graduate plan of study in special education is designed to enhance the applicant's experiences and expertise through academic study, research, and clinical opportunities.

Applicants for the Master of Science in Education degree in special education must meet the criteria for admission to the Graduate School. In addition, candidates must submit a department application form, a letter of application, all undergraduate and graduate transcripts, and two letters of reference to the department. The Special Education Graduate Committee will evaluate the application materials and make appropriate recommendations for acceptance or rejection of admission to the program. It is the responsibility of the committee to exercise professional judgment related to the criteria that applicants must meet in order to be considered for admission to the program. Students will be informed in writing of the Special Education Graduate Committee's decision. Upon admission to the program, the student will be assigned an adviser with whom he/she will design a Graduate Degree Plan.

Masters Program Admission Criteria. Admission to the Masters

Program in Special Education will be based upon the following criteria:

1. A baccalaureate degree in special education, elementary education, secondary education or a related field such as social work or psychology.
2. Undergraduate grade point of 2.75 or higher on a 4.0 scale.
3. A minimum of two letters of recommendation, which on the whole, clearly attest to the professional dispositions of a special education professional as articulated in the CEC Code of Ethics and Standards for Professional Practice, and predict academic success at the graduate level.
4. A letter of application (approximately 400 words) in which the applicant summarizes his/her professional goals, career objectives, research interests, motivation for graduate work and other pertinent information.
5. Departmental application form.

All application requirements must be completed before consideration of an applicant for admission. The Graduate Committee evaluates the credentials of each applicant. When an application file is complete, it will be referred to the Graduate Committee to review at their next scheduled meeting. Students may be required to complete an interview with the Special Education faculty.

The Master of Science in Education degree in Special Education requires a minimum of 30 semester hours. Program requirements include the following courses: SPED 500-3 (Research Issues in Special Education), SPED 578-3 (Legal Framework for Special Education), and SPED 599A -1-6 (Thesis) or SPED 599B-1-6 (Research Paper). In addition to the nine hours of required coursework, Masters candidates will be required to select one of three emphasis areas: Early Childhood Special Education, Behavior Emphasis, Curriculum Emphasis.

The following courses are required for each of the emphasis areas:

EARLY CHILDHOOD SPECIAL EDUCATION EMPHASIS

Program Requirements

- | | |
|-------------|---------------------------------------|
| SPED 500-3 | Research Issues in Special Education |
| SPED 578-3 | Legal Framework for Special Education |
| SPED 599A-3 | Thesis or SPED 599B-3 Research Paper |

Emphasis Requirements

- | | |
|-------------|---|
| SPED 515-3 | Collaboration-Based Delivery Systems in Special Education |
| SPED 550-3 | Behavior Management of Exceptional Children and Youth |
| SPED 505-3 | Organizing and Implementing Early Childhood Special Education Programs |
| SPED 512-3 | Advanced Child and Family Assessment, Curriculum Methods and Evaluation |
| SPED 594D-3 | Practicum-Early Childhood Special Education |

Electives

- 6 hours of approved graduate level coursework

Total Hours: 30 credit hours

Applicants who hold an Illinois Learning Behavior Specialist I teaching certificate and who are seeking professional

advancement in one or more of the following areas: Behavior Emphasis or Curriculum Emphasis. These specializations do NOT lead to LBS II certification.

BEHAVIOR EMPHASIS

Program Requirements

- SPED 500-3 Research Issues in Special Education
- SPED 578-3 Legal Framework for Special Education
- SPED 599A-3 Thesis or SPED 599B-3 Research Paper

Emphasis Requirements

- REHB 503-3 Basic Behavior Analysis
- SPED 517-3 Systems of Care for Exceptional Children and Youth
- SPED 550-3 Behavior Management of Exceptional Children and Youth
- SPED 501-3 Methods and Materials for Persons with Severe Behavior Challenges
- SPED 594A-3 Practicum in Special Education-Behavior Interventions

Electives

6 hours of approved graduate level coursework

Total Hours: 30 credit hours

CURRICULUM EMPHASIS

Program Requirements:

- SPED 500-3 Research Issues in Special Education
- SPED 578-3 Legal Framework for Special Education
- SPED 599A-3 Thesis or SPED 599B-3 Research Paper

Emphasis Requirements

- SPED 515-3 Collaborative Based Delivery Systems in Special Education
- SPED 511A-3 Advanced Instructional Design and Methodology for Students with Disabilities
- SPED 511B-3 Curriculum for Instructional Remediation of Learners with Disabilities
- SPED 516-3 Advanced Assessment for Diverse Learners
- SPED 594B-3 Practicum in Special Education-Curriculum Adaptation

Electives

6 hours of approved graduate level coursework

Total Hours: 30 credit hours

Retention Criteria

For a student to be retained in the Masters program, students must complete all coursework with minimum grade of *B* and demonstrate acceptable professional behaviors which the faculty deem essential for competent and effective educators, and which are articulated in the Council for Exceptional Children Code of Ethics and Standards for Professional Practice for Special Educators.

Application Procedures

Applicants must submit all of the following items to be considered for admission to the Master's program in Special Education

1. **Graduate School Application.**
2. **Official Transcripts.** Official transcripts of all previous

undergraduate and graduate college work at institutions other than SIU should be sent directly to the Graduate Secretary, Department of Counseling, Quantitative Methods, and Special Education, Southern Illinois University at Carbondale, Carbondale, IL 62901-4618.

3. Department Application Form. This form includes pertinent biographical information and professional experience. Applicants are requested to indicate their desired course of study and certificates (e.g., Early Childhood Special Education approval).

4. Letter of Application (approximately 400 words) in which the applicant summarizes professional goals, including career objectives, research interests, motivation for graduate work, and other pertinent information.

5. Letter of Recommendation. Applicants must submit at least two letters of reference which attest to your professional competence, academic preparation, and potential for graduate work. Ideally, one letter should be from a college or university professor who can discuss your academic abilities, and one should be from an administrator or colleague who can authoritatively describe your professional experience and potential.

6. Application Fee. A non-refundable application fee of \$65.00 must be submitted with the application. Attach your check or money order, payable to Southern Illinois University, to the top of the application form. Do not send cash. Only checks or money orders payable to United States banks will be accepted.

7. Optional Materials. Applicants are free to submit other materials which will substantiate your qualifications for admission for graduate study.

Doctor of Philosophy Degree in Education

The Department of Counseling, Quantitative Methods, and Special Education offers a program leading to a Doctor of Philosophy degree with a Major in Education and Concentration in Special Education. See the description of the Ph.D. degree major in education.

Courses (SPED)

403-3 Characteristics of Children and Youth Labeled Gifted. Designed to help teachers in the identification of and programming for children labeled gifted and talented. Prerequisite: SPED 300 or concurrent enrollment or consent of department chair.

405-3 Introduction to Early Childhood Special Education Methods: Infants, Toddlers and Preschoolers with Special Needs. This course focuses on effective methods, materials and programs for infants, toddlers, and preschoolers with special needs, including IEPs, IFSPs, working with families, service delivery, case-management, transition planning, and curriculum methods and procedures. Prerequisite: SPED 412 or consent of instructor.

408-3 Characteristics and Methods for Teaching Exceptional Children. (Same as EDUC 308) For pre-service teachers who serve children and youth with disabilities. The course focuses on essential disability characteristics, data-based decision-making, scientifically-based academic and behavioral

interventions and strategies to differentiate instruction and accommodate learners with disabilities in general education classrooms. Prerequisites: EDUC 313, EDUC 314.

409-1 to 6 Cross-Cultural Studies. Seminar and/or directed independent study concerned with socio-cultural variables affecting the educational needs of children and youth with a disability. Prerequisite: SPED 300 or consent of instructor and department chair.

410-3 Characteristics of Students with Learning Disabilities, Emotional/Behavior Disorders, and Mental Retardation.

This course presents the behavioral, emotional, physical and learning characteristics of children and youth labeled learning disabilities, emotional/behavior disorders or mental retardation. Screening, identification, placement, instructional practices, classroom management and use of related services will be examined. Prerequisite: SPED 300 or 420, or concurrent enrollment.

411-3 Assessment in Special Education. Course covers general assessment information, norm reference testing, curriculum based assessment, adaptive behavior scales and issues relating to cultural diversity. Laboratory fee: \$15. Prerequisite: SPED 300 or 420, 410, or concurrent enrollment.

412-3 Introduction to Assessment and Curriculum Methods in Early Childhood Special Education. This course presents an introduction to child and family assessment and the development of child and family goals in early childhood special education. Topics will include types of assessment commonly used, rationale for assessment, methods of assessment, reporting assessment results, writing child and family goals. A fee for testing materials is required. Lab fee: \$15. Prerequisite: SPED 300 or 420, concurrent enrollment or consent of instructor.

417-3 Behavior Management for Children and Youth with Disabilities. The course focuses on the implementation of behavior management strategies and tactics to be used with students with disabilities in a variety of educational environments. Prerequisite: SPED 300 or 420, 410, 411, 423 and must be admitted to the TEP as a special education major, or consent of instructor.

418-3 Methods and Materials for Teaching a Functional Curriculum. This course covers the principles of curriculum construction, program development and evaluation, classroom organization, instructional approaches, strategies and materials for teaching a functional curriculum. Prerequisite: SPED 300 or 420, 410, and 423, and must be admitted to TEP as a special education major or consent of instructor.

419-3 Academic Methods and Materials for Students with Disabilities. This course covers the academic methods, materials and strategies used with students with disabilities receiving special education services in school and community settings. Prerequisite: SPED 300 or 420, 410, 411, 423 and must be admitted to TEP as a special education major.

420-3 Advanced Theories and Practices in Special Education. The course is an advanced survey of exceptional populations and addresses educational, social, legal, cultural and community practices associated with individuals with disabilities, ages 0 – 21 years old.

422-3 Teaching Reading in the Elementary School. (Same as CI 422) Examination of the reading process with emphasis on the factors and conditions that affect reading. Emphasis on the

formulation of a philosophy of reading in relation to methods, materials, procedures, and evaluation. Prerequisite: Dual Special Education- Elementary Education majors – grade of C or better in CI 321 and 435 and EDUC 313; Special Education majors; EDUC 313. Concurrent enrollment with EDUC 322.

423-3 General Procedures in Special Education. Presents key provisions of Public Law 94-142 and subsequent amendments, including Individualized Education Programs (IEPs). Course content also includes principles of applied behavior analysis and effective instruction of students with disabilities. Prerequisite: SPED 300 or 420, 410, 411 or concurrent enrollment.

425-3 Home-School Coordination in Special Education. The course covers techniques used in parent interviews, conferences and referrals by school personnel; due process and procedural safeguards for parents and youth with disabilities. Restricted to: Admittance to the TEP as a special education major, or consent of instructor.

430-3 Secondary Programming for Students with Disabilities. Deals with modifications of and additions to school programs to ensure that they are appropriate to the needs of adolescents with disabilities. Content includes coverage of remedial and compensatory program models, transition programming, career and vocational education. Prerequisite: SPED 300 or 420, 410, 411 and must be admitted to the Teacher Education Program as a special education major or consent of instructor.

431-3 Work-Study Programs for Adolescents Labeled Severely Disabled. This course is designed to prepare educators and other human service professionals to assist adolescents and young adults with severe disabilities for community integrated employment options. Content will include community-referenced curriculum objectives, community-based instruction for employment and functional skill development.

494A-1 Practicum in Special Education-Assessment. This course includes experiences in public school and community settings in the selection, administration and interpretation of norm-referencing and curriculum-based assessments, adaptive behavior scales, behavior rating scales and checklists and issues relating to cultural diversity. Prerequisite: SPED 300 or 420 and 410 with a grade of C or better.

494B-1 Practicum in Special Education-Functional Curriculum. This course includes clinical experiences in public school and community settings in planning, implementing and instructing a functional curriculum. Prerequisite: SPED 300 or 420, 410, 411, 423 and must be admitted to Teacher Education Program.

495-1 to 6 Internship in Special Education. An applied experience for students seeking certification in special education through alternative or subsequent certificate routes. Students will be required to complete a set of activities and prepare a number of products appropriate for the special education program and/or students with disabilities being served in the internship placement. Students will be expected to complete a portfolio of products to demonstrate professional competence. Special approval needed from Program Coordinator.

500-3 Research Issues in Special Education. Students will study issues and research practices in special education and will learn how they both conduct research, translate research findings and develop practices in special education based on research outcomes. Special approval needed from the instructor.

501-3 Methods and Materials for Persons with Severe Behavior

Challenges. Deals with methods, materials and instructional management practices common to the instruction and management of student experiencing severe behavioral challenges in the schools and in residential settings.

503-3 Educational Program Delivery for Gifted and Talented Students. Planning implementation and evaluation of differential educational programs for gifted and talented students. Reviews historical through modern day approaches to the systematic delivery of educational services to exceptional populations. Evaluation methods for the expansion and refinement of gifted programming are planned. Prerequisite: SPED 403.

505-3 Organizing and Implementing Early Childhood Special Education Programs. This course presents theoretical frameworks and current best practices involved in the development, implementation and evaluation of Early Childhood Special Education programs. Content will include discussion of models of teaming, ethical issues, interagency coordination, transition, mentoring and supervision. Prerequisite: SPED 300 or 420, 412, and 405.

511A-3 Advanced Instructional Design and Methodology for Students. Advanced study of evidence-based practices related to the development and delivery of effective educational programs for students with mild disabilities. Emphases will include instructional design, instructional strategies and techniques, include the use of technology to meet educational needs of students with mild disabilities.

511B-3 Curriculum for Instructional Remediation of Learners with Disabilities. Advanced study of curriculum and curricular approaches to meeting the educational needs of students with mild disabilities in special education and general education classrooms. Emphasis include academic and functional curriculum for basic skills and content areas, direct instruction and curriculum modifications and adaptations.

512-3 Advanced Child and Family Assessment, Curriculum Methods and Evaluation in Early Childhood Special Education. This course presents advanced coursework and practical experiences in child and family assessment, selection of curricula, and evaluation in Early Childhood Special Education. Students will review current assessment and curricula packages, conduct evaluations and write assessment reports. Practical experience will be an integral part of this course. Prerequisite: SPED 300 or 420, 405 and 412.

513-3 Organization, Administration, and Supervision in Special Education. Emphasis upon the functions, underlying principles and cautions to be observed in the organization and administration of special education. The selecting and training of teachers, problems of supervision, special equipment, transportation, cooperating agencies and legal aspects of the problem. Prerequisite: SPED 300 or 420. Special approval needed from program coordinator.

514-3 Simulation of Administrative Tasks in Special Education. Development of skills required of special education administrators and supervisors through the use of simulation materials focusing on developing administrative skills. Prerequisite: SPED 300 or 420. Special approval needed from program coordinator.

515-3 Collaboration-Based Delivery Systems in Special Education. Designed to provide students with a thorough knowledge and skill base in the collaboration process including problem-solving processes, communication skills and conflict resolution skills. Collaboration-based approaches will be examined

as alternative systems and methods of meeting the educational needs of students with disabilities within a continuum of special education services.

516-3 Advanced Assessment for Diverse Learners. Develop practitioner's knowledge and skills to develop and implement standardized and informal assessment systems to guide program planning and instructional decision-making for students with disabilities in regular and special education programs. Furthermore, practitioners will identify, utilize, and implement modifications and accommodations to facilitate students' performance on informal and standardized assessment tools. Prerequisite: 411 or consent of instructor.

517-3 Systems of Care for Exceptional Children and Youth. Survey and examination of social agencies and models of service delivery contributing to the welfare and care of exceptional children and youth. Emphasis will be given to models, services, and organization of system of care serving youth with disabilities.

518-1 to 6 Workshop in Special Education. Topical workshops centered on current practices and new developments in special education. Designed to promote better understanding of the psychological and educational problems of exceptional children. Open to graduate students majoring in education and related fields. Special approval needed from the instructor and department chair.

519-3 Career Development Opportunities for Educationally Handicapped Youth. This course is designed to prepare special educators to understand the career needs of the educationally handicapped youth and the procedures for developing appropriate career services for such students. Prerequisite: 430.

550-3 Behavior Management of Exceptional Children and Youth. This course deals with assessment, implementation, and monitoring procedures involved with the use of behavior change techniques in special education programming. Emphasis will be placed on the actual implementation of behavior change techniques with school aged students with disabilities. Special approval needed from the instructor.

560-2 Inservice Delivery. Covers theoretical and practical aspects of inservice delivery/staff development. Special focus on organizing inservice programs, delivery techniques, consultative skills development, select inservice models, needs assessment and evaluative techniques.

578-3 Legal Framework for Special Education Services. Covers state and federal statutes and regulations including IDEA, Section 504: The Rehabilitation Act of 1973, and No Child Left Behind Act, as well as current legislation and litigation with respect to provision of educational services for children and youth/young adults with disabilities. Prerequisite: SPED 300 or 420 or consent of instructor.

580-3 Master's Seminar: Issues and Trends in Special Education. Analysis of research, trends, and programs in the education of children with disabilities. Open to graduate students in special education or related field. Prerequisite: SPED 300 or 420.

582-3 Post-Master's Seminar: Theories and Models in Special Education. Critical discussion of eight major intervention models used historically and currently with handicapped children in educational settings. Special approval needed from the instructor.

583-3 Post-Master's Seminar: Program Coordination in Special Education. Analysis of organizational principles and practices required for the creation and maintenance of programs to meet the needs of persons who are handicapped and require specialized

educational programs within the school setting. Special approval needed from the instructor.

584-3 Issues in International Special Education. This course is designed to examine major aspects of disability theory and issues in international special and inclusive education. It provides current knowledge on disability models, as well as on special education systems world-wide; it examines historical patterns, the international human rights law and country legislation, cultural issues and intervention practices related to special education; it reviews major concepts, issues and debates in the international field of special education.

585-3 Doctoral Seminar: Evaluation in Special Education. An analysis of the purposes, approaches, design, methodology and applications of evaluative studies in special education. Prerequisite: SPED 582, SPED 583.

586-1 to 4 (1,1,1,1) Proseminar in Special Education. A topical seminar providing for the systematic discussion of current research in the field of special education. Specific content is determined by participating faculty and students, relative to current faculty research and dissertations in progress within the department. Doctoral students will register for a total of four credit hours, one per semester, after which they will audit the course during the pursuit of their dissertation. Master's students admitted with consent of adviser and department chair.

590-1 to 6 Readings in Special Education. Study of a highly specific problem area in the education of exceptional children. Open only to graduate students. Graded *S/U* only. Prerequisite: SPED 300 or 420. Special approval needed from the instructor.

591-1 to 6 Independent Investigation. A field study for graduate students. Conducted in a school system where full cooperation is extended. The study will involve selection of a problem, surveying pertinent literature, development of experimental design and procedures, recording results and appropriate interpretations and summaries. Special approval needed from the instructor.

594-1 to 6 Practicum in Special Education. A capstone field-based experience for special educators seeking advanced preparation in the field of special education. Practicum experience include (a) behavior interventions, (b) curriculum adaptation, (c) multiple disabilities, (d) early childhood special education, (e) supervision. Student will select the appropriate practicum experience as appropriate for his/her program of study or Learning Behavior Specialist II certification.

595-1 to 12 (1 to 6) Internship. The doctoral internship is a required experience. Internship hours do not apply to minimum needed for graduation. Each student shall engage in specialized service areas within a school system, university, state office, federal office, or private agency. Internship assignments include: (a) Research and applied studies; (b) Evaluation; (c) Administration; (d) University teaching; (e) Program planning and management; (f) Supervision; and (g) Specialized delivery systems. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

599A-1 to 6 Thesis. Independent hours to be taken under the supervision of the student's Master's degree chair for the purpose of conducting and writing the Master's thesis. Graded *S/U* only. Special approval needed from the instructor.

599B-1 to 6 Research Paper. Independent hours to be taken under the supervision of the student's Master degree chair for the purpose of conducting and writing the Master's research paper. Graded

S/U only. Special approval needed from the instructor.

600-1 to 32 (1 to 12 per semester) Dissertation. Special approval needed from the chair.

601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded *S/U* or *DEF* only.