

**SPECIAL EDUCATION**

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**COLLEGE OF EDUCATION AND HUMAN SERVICES**

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

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

**Casey, John P.**, Professor, *Emeritus*, Ed.D., Indiana University, 1963; 1964.

**Cordoni, Barbara**, Professor, *Emeritus*, Ed.D., Duke University, 1976; 1977.

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

**Ewing, Norma J.**, Associate Professor and Associate Dean of the College of Education and Human Services, Ph.D., Southern Illinois University Carbondale, 1974; 1973.

**Foley, Regina M.**, Professor, Ed.D., Northern Illinois University, 1989; 1990.

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

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

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

**Morgan, Howard**, Professor, *Emeritus*, Ed.D., Wayne State University, 1962; 1969.

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

**Pierce, Corey D.**, Assistant Professor, Ph.D., University of Nebraska-Lincoln, 2004; 2004.

**Teska, James A.**, Associate Professor, *Emeritus*, Ph.D., University of Illinois, 1969; 1973.

**Walker, James E.**, Professor and *President*, Ph.D., The Pennsylvania State University, 1972; 2000.

The Department of Educational Psychology and Special Education offers programs leading to the Master of Science in Special Education and Doctor of Philosophy in Educational Psychology. Special education faculty participate in the Ph.D. in Educational Psychology.

**Master of Science in Education degree**

The Master of Science in Education is designed for persons with previous special education and/or regular education certification, and also for individuals from related human service degree programs such as psychology and social work. Experiences leading to this degree are designed to develop an advanced level of competency related to individualizing instruction and providing social supports for individuals with disabilities in school and non-school settings. Completion of the master's degree program does not automatically result in certification and/or entitlement. Students wishing certification and/or entitlement should work closely with their adviser.

Admission to the master's degree program requires a minimum undergraduate grade point average of 2.7 on a 4.0 scale. Applicants with grade point averages less than 2.7 may be admitted conditionally. A non-refundable application fee of \$35.00 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.

The Master of Science in Education degree in Special Education requires a minimum of 30 semester hours. Program requirements include the following five core courses: SPED 500-3 (Research Issues in Special Education), SPED 578-3 (Legal Issues in Special Education), SPED 511-3 (Curriculum Based Assessment and Instructional Design for Exceptional Children and Youth), SPED 550-3 (Behavioral Management of Exceptional Children and Youth), and SPED 515-3 (Collaboration-Based Delivery Systems in Special Education). In addition to the 15 credit hours of core course requirements, students must complete the following requirements: SPED 594 3-6 (Practicum in Special Education) and SPED 599 3-6 (Thesis or Research Paper). Additional electives in the Masters Program allow students to develop an area of emphasis such as early childhood special education, special education supervision, collaborative teaching, behavior management and support strategies, and community inclusion.

For students seeking Illinois state approval in Early Childhood Special Education, they must complete the following course work in conjunction with their other Masters Program requirements: SPED 420, SPED 405, SPED 412, SPED 505, C&I 513, and C&I 518. For students seeking supervisory certification, they must be certified in at least one area of special education and have a minimum of two years teaching experience in their area of certification. In conjunction with their Masters Program, these students must complete EAHE 501, EAHE 503, EAHE 517 or EAHE 519, EAHE 511 or C&I 531 or C&I 571, SPED 513, and SPED 514.

The Masters Degree Program in Special Education requires a total of at least 30 semester hours to be taken from graduate level courses. The student must successfully defend the thesis or research paper in an oral examination. A comprehensive examination over the field of special education is also required and conducted by the student's committee chair and two additional committee members.

All full-time graduate students in the department may be required to work a maximum of 5 hours per week in departmental activities as part of their professional development.

### Doctor of Philosophy Degree in Education

The Department of Educational Psychology and Special Education offers programs leading to the Master of Science and the Doctorate of Philosophy. At the Ph.D. level, the Department of Educational Psychology and Special Education conforms to the doctoral program in education. The program concentration is in Educational Psychology, with a specialty in Special Education. Inquiries regarding application should be directed to the chair. See the description of the Ph.D. degree 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: 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: 412 or consent of instructor.

**407-3 Characteristics of Children and Youth with Mild, Moderate, Severe and Profound Mental Retardation.** Presents historical, theoretical and research developments in the field of mental retardation. Provides the basic developmental, identification, assessment, instructional and curricular background for prospective educators of individuals with mild, moderate, severe or profound mental retardation. Prerequisite: 300 or concurrent enrollment.

**408-3 Integrating Children and Youth with Disabilities in Normalized Environments.** For regular education and related service personnel who provide services for children and youth with a disability. This course focuses on providing an understanding of essential characteristics and methods required to provide an appropriate education for students with disabilities.

**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: 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: 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: 300 or 420, 407 or 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: 300/420, 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: 300 or 420, 410 or 407, 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: 300 or 420, 410, 411, 423, and must be admitted to TEP as a special education major.

**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: 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.

**421-3 Methods and Materials for Teaching Children and Youth Labeled Moderately and Severely Disabled.** Emphasizes a behavioral approach (i.e., systematic instruction) in teaching young students with severe disabilities (e.g., moderate MR, severe MR, profound MR, multiple handicapped, autistic). Systematic instruction is discussed in relation to applications across various curriculum domains. Each student must have access to working with students labeled moderately and severely disabled during the semester. All students are to develop and implement an instructional program during the course of the semester. Prerequisite: 300, 406.

**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: 300, 401, 402, 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. Prerequisite: 300 or 420, 312, 315, 410 or 407, 411, 423 or concurrent enrollment in 417 or 418 and 419. Must also be admitted 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: 300 or 420, 312, 315, 407 or 410, 411, 423 or concurrent enrollment in 417 or 418 and 419. Must also be admitted to the TEP as a special education major.

**431-2 Work-Study Programs for Adolescents Labeled Severely Disabled.** Deals with program offerings in public school special education programs designed to prepare adolescents labeled severely disabled for maximum vocational adequacy. Prerequisite: 300 or 420 and 407 or 410.

**494A-1 Practicum in Special Education Assessment.** This course includes clinical experiences in public school and community settings in the selection, administration and interpretation of norm-referenced and curriculum-based assessments, adaptive behavior scales, behavior rating scales and checklists, and issues relating to cultural diversity. This course is to be taken concurrently with 411. Prerequisite 300 or 420, 410 and must be admitted to TEP as a special education major.

**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. This course is to be taken concurrently with 418. Prerequisite: 300 or 420, 410, 411, 423 and must be admitted to TEP as a special education major.

**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. Prerequisite: consent of 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: 403.

**505-3 Organizing and Implementing Early Childhood Special Education Programs.** This course presents the philosophy and current best practices involved in the development and maintenance of Early Childhood Special Education programs. Content will include models of teaming and working with children and adults, legal and ethical issues, interagency coordination, transition, multicultural concerns, parent support and involvement, integration, program evaluation and supervision. Prerequisite: 400, 405, concurrent enrollment and using ECSE literature as a resource program.

**511A-3 Curriculum Based Assessment and Instructional Design for Exceptional Children and Youth.** Development, implementation and utilization of Curriculum-Based Assessment (CBA) programs to guide the development and delivery of effective instructional programs for children and youth with disabilities. Students will develop a thorough knowledge and skill base in the integration of Curriculum-Based Assessment as a component of the instructional design and decision-making processes used to develop appropriate instructional programs for children and youth with disabilities.

**511B-3 Advanced Remediation in Special Education.** Designed to provide the graduate student with experience in designing and implementing a remedial program. Prerequisite: 511A.

**512-3 Advanced Child and Family Assessment, Curriculum Methods and Evaluation in Early Childhood Special Education.** This course presents advanced coursework and practical experience in child and family assessment, development and 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: 400, 405, 412, or concurrent enrollment, and consent of instructor and chair.

**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: 400 and consent.

**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: 400 and consent.

**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 Educationally Handicapped Youth in Special Education.** Administration and interpretation of typical instruments used to gain information to be used in program planning for adolescents in special education programs. Designed to provide potential secondary teachers with thorough knowledge of testing procedures, this course will include supervised practicum in testing and development of remedial programs. Prerequisite: 411.

**517-2 The Atypical Child and Social Agencies.** A survey of social agencies contributing to the welfare and care of exceptional children. Emphasis is given to services rendered and to method of contact and costs. Specialists invited to appear before the class. Prerequisite: 400 and consent.

**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. Prerequisite: 400 and consent of 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.** Describes 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 handicapped school aged students in public school settings. Prerequisite: concurrent enrollment in 594 and Rehabilitation 406 or consent of 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. Prerequisite: Curriculum and Instruction 483 or consent of instructor.

**578-3 Legal Framework for Special Education Services.** Covers PL 94-142 (Education for all Handicapped Children Act) and Section 504: The Rehabilitation Act of 1973. Emphasis on both pieces of legislation with respect to provision of educational services for handicapped children and youth/young adults. Prerequisite: 400, or concurrent enrollment, 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 handicapped children. Open to graduate students in special education only. Prerequisite: 400, consent of instructor and department chair.

**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. Prerequisite: consent of 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. Prerequisite: consent of instructor.

**584-3 Doctoral Seminar: Research in Special Education.** An analysis of purposes, approaches, design, methodology, and applications of experimental studies of handicapping conditions, as they relate to special education. Prerequisite: 582, 583.

**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: 582, 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: 400, consent of 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. Prerequisite: consent of instructor.

**594-1 to 6 Practicum in Special Education.** Supervised experience in school or institutional programs for atypical children. Special research project. Open to graduate students only. Prerequisite: consent of instructor and department chair.

**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. Prerequisite: consent of 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. Prerequisite: consent of instructor.

**600-1 to 32 (1 to 12 per semester) Dissertation.** Prerequisite: consent of 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.