The Department of Counseling, Quantitative Methods, and Special Education offers an undergraduate major in special education, which entitles the student to qualify for the State of Illinois Professional Educator License with the Learning Behavior Specialist I endorsement. The special education major prepares teachers to teach students with disabilities, elementary and secondary levels of education receiving services along the full continuum of service delivery options. This program is fully approved by the Illinois State Board of Education and National Council for the Accreditation of Teacher Education (NCATE).

Admission:
To be considered a Special Education major students must meet the following requirements:
1. Meet the criteria for admission into the College of Education and Human Services Teacher Education Program.
2. Completion of a minimum of 30 semester hours in University Core Curriculum courses with an overall grade point average of 2.75 (4.0).
3. Passing score on the Illinois Basic Skills Test or the Illinois Test of Academic Proficiency or:
   ACT Plus Writing: 22 or higher on the ACT + Writing with a 19 or higher in combined English/Writing (for test dates prior to September 1, 2015) or a 16 in Writing (for test dates September 1, 2015 or later) - ACT Plus Writing must beEIS-verified; or
   SAT: composite of 1030 or higher (critical reading + mathematics) with a minimum of 450 in writing (for test dates prior to March 5, 2016) or a composite score of 1110 (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Tests (for test dates March 5, 2016 or later) - SAT Plus Writing must be EIS-verified. With the exception of the TAP, sub scores from different test dates cannot be combined.
Transfer students must meet University admission requirements to be a Special Education major.
Students who are currently enrolled or previously attended SIU in a major other than Special Education may request admission to the Special Education program.

Retention Criteria.
There are specific and sequential criteria for a student to be retained as a special education major. All program courses must be completed with a grade of C or better. Other retention criteria include: (a) attainment of an overall grade point average of 2.75, and (b) a favorable endorsement of the special education faculty.
To be eligible for the professional semester (EDUC 401A: Student Teaching) the student must have attained a minimum 2.75 GPA in the major.

Bachelor of Science Degree in Special Education Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Curriculum Requirements *</td>
<td>39</td>
</tr>
<tr>
<td>To include PSYC 102, EDUC 211, EDUC 214, and MATH 220 or CI 220</td>
<td></td>
</tr>
</tbody>
</table>
### Degree Requirements

<table>
<thead>
<tr>
<th>Requirements for Major in Special Education</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 300, SPED 410, SPED 411, SPED 417, SPED 418, SPED 419, SPED 421, SPED 422, SPED 423, SPED 425, SPED 430; additional requirements: MATH 388 or CI 388, CDS 328, ISAT 229</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Education Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 301, EDUC 302, EDUC 313, EDUC 319, EDUC 400, EDUC 401A</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

1 Check with your advisor to complete non-western civilization/third world culture requirement.

### Special Education Courses

**SPED300 - Intro to Special Education** 300-3 Introduction to Special Education. An overview of characteristics of all types of exceptional children and youth including physical, mental, emotional and social traits. The course also covers the effects of disabling conditions in learning situations, and an overview of the history of special education including legislation and litigation.

**SPED315 - Teaching Math** 315-3 Teaching Mathematics in the Elementary School. Objectives of mathematics education, learning theory as it is related to mathematics, major concepts to be taught, modern approaches to instruction with emphasis on the use of concrete learning aids. Four class hours and two laboratory hours per week. Prerequisite: An overall GPA of 2.5 or consent of instructor. Restricted to junior standing.

**SPED403 - Characteristics Child/Youth Gifted** 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 the department chair.

**SPED405 - Early Childhood Sped Methods** 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.

**SPED408 - C&M Teach Exceptional Child** 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.

**SPED409 - Cross-Cultural Studies** 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.

**SPED410 - Inst Plan Student-Disabilities** 410-3 Instructional Planning for Students with Disabilities. This course presents the learning characteristics of children and youth with learning disabilities, emotional/behavior disorders, intellectual disabilities and autism spectrum disorders. Instructional
planning, classroom management and integration of related services will be examined. Prerequisite: SPED 300 or 420 or concurrent enrollment.

**SPED411 - Assessment in Special Ed**  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. Prerequisite: SPED 300 or 420, 410, or concurrent enrollment. Laboratory fee: $15.

**SPED412 - Intro Assessment: E.C.S.E**  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. Prerequisite: SPED 300/420 or concurrent enrollment or consent of instructor. Fee: $15.

**SPED417 - Behvr Mgmt: Child/Youth Disabs**  417-3 Behavior Management for Children and Youth with Disabilities. This 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.

**SPED418 - Methods Teach Functnl Curr**  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 the TEP as a special education major, or consent of instructor.

**SPED419 - Academic Methods**  419-3 Academic Methods and Materials for Student 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 the Teacher Education Program as a special education major.

**SPED420 - Advanced Theories & Practices**  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.

**SPED421 - Read Content Students Disablts**  421-3 Reading in the Content Areas for Students with Disabilities. This course prepares pre-service special educators to deliver effective content area reading instruction to struggling readers with disabilities mainly in middle and secondary schools. Specifically, students will develop a knowledge base of research and best practices for developing academic vocabulary, reading comprehension, and background knowledge in science and social studies. In addition, students will develop a repertoire of teaching skills to provide instruction to struggling middle and secondary school readers. The course content will include: (a) designing and implementing individualized education programs in accordance with Illinois Professional Teaching Standards, LBS I Standards and CEC Common Core Standards; (b) developing and utilizing assessment tools to design and implement reading instruction in content areas; (c) identifying and utilizing evidence-based instructional strategies in academic content areas; (d) developing and integrating reading elements, writing and study skills instruction into content areas; (e) developing and implementing adaptations to assessment and instructional activities; and (f) identifying and using technology applications to design individualized instructional lessons, monitor instructional effectiveness, and to report results of student outcomes. Prerequisites: SPED 300, 410, 411, 422 and 423 with grades of C or better.

**SPED422 - Teach Read Elementary School**  422-3 Teaching Reading in the Elementary School. 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 for students with reading difficulties at the elementary level. Prerequisites: SPED 300 or SPED 420 with grades of C or better or concurrent enrollment.

**SPED423 - General Procedures Special Ed**  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.

**SPED425 - Home-School Coordination SPED** 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: SPED 300 or 420, 410, 411, 423 with grades of C or better or concurrent enrollment.

**SPED430 - Secondary Programming** 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, 423 with grades of C or better or concurrent enrollment.

**SPED431 - Work Stdy Adol Severely Disbld** 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.

**SPED490 - Readings in Special Education** 490-1 to 4 Readings in Special Education. Study of a highly specific problem area in the education of exceptional children. Open only to selected seniors. Not for graduate credit. Prerequisite: SPED 300. Special approval needed.

**SPED494A - Practicum in SPED-Assessment** 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. Prerequisite: SPED 300 or 420 and 410 with grades of C or better.

**SPED494B - Practicum-Functional Curriculum** 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.

**SPED495 - Internship-Special Education** 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 the Program Coordinator.

**SPED500 - Res Issues in Special Educ** 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.

**SPED501 - Methods: Severe Behv** 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.

**SPED503 - Progs-Gifted & Talented** 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.

**SPED505 - Organize Implement EC SPED** 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 SPED 420, SPED 412 and SPED 405.

**SPED511A - Adv Inst Design & Mthds** 511A-3 Advanced Instructional Design and Methodology for Students with Disabilities. 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.

**SPED511B - Curr Inst Remed Lrn Disblties** 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.

**SPED512 - Advanced ECSE** 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 curriculum packages, conduct evaluations and write assessment reports. Practical experience will be an integral part of this course. Prerequisites: SPED 300 or 420, 405 and 412.

**SPED513 - Orgnzd, Admtn & Superv** 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 SPED 420. Special approval needed from program coordinator.

**SPED514 - Sim Admin Tasks in SPED** 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.

**SPED515 - Collab-Based Delivery Systems** 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.

**SPED516 - Adv Assess Diverse Learners** 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: SPED 411 or consent of instructor.

**SPED517 - System Care Exc Chld Yth** 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.

**SPED518 - Workshop in Special Educ** 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.

**SPED519 - Career Dev Opp-Educ Handic Yth** 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: SPED 430.

**SPED550 - Behave Mgt Except Child Youth** 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.

**SPED560 - Inservice Delivery** 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.

**SPED578 - Legal Framework Services** 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 SPED 420, or consent of instructor.

**SPED580 - Master Sem-Issues & Trends** 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.

**SPED582 - P M Sem-Theory & Models** 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.

**SPED583 - P M Sem-Prog Coordination** 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.

**SPED584 - Issues in Int'l Special Educ** 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 educations 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.

**SPED585 - Doctoral Sem-Evaluation** 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.

**SPED586 - Proseminar in Special Educ** 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 special approval from the adviser and department chair.

**SPED590 - Readings in SPED** 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.

**SPED591 - Independent Investigation** 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.

**SPED594A - Practicum SPED Behav Intervntn** 594A-1 to 6 Practicum in Special Education-Behavior Interventions. A capstone field-based experience for special educators seeking advanced preparation in
the field of special education. Student will select the appropriate practicum experience as appropriate for his/her program of study or Learning Behavior Specialist II certification.

**SPED594B - Practicum SPED Curr Adaptation** 594B-1 to 6 Practicum in Special Education-Curriculum Adaptation. A capstone field-based experience for special educators seeking advanced preparation in the field of special education. Student will select the appropriate practicum experience as appropriate for his/her program of study or Learning Behavior Specialist II certification.

**SPED594C - Practicum SPED-Mltp Disabilities** 594C-1 to 6 Practicum in Special Education-Multiple Disabilities. A capstone field-based experience for special educators seeking advanced preparation in the field of special education. Student will select the appropriate practicum experience as appropriate for his/her program of study or Learning Behavior Specialist II certification.

**SPED594D - Practicum SPED-Early Child** 594D-1 to 6 Practicum in Special Education-Early Childhood Special Education. A capstone field-based experience for special educators seeking advanced preparation in the field of special education. Student will select the appropriate practicum experience as appropriate for his/her program of study or Learning Behavior Specialist II certification.

**SPED594E - Practicum SPED-Supervision** 594E-1 to 6 Practicum in Special Education-Supervision. A capstone field-based experience for special educators seeking advanced preparation in the field of special education. Student will select the appropriate practicum experience as appropriate for his/her program of study or Learning Behavior Specialist II certification.

**SPED595A - Intern-Res & Applied Studies** 595A-1 to 12 (1 to 6) Internship-Research and Applied Studies. 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. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

**SPED595B - Internship-Evaluation** 595B-1 to 12 (1 to 6) Internship-Evaluation. 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. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

**SPED595C - Internship-Administration** 595C-1 to 12 (1 to 6) Internship-Administration. 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. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

**SPED595D - Internship-Univ Teaching** 595D-1 to 12 (1 to 6) Internship-University Teaching. 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. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

**SPED595E - Intern-Prog Plan & Mgt** 595E-1 to 12 (1 to 6) Internship-Program Planning and Management. 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. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

**SPED595F - Internship-Supervision** 595F-1 to 12 (1 to 6) Internship-Supervision. 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. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

**SPED595G - Intern-Spec Delivery Systems** 595G-1 to 12 (1 to 6) Internship-Specialized Delivery Systems. 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. Interns will participate in regularly scheduled on-campus or on-site seminars with the university and field internship supervisors.

**SPED599A - Thesis** 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.

**SPED599B - Research Paper** 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.

**SPED600 - Dissertation** 600-1 to 32 (1 to 12 per semester) Dissertation. Special approval needed from the chair.

**SPED601 - Continuing Enrollment** 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.

**SPED699 - Postdoctoral Research** 699-1 Postdoctoral Research. Must be a Postdoctoral Fellow. Concurrent enrollment in any other course is not permitted.

### Special Education Faculty

- **Anastasiou, Dimitris**, Associate Professor, Ph.D., National and Kapodistrian University of Athens, 2004.
- **Bates, Paul**, Professor, Emeritus, Ph.D., University of Wisconsin, 1978.
- **Bruns, Deborah**, Professor, Ph.D., University of Illinois at Urbana-Champaign, 2000.
- **Crowner, James**, Professor, Emeritus, Ph.D., Michigan State University, 1960.
- **Ewing, Norma J.**, Associate Professor, Emerita, Ph.D., Southern Illinois University, 1974.
- **Hisama, Toshiaki**, Associate Professor, Emeritus, Ph.D., University of Oregon, 1971.
- **Juul, Kristen D.**, Professor, Emeritus, Ed.D., Wayne State University, 1953.
- **May, Michael E.**, Associate Professor, Ph.D., Vanderbilt University, 2007.
- **Miller, Sidney R.**, Professor, Emeritus, Ph.D., Pennsylvania State University, 1974.
- **Mundschenk, Nancy**, Associate Professor, Ph.D., University of Iowa, 1992.

Last updated: 02/15/2017

### Southern Illinois University

Carbondale, IL 62901
Phone: (618) 453-2121

### Catalog Year Statement:

Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.