SIU CARBONDALE Southern Illinois University

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Special Education

The School of 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, the Council for the Accreditation of Educator Preparation (CAEP), and the Council for Exceptional Children (CEC).

To be considered a Special Education major, students must meet the criteria for admission into the Teacher Education Program (TEP). Enrollment and completion of Special Education courses does not guarantee admission into the TEP. Students must meet all qualifications to remain a Special Education major and qualify for and complete all of the clinical experiences directed by TEP.

Transfer students must meet University admission requirements to be a Special Education major. Students who are currently enrolled or previously attended SIU Carbondale 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 (B.S.) in Special Education Degree Requirements

Degree Requirements	Credit Hours
University Core Curriculum Requirements [1]	39
To include: PSYC 102, EDUC 211, EDUC 214, and MATH 220 or ELED 220	
Requirements for Major in Special Education	39
SPED 200, SPED 410, SPED 411, SPED 417, SPED 418, SPED 419, SPED 421, SPED 422, SPED 423, SPED 425, SPED 430; additional requirements: MATH 388, CDS 328	
Professional Education Requirements	25
EDUC 301, EDUC 303, EDUC 313, EDUC 319, EDUC 400, EDUC 401A	
Electives	17

Degree Requirements	Credit Hours
Total	120

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

Special Education Courses

SPED200 - 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. Restricted to undergraduate students. Credit Hours: 3. Credit Hours: 3

SPED405 - Introduction to Early Childhood Special Education Methods: Infants, Toddlers, and Preschoolers with 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. Credit Hours: 3

SPED408 - 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. Credit Hours: 3

SPED409 - 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 200 with a grade of C or better or consent of instructor and department chair. Credit Hours: 1-6

SPED410 - 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 200 or SPED 420 with a grade of C or better or concurrent enrollment. Credit Hours: 3

SPED411 - 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 200 or SPED 420, and SPED 410 with a grade of C or better. Laboratory fee: $15. Credit Hours: 3

SPED412 - 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 200 or SPED 420 or concurrent enrollment with a grade of C or better or consent of instructor. Fee: $15. Credit Hours: 3

SPED417 - 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 200 or SPED 420 with a grade of C or better, SPED 410, SPED 411, SPED 423, and must be admitted to the TEP as a special education major, or consent of instructor. Credit Hours: 3

SPED418 - 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 200 or SPED 420 with a grade of C or better, SPED 410, and SPED 423, and must be admitted to the TEP as a special education major, or consent of instructor. Credit Hours: 3

SPED419 - 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 200 or SPED 420 with a grade of C or better, SPED 410, SPED 411, SPED 423 and must be admitted to the Teacher Education Program as a special education major. Credit Hours: 3

SPED420 - 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. Restricted to graduate students (SPED 200 for undergraduate students). Credit Hours: 3

SPED421 - 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 200, SPED 410, SPED 411, SPED 422 and SPED 423 with grades of C or better. Credit Hours: 3

SPED422 - 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 200 or SPED 420 with grades of C or better or concurrent enrollment. Credit Hours: 3

SPED423 - 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 200 or SPED 420 with a grade of C or better, SPED 410, SPED 411 or concurrent enrollment. Credit Hours: 3

SPED425 - 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 200 or SPED 420, SPED 410, SPED 411, SPED 423 with grades of C or better or concurrent enrollment. Credit Hours: 3

SPED430 - 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 200 or SPED 420, SPED 410, SPED 411, SPED 423 with grades of C or better or concurrent enrollment. Credit Hours: 3

SPED431 - 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. Credit Hours: 3

SPED490 - Readings in Special Education Study of a highly specific problem area in the education of exceptional children. Open only to selected 4th Year students. Not for graduate credit. Prerequisite: SPED 200 with a grade of C or better. Special approval needed. Credit Hours: 1-4

SPED494A - 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 200 or SPED 420 and SPED 410 with grades of C or better. Credit Hours: 1

SPED494B - 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 200 or SPED 420, SPED 410, SPED 411, SPED 423 with grades of C or better and must be admitted to Teacher Education Program. Credit Hours: 1

SPED495 - 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. Credit Hours: 1-6

Special Education Faculty

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

Yoho, Louise, Assistant Professor, Ph.D., Claremont Graduate University, 2017.

Emeriti Faculty

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.

Miller, Sidney R., Professor, Emeritus, Ph.D., Pennsylvania State University, 1974.

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

Last updated: 05/21/2026