Special Education

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 be EIS-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 Tes (for test dates March 5, 2016 or later) - SAT Plus Writing must be ELIS-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.

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>
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<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</td>
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^ University Core Curriculum Requirements include PSYC 102, EDUC 211, EDUC 214, and MATH 220 or CI 220.
### Degree Requirements

<table>
<thead>
<tr>
<th>Requirements for Major in Special Education</th>
<th>Credit Hours</th>
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<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>
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**Professional Education Requirements**

| EDUC 301, EDUC 302, EDUC 313, EDUC 319, EDUC 400, EDUC 401A | 26 |

**Additional Degree Requirements**

| 9 |

**Total**

| 120 |

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

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### 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 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 Curriculm 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.

Special Education Faculty

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

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**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.