

Special Education

Department:

Graduate Studies

Chairperson:

Cathryn Busch

Faculty:

Carl Lawson

Flora Luseno

Degree(s)/Certification(s):

M.S. Ed. in Special Education

Content Designations:

S ED

The Special Education program leads to a Master's of Science in Education degree in Special Education. Completion of the degree program qualifies students for the K-12, Illinois Standard Learning Behavior Specialist I (cross-categorical) certificate. The master's degree program in special education is accredited by the Council for Exceptional Children (CEC).

Applicants intending to apply to the Master's of Science in Education degree in Special Education program must:

1. submit proof of successful completion of Illinois Certification Test of Basic Skills;
2. provide transcript(s) as evidence of a baccalaureate degree from an accredited college or university;
3. demonstrate that the final 60 credit hours of undergraduate and/or graduate courses demonstrate a minimum G.P.A. of 2.75;
4. demonstrate completion of 18 credit hours of coursework beyond the introductory level and at the 200 level or above in an approved undergraduate major with a minimum G.P.A. of 3.0 and a minimum grade of C.
5. present a valid Illinois Teaching Certificate;
6. present written recommendations from two school administrators and/or supervisors familiar with the applicant's work.

General Requirements

- Students are responsible for meeting the program and College requirements in effect at the time they officially register in a program leading to advanced certification at Chicago State University, regardless of when they were admitted to the university.
- Admission to the program is contingent upon good academic standing and acceptance by the department.
- Admission to the College of Education is required prior to registration in any professional education courses.
- A full academic schedule of courses for graduate students is nine semester credit hours. Exceptions to this policy may be made only with the approval of the department.
- Completion of SPED 5301 and ELED 5140, 5150, 5170, and 5180, or pass new ICTS General

Curriculum Certification test after completion of SED 5476, 5477, and SED 5304, 5476, and 5477.

- Completion of 34 credit hours at the graduate level in a degree program. Credit hours in student teaching earned in SPED 5475 will not be counted toward the degree.
- Comprehensive examinations near the completion of the degree option after demonstrating successful completion of LBS1 Illinois test.
- Completion of a Master's Thesis / Project in Special Education towards the end of the degree program.
- A minimum of half the courses applied to the satisfaction of master's degree requirements at the 5000-level.
- Proof of passing the Illinois Certification Tests in Learning Behavior Specialist I prior to registering for comprehensive exams and Assessment of Professional Teaching (Special K-12) prior to completion of S ED 5488, and the Illinois General Curriculum Certification Test prior to enrolling in Cross Categorical Practicum (SED 5488).
- All master's degree requirements must be completed within six years.
- **Note:** *Candidates must abide by all College policies stated in this catalog, unless exceptions or adherence to higher expectations are noted in program documentation*

Specific Requirements / 37 credit hours

Learning Behavior Specialist I

S ED 5304, 5476, 5477, 5478, 5481, 5482, 5484, 5487, 5489, 5488 and 5492

Non-Certified Candidates

Non-certified candidates are required to complete courses in general education and professional education as follows:

General Education

A minimum grade of C in the following undergraduate coursework satisfying general education requirements:

- a. Three credit hours in each of composition II, speech, college level mathematics, biological science, physical science (at least one science course must include a laboratory).
- b. Nine credit hours from at least two disciplines in the humanities— fine arts (art, music, theater), foreign language, literature, philosophy.
- c. Nine credit hours in the following social sciences – U.S. history or American national government; child and adolescent psychology; and one course from history, geography, economics, political science, anthropology, psychology, or sociology.
- d. One course incorporating multicultural or global perspectives.

Professional Education

ED 1520/5650, 2000/5000, 5312; PSYC 2020/5830; ELED 3010/5520 or ED 5500*; ELED 5170*, 5180*; S ED 5301, 5475*.

**Restricted to students admitted to the College of Education.*

Admission to the College of Education, which includes successful completion of the Illinois Certification Test of Basic Skills, is required prior to registration in any professional education courses other than ED 1520/5650, 2000/5000, 5312; PSYC 2020/5830; ELED 3010/5520; S ED 5301. Illinois teaching

certification requires that graduate students in the master's degree program leading to certification complete student teaching in special education unless they already hold an Initial or Standard Illinois teacher certificate and have teaching experience. Admission to the master's degree program cannot be approved for applicants who are either uncertified or not experienced teachers until they are admitted to the College of Education.

Special Education (S ED)

Course Offerings

4092/092 ILLINOIS SPECIAL EDUCATION TEACHER CERTIFICATION REVIEW /15 (1)

Prerequisite: Course will be taken prior to student teaching. Course is restricted to students currently enrolled in the program and CSU program completers.

Review of special education theory and practice in preparation for the State Teacher Certification LBS1 Examination. May not be counted for degree credit.

5301/301 CHARACTERISTICS OF EXCEPTIONAL CHILDREN/Field (3)

Prerequisite: PSYC 2040.

Psychological theories concerning exceptional children. Identification, etiology, characteristics of intellectual, physical, emotional, social, behavioral, and educational variance. Fifteen clock hours of field observation.

5303/303 TEACHING STUDENTS WITH EXCEPTIONAL NEEDS /FIELD (2)

Prerequisites: SED 5301; Admission to the College of Education and completion of one methods course.

Classroom organization, curricular modification, and methods of teaching exceptional learners in the general education class. Focus on the following exceptionalities: gifted, learning disability, mild mental retardation, and autism. Emphasis placed on curricular modifications, alternative strategies, assessment and collaborative efforts with family, community members and related services personnel. Fifteen hours of observation.

5304/304 SPEECH AND LANGUAGE DEVELOPMENT AND THE CLASSROOM TEACHER (3)

Prerequisite: S ED 5301.

A study of the developmental aspects of speech and language. Emphases are placed on development during the early childhood stage and techniques for encouraging good speech and language in the classroom.

Note: All graduate students are eligible to enroll in 500-level classes, except those designated as restricted to master's degree students or requiring departmental permission. Prior consultation with the department is recommended.

5475/475 CROSS CATEGORICAL PRACTICUM (6)

Prerequisite: Completion of College of Education requirements for student teaching, completion of all other coursework in the approved program, and consent of the department; a passing score on the subject matter/content area and the Illinois General Curriculum Certification tests within the last five years.

Student teaching with elementary and high school students eligible for special education services. Designed to prepare prospective teachers for full-time classroom responsibilities in a setting which serves

students who exhibit two of the following characteristics: emotional behavioral disorders, mild mental retardation (EMH), and learning disabilities. Credit not applicable to master's degree in special education.

5476/476 CHARACTERISTICS OF LEARNERS WITH BEHAVIORAL, LEARNING AND COGNITIVE DISABILITIES /FIELD (4)

Prerequisites: SED 5301.

Historical foundations, characteristics, identification and educational needs of learners with behavioral, learning and cognitive disabilities. Current definitions and classification systems, prevalence, terminology, social and behavioral characteristics, diagnostic and remedial procedures, and controversial issues in the field of behavioral, learning and cognitive disabilities. Fifteen hours of observation.

5477/477 CHARACTERISTICS AND INSTRUCTIONAL ADAPTATIONS FOR LEARNERS WITH PHYSICAL AND HEALTH DISABILITIES /FIELD (3)

Prerequisites: SED 5301.

History, characteristics, identification, etiology, and strategies for teaching learners with physical and health disabilities. Current definitions and classification systems, prevalence, terminology, behavioral characteristics, diagnostic and remedial procedures, social adjustments and controversial issues in field. Fifteen hours of tutoring and teacher aiding.

5478/478 COLLABORATIVE RELATIONSHIPS WITH FAMILIES WITH FAMILIES AND PROFESSIONALS (3)

Prerequisites: SED 5476.

Basic concepts in supervision applied to consultation and collaboration with special educators, regular educators, parents and other interested parties. Understanding of special education procedures, school programs and legal rights. In-depth explorations of issues of culture, race, ethnicity and socioeconomic standing as related to working with parents and professionals.

5481/481 ADAPTIVE SKILLS FOR LEARNERS WITH SPECIAL NEEDS (3)

Prerequisites: SED 5476; READ 5290.

Methods and strategies to assist students with special needs develop critical adaptive skills. Emphasis will be placed on strategies for assessing and teaching functional academic and life skills needed by students to live independently in their home, school, and community settings.

5482/482 CURRICULAR ADAPTATIONS FOR LEARNERS WITH SPECIAL NEEDS (3)

Prerequisites: SED 5476; READ5290.

Advanced teaching methods, materials, and intervention strategies for learners with disabilities in a variety of educational settings.

5484/484 CLASSROOM MANAGEMENT OF LEARNERS WITH SPECIAL NEEDS (3)

Prerequisites: SED 5476.

Essential skills in functional assessment, applied behavior analysis, behavior management appropriate for improving academic and social skills of learners with special needs; emphasis on designing learning environments that allow educators to teach academic and pro-social behaviors through the application of behavioral technology.

5487/487 ASSESSMENT MEASUREMENT AND EVALUATION OF LEARNERS WITH SPECIAL NEEDS (3)

Prerequisites: Graduate Standing, SED 5476 and 5477.

An introduction to descriptive statistics, measurement theory, and tests used to assess intelligence, school achievement, aptitude, language development and social and emotional adjustment of exceptional children. Theoretical and practical aspects of assessing learners with special needs. Administration, interpretation and evaluation of a variety of formal assessment instruments; diagnosis and prescriptions.

5489/489 LEADERSHIP & PROFESSIONAL CONDUCT (3)

Prerequisites: S ED 5301, 5476, and 5477.

Focus on theoretical and practical aspects of assessing learners with special needs. Information covered will consist of an overview of descriptive statistics and tests used to assess intelligence, school achievement, and aptitude of exceptional children. Techniques for administration, scoring, and interpretation are covered for a variety of norm referenced and criterion referenced assessment instruments. Case study reviews and interpretation are a major component for the course.

5488/488 INTERNSHIP IN SPECIAL EDUCATION /FIELD (3)

Prerequisites: SED 5476, 5477, 5481 AND 5482.

Applied practice in approved field settings (70 hours). Students will utilize knowledge and skills learned in characteristics and methods courses to successfully educate children and youth across a range of disability areas in academic subjects, functional life skills and social behavior.

5305/305 STRESS MANAGEMENT FOR SPECIAL EDUCATION TEACHERS (3)

Prerequisite: S ED 301 and consent of the department

A study of psychological and physiological stress and related symptoms with an emphasis on the development of practical coping skills in the school and classroom.

5311/311 CHARACTERISTICS OF CHILDREN AND YOUTH WITH MENTAL RETARDATION (3)

Prerequisite: S ED 301.

Advanced study of mental retardation, including prevalence, definitions, classification systems, etiology, behavioral and learning characteristics, and problems of parental adjustment.

5313/313 TEACHING READING TO CHILDREN AND YOUTH WITH MENTAL RETARDATION (3)

Prerequisite: S ED 311 and admission to the College of Education.

A study of teaching methods, materials, and organizational patterns used in teaching functional reading to children and youth who are mentally retarded.

5315/315 OCCUPATIONAL PROBLEMS AND PROCEDURES FOR SPECIAL NEEDS STUDENTS (3)

Prerequisite: Consent of the department.

Employment opportunities, work experience, legal aspects, community agencies, and importance of academic areas to occupational adjustment for the mentally and physically disabled.

5317/317 TECHNOLOGY FOR SPECIAL EDUCATION TEACHERS (3)

An overview of technological devices and applications in special education. Emphasis is placed on computer assisted instruction (CAI) and the use of assistance devices for learning and daily living requirements for people with disabilities.

5400 NEUROLOGICAL FOUNDATIONS OF LEARNING AND LEARNING PROBLEMS (3)

Prerequisite: Consent of the department.

A review of brain-function research and literature relating to human learning and learning problems and related topics including language, cognition, information processing, learning styles, psychomotor skills and affect. Emphasis is on educational applications and remediation of learning problems in children.

5406 DIAGNOSTIC TESTING OF CHILDREN WITH LEARNING PROBLEMS /FIELD (3)

Prerequisite: SPED 302.

Administration, interpretation, and evaluation of psychoeducational measuring devices, diagnosis, and prescription. Twenty clock hours of clinical experiences. Credit not given for both SPED 433 and 406.

Additional course fee.

5450/450 ASSESSMENT AND EVALUATION OF THE GIFTED /FIELD (3)

Prerequisite: S ED 5452 and consent of the department.

Administration and interpretation of current assessment tools appropriate for groups of intellectually gifted children from varied backgrounds. Twenty hours of clinical experience.

5451/451 ANALYSIS OF GIFTED PROGRAMMING /FIELD (3)

Prerequisites: S ED, 5450, 5452, 5453.

On-site analysis and evaluation of gifted programs in elementary and high schools. Students compare theoretical models for gifted programs to operating gifted classes and programs. Thirty hours of structured observation.

5452/452 CHARACTERISTICS OF GIFTEDNESS (3)

Identification, characteristics, etiology, and criteria for evaluation of gifted children and youth.

5453/453 EDUCATION OF THE GIFTED CHILD /FIELD (3)

Prerequisites: SPED 5452 and consent of the department.

Teaching methods, materials, and intervention strategies for gifted children and youth. Thirty hours of classroom experience.

5454/454 ADVANCED CURRICULUM DEVELOPMENT FOR GIFTED STUDENTS (3)

Detailed analysis of Guilford's Structure of Intellect and Gardner's Multiple Intelligence with application of these models to classroom activities for the brighter child.

5461/461 CLINICAL TEACHING I: PRESCHOOL HANDICAPPED /FIELD (3)

Prerequisite: Consent of the department.

Practice in designing and implementing specific teaching strategies in a preschool class. Emphasis will be

placed on prescriptive teaching. Twenty hours of classroom experience.

5466/466 INFANCY, RISK, AND DEVELOPMENT (3)

Normal developmental expectations, risks to development and handicapping conditions during infancy. The need for early intervention as well as approaches to optimize the development of at-risk infants are stressed. Educational strategies for working with at-risk infants and their families are included.

5490/490 WORKSHOP ON SELECTED TOPICS IN SPECIAL EDUCATION (1-3)

Prerequisite: Consent of the department.

Advanced study of selected topics pertaining to the field of special education with emphasis on topics having a high degree of contemporary relevance. (May be repeated for a maximum of six credit hours.)

5491/491 RESEARCH FINDINGS FOR SPECIAL EDUCATION TEACHERS (3)

Prerequisite: Consent of the department.

Study of the applications of research findings to classroom teaching practice in special education. Classic and contemporary studies are reviewed and implications for methodology and program organization are discussed.

5493/493 SPECIAL STUDY IN SPECIAL EDUCATION (3)

Prerequisite: Consent of the instructor.

Independent study and directed field research in an urban setting with emphasis on cooperative research investigation.