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Special Education

The School of Education offers programs leading to a Graduate Certificate in Special Education, Master's Degree in Education in Special Education, and a Doctor of Philosophy in Education with a Concentration in Special Education.

Graduate Certificate in Special Education

The faculty, staff and students in the special education program are committed to making a positive difference in the lives of their students with disabilities and their families by increasing their success in school, work, community, and living environments. The graduate certificate plan of study in special education is designed to enhance the applicant's experience and expertise through academic study, research, and clinical opportunities. Program completers with a current Professional Education License (PEL) in Illinois will be eligible for the Illinois State Board of Education endorsement for the Learning Behavior Specialist I (LBS I) in:

- K–Grade 3 (for educators who already hold an early childhood self-contained general education endorsement)
- Grade 1–6 (for educators who already hold an elementary education endorsement)
- Grade 6–12 (for educators who already hold a secondary education endorsement)

The LBS I endorsement also requires a passing score on the LBS I (155) test.

Applicants for the Graduate Certificate in Special Education must meet the criteria for admission to the Graduate School. In addition, candidates must submit a department application form, a letter of application, all undergraduate and graduate transcripts, and two letters of reference to the department. The Special Education Graduate committee will evaluate the application materials and make appropriate recommendations for acceptance or rejection of admission to the program. It is the responsibility of the committee to exercise professional judgement related to the criteria that applicants must meet in order to be considered for admission to the program. Students will be informed in writing of the Special Education Graduate Committee's decision.

Graduate Certificate Program Admission Criteria

Admission to the Graduate Certificate Program in Special Education will be based upon the following criteria:

1. A baccalaureate degree in elementary education, secondary education or a related field such as social work or psychology.
2. Current Professional Education License (PEL) with endorsement in a teaching area in the state of Illinois.
3. Undergraduate grade point of 2.75 or higher on a 4.0 scale.
4. A minimum of two letters of recommendation, which on the whole, clearly attest to the professional dispositions of a special education professional as articulated in the CEC Code of Ethics and Standards for Professional Practice, and predict academic success at the graduate level.
5. A letter of application (approximately 400 words) in which the applicant summarizes his/her professional goals, career objectives, research interests, motivation for graduate work and other pertinent information.

6. Departmental application form.

All application requirements must be completed before consideration of an applicant for admission. The Graduate Committee evaluates the credentials of each applicant. When an application file is complete, it will be referred to the Graduate Committee to review at their next scheduled meeting.

Students may be required to complete an interview with the Special Education faculty.

Program Requirements

Coursework*

- SPED 411   Assessment in Special Education (3 credits)
- SPED 417   Behavior Management for Children and Youth with Disabilities (3 credits)
- SPED 418   Methods and Materials for Teaching a Functional Curriculum (3 credits)
- SPED 419   Academic Methods and Materials for Student with Disabilities (3 credits)
- SPED 420   Advanced Theories and Practices in Special Education (3 credits)
- SPED 423   General Procedures in Special Education (3 credits)
- ELECTIVE   (Based on the applicant's current PEL restrictions) (3 credits)

Total credits: 21 hours

*Up to 15 hours of coursework for the Graduate Certificate program may count toward the 30-credit-hour requirement for completing the Master's of Education in Special Education degree described below.

Retention Criteria

For a student to be retained in the Graduate Certificate program, students must complete all coursework with a minimum grade of B and demonstrate acceptable professional behaviors which the faculty deem essential for competent and effective educators, and which are articulated in the Council for Exceptional Children (CEC) Code of Ethics and Standards for Professional Practice for Special Educators.

Application Procedures

Applicants must submit all of the following items to be considered for admission to the Graduate Certificate program in Special Education:

1. Graduate School Application.
2. Official Transcripts. Official transcripts of all previous undergraduate and graduate college work at institutions other than SIU should be sent directly to the Graduate Secretary, Department of Counseling, Quantitative Methods, and Special Education, Southern Illinois University at Carbondale, IL 62901-4618.
3. Department Application Form. This form includes pertinent biographical information and professional experience.
4. Letter of Application (approximately 400 words) in which the applicant summarizes professional goals, including career objectives, research interests, motivation for graduate work, and other pertinent information.
5. Copy of All Professional licensures or certificates.
6. Letters of Recommendation. Applicants must submit at least two letters of reference which attest to your professional competence, academic preparation, and potential for graduate work. Ideally one letter should be from a college or university professor who can discuss you academic abilities, and one should be from an administrator or colleague who can authoritatively describe your professional experience and potential.
Master of Science in Education in Special Education degree (with LBS-I Endorsement)

*Enrollments in Education in Special Education (M.S., Ph.D.) have been suspended indefinitely.

Applicants for the Master of Science in Education in special education degree must meet the criteria for admission to the Graduate School. In addition, candidates must submit a department application form, a letter of application, all undergraduate and graduate transcripts, and two letters of reference to the department. The Special Education Graduate Committee will evaluate the application materials and make appropriate recommendations for acceptance or rejection of admission to the program. It is the responsibility of the committee to exercise professional judgment related to the criteria that applicants must meet in order to be considered for admission to the program. Students will be informed in writing of the Special Education Graduate Committee's decision. Upon admission to the program, the student will be assigned an adviser with whom he/she will design a Graduate Degree Plan.

Master's Program Admission Criteria

Admission to the Masters Program in Special Education will be based upon the following criteria:

1. A baccalaureate degree in elementary education, secondary education or a related field such as social work or psychology.
2. Current Professional Education License (PEL) with endorsement in a teaching area in the state of Illinois.
3. Undergraduate grade point of 2.75 or higher on a 4.0 scale.
4. A minimum of two letters of recommendation, which on the whole, clearly attest to the professional dispositions of a special education professional as articulated in the CEC Code of Ethics and Standards for Professional Practice, and predict academic success at the graduate level.
5. A letter of application (approximately 400 words) in which the applicant summarizes his/her professional goals, career objectives, research interests, motivation for graduate work and other pertinent information.
6. Departmental application form.

All applications requirements must be completed before consideration of an applicant for admission. The Graduate Committee evaluates the credentials of each applicant. When an application file is complete, it will be referred to the Graduate Committee to review at their next scheduled meeting. Students may be required to complete an interview with the Special Education faculty.

Program Requirements

The Master of Science in Education degree in Special Education requires a minimum of 30 semester hours. Program requirements include the following courses:

Coursework

- SPED 411 Assessment in Special Education (3 credits)
- SPED 417 Behavior Management for Children and Youth with Disabilities (3 credits)
- SPED 418 Methods and Materials for Teaching a Functional Curriculum (3 credits)
- SPED 419 Academic Methods and Materials for Student with Disabilities (3 credits)
- SPED 420 Advanced Theories and Practices in Special Education (3 credits)
- SPED 423 General Procedures in Special Education (3 credits)
- ELECTIVE (Based on the applicant's current PEL restrictions) (3 credits)
- SPED 500 Research Issues in Special Education (3 credits)
- SPED 578 Legal Framework for Special Education (3 credits)
- SPED 591 Independent Investigation (3 credits)

Total credits: 30 hours
Master of Science in Education in Special Education degree (No LBS-I Endorsement)

*Enrollments in Education in Special Education (M.S., Ph.D.) have been suspended indefinitely.

Applicants for the Master of Science in Education in special education degree who are not seeking the LBS-I endorsement must meet the criteria for admission to the Graduate School. In addition, candidates must submit a department application form, a letter of application, all undergraduate and graduate transcripts, and two letters of reference to the department. The Special Education Graduate Committee will evaluate the application materials and make appropriate recommendations for acceptance or rejection of admission to the program. It is the responsibility of the committee to exercise professional judgement related to the criteria that applicants must meet in order to be considered for admission to the program. Students will be informed in writing of the Special Education Graduate Committee's decision. Upon admission to the program, the student will be assigned an advisor with whom he/she will design a Graduate Degree Plan.

Master's Program Admission Criteria

Admission to the Masters Program in Special Education will be based upon the following criteria:

1. A baccalaureate degree in special education, elementary education, secondary education or a related field such as social work or psychology.
2. Undergraduate grade point of 2.75 or higher on a 4.0 scale.
3. A minimum of two letters of recommendation, which on the whole, clearly attest to the professional dispositions of a special education professional as articulated in the CEC Code of Ethics and Standards for Professional Practice, and predict academic success at the graduate level.
4. A letter of application (approximately 400 words) in which the applicant summarizes his/her professional goals, career objectives, research interests, motivation for graduate work and other pertinent information.
5. Departmental application form.

All application requirements must be complete before consideration of an applicant for admission. The Graduate Committee evaluates the credentials of each applicant. When an application file is complete, it will be referred to the Graduate Committee to review at their next scheduled meeting. Students may be required to complete an interview with the Special Education faculty.

Program Requirements

The Master of Science in Education degree in Special Education requires a minimum of 30 semester hours. Program requirements include the following courses:

Core Coursework

- SPED 500  Research Issues in Special Education (3 credits)
- SPED 515  Collaboration-Based Delivery Systems in Special Education (3 credits)
- SPED 550  Behavior Management of Exceptional Children and Youth (3 credits)
- SPED 578  Legal Framework for Special Education (3 credits)
- ELECTIVE (3 credits)
- ELECTIVE (3 credits)
- ELECTIVE (3 credits)
- SPED 591  Independent Investigation (3 credits)

Total credits: 30 hours

Doctor of Philosophy in Education

*Enrollments in Education in Special Education (M.S., Ph.D.) have been suspended indefinitely.
The Department of Counseling, Quantitative Methods, and Special Education offers a program leading to a Doctor of Philosophy degree with a Major in Education and Concentration in Special Education. See the description of the Ph.D. degree major in education.

Special Education Courses

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, 411, 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.

**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.

**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.

**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.

**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 - Organz, Admintn & 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.

**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.

**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 education systems worldwide; 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.

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, Ph.D., Emeritus, University of Wisconsin, 1978; 1978.

Bruns, Deborah A., Professor, Ph.D., University of IllinoisUrbana Champaign, 2000; 2003.

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

Ewing, Norma J., Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1974; 1973.

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.

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

Last updated: 02/26/2020

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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.