

SPECIAL EDUCATION (SED) 591

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Website: Education.IllinoisState.edu
Chairperson: Stacey R. Jones Bock.

General Department Information

Program Admission Requirements for Internal Transfer Admission:

Admission to this academic program is limited and is based on space availability and the competitiveness of the applicant pool. Factors that may be considered include, but are not limited to: passage of the Basic Skills requirement, courses completed, cumulative GPA, hours completed, personal interview or written statement, and samples of work completed. For additional information on minimum requirements for admission and the application and selection process, visit My.IllinoisState.edu or contact the undergraduate advisors for the intended major.

Changes in major or sequence will be approved only if the student meets established program admission requirements and if there are openings in the sequence the student desires to enter. Students seeking to change their major to Special Education should follow the procedures described in this Undergraduate Catalog.

New Transfer Admission Requirements:

Department advisors or IllinoisState.edu/Majors can provide information regarding additional requirements for transfer into a special education major. In order to manage course offerings and accommodate student demand for the major, it may be necessary to extend the plan of study for transfer students by one semester.

Standards for Progress in the Major:

A minimum GPA of 2.50 is required both overall and in major coursework for retention in all Special Education programs. Candidates must meet requirements for Admission to Professional Studies and Admission to Student Teaching to advance to experiences with these prerequisites.

Professional Requirements Applicable to All Special Education Programs:

In addition to meeting University requirements for graduation and Admission to Professional Studies requirements, all students in Special Education must successfully complete:

- 1) 33-hour core of courses, which includes the knowledge standards central to the profession of special education. These courses include: EAF 228, or 231 or 235; *MAT 130; *PSY 110; SED 101, 205, 206, 360, 368, 388; and TCH 208, 210. (All of these courses must be completed with a grade of C or better.)
- 2) Sequence-specified course and experience requirements (see below) with minimum cumulative and major grade point averages of 2.50 for retention in program and continuation of major requirements.
- 3) Pre-student teaching experiences designed to meet professional performance standards. These experiences include successful completion of a minimum number of semester hours through enrollment in appropriate field experience coursework (see sequence-specific requirements). Additional teaching or related experiences may be included as a part of core or specific sequence requirements or in remedial experiences. Performance evaluations in each of these experiences must recommend that the student advance to the next level of experience prior to doing so. Repeat of field experience coursework requires consent of the Department Chair. Students are responsible for housing arrangements and transportation to clinical sites.
- 4) A full semester of Student Teaching (STT 399) for which teacher candidates are awarded 12 semester hours of credit. In order to be recommended for initial licensure, candidates must demonstrate during this capstone experience that they have obtained competence in the knowledge, performance, and disposition areas designated by the profession of special education and this department. Students are responsible for housing arrangements and transportation to student teaching sites.
- 5) Passage of the Basic Skills requirement.

Special Education Programs

Degree Offered: B.S. in Ed.

MAJOR IN SPECIAL EDUCATION**Core for All Majors:**

- 33-hour core of courses which includes the knowledge standards central to the profession of special education. These courses include: EAF 228 or 231 or 235; *MAT 130; *PSY 110; SED 101, 205, 206, 360, 368, 388; and TCH 208, 210. (All of these core courses must be completed with a grade of C or better.)
- A grade of C or better in all required SED, TCH, CSD, MAT, PSY and EAF courses required for the core and sequences.
- Designated SED field experiences with appropriate proficiency levels.
- 12 hours of STT 399 Student Teaching with appropriate proficiency levels.

***NOTE:** PSY 110 and MAT 130 are General Education courses. *MAT 130 (or equivalent) is a prerequisite for SED 368.

Specialist in Deaf and Hard of Hearing Sequence

Entitlement program leading to Illinois Professional Licensure for Deaf and Hard of Hearing Specialist.

- 88 hours required.
- 33 hours in Special Education core.
- 36 hours in required sequence-specific courses including CSD 211, 249, 350; SED 130, 230, 327, 330, 340, 353, 354, 355, 359, 375.
- 7 hours of SED field experiences: SED 247, 248, 249, 250.
- 12 hours of student teaching: STT 399A58.
- Admission to Professional Studies is required prior to these courses: SED 247, 248, 249, 250, 327, 354, 355, 359, 375, and 388.
- A grade of C or better is required in all CSD, EAF, MAT, PSY, SED and TCH courses.
- Sequence-specific assessment: Passing score on communication proficiency interview prior to student teaching.

Specialist in Learning and Behavior Sequence

Entitlement program leading to Illinois Professional Licensure for Learning Behavior Specialist I.

- 82 hours required.
- 33 hours in Special Education core.
- 25 hours required in sequence-specific courses including SED 207, 342, 345, 361, 362, 366, 390, 391, 392; TCH 209.
- 12 hours of SED field experiences: SED 251 (4 hour), 252 (4/4 hours).
- 12 hours of student teaching.
- Admission to Professional Studies is required prior to these courses: SED 251, 252, 345, 362, 366, 388, 390, 391, 392.
- A grade of C or better in all required EAF, MAT, PSY, SED, and TCH courses.

Specialist in Low Vision and Blindness Sequence

Entitlement program leading to Illinois Professional Licensure for Visual Impairment Specialist.

- 85 hours required.
- 33 hours in Special Education core.
- 32 hours required in sequence-specific courses including SED 207, 342, 350, 351, 352, 357, 358, 363, 364, 365, 367; and TCH 209.
- 8 hours of SED field experiences: SED 246 (2 hours) and 253 (6 hours).
- 12 hours of student teaching.
- Admission to Professional Studies is required prior to these courses: SED 246, 253, 351, 357, 358, 363, 364, 365, 367, and 388.
- A grade of C or better in all required EAF, MAT, PSY, SED, and TCH courses.
- Sequence-specific assessment: Braille proficiency tests.

Special Education Courses**101 THE EXCEPTIONAL LEARNER
3 sem. hrs.**

Entry knowledge standards in special education foundations and characteristics of learners with disabilities.

**130 AMERICAN SIGN LANGUAGE I
2 sem. hrs.**

Introduce basic vocabulary, grammatical structure, and characteristics of American Sign Language. Examine application of American Sign Language in social and educational settings. Includes lab experience. Prerequisite: Majors only.

201 EFFECTIVE COLLABORATION AND TEACHING EXCEPTIONAL AND DIVERSE LEARNERS

3 sem. hrs.

Entry knowledge for instruction of exceptional learners. Includes collaborative instruction and modifications in practice. Second course: SED Standards for All Educators. May include Clinical Experience: Approximately completion of 10-20 hours. Prerequisite: SED 101.

205 FAMILY, PROFESSIONAL, AND COMMUNITY COLLABORATION

3 sem. hrs.

Using family-centered framework to understand diversity and strategies for collaborative partnerships among individuals with disabilities, families, professionals, and community stakeholders. Not for credit if had SED 373 *FAMILY-PROFESSIONAL COLLABORATION*. Prerequisite: SED 101.

205A01 FAMILY, PROFESSIONAL, AND COMMUNITY COLLABORATION: EARLY CHILDHOOD

3 sem. hrs.

Using family-centered framework to understand diversity and strategies for collaborative partnerships among individuals with disabilities, families, professionals, and community stakeholders. Not for credit if had SED 373 *FAMILY-PROFESSIONAL COLLABORATION*. Prerequisites: SED 101; Early Childhood Education majors.

206 ASSESSMENT FOUNDATIONS

3 sem. hrs.

Data-based decision making to understand learning is a continual process of connecting assessment and curricula to instructional planning. Materials charge optional. Not for credit if had SED 203 *MEASURING AND AFFECTING ACADEMIC AND SOCIAL BEHAVIOR I*. Prerequisite: SED 205 or concurrent registration.

207 ASSISTIVE TECHNOLOGY FOUNDATIONS

1 sem. hr.

Definitions, laws, and consideration processes related to assistive technology for individuals with disabilities. Includes lab experiences. Materials charge optional. Not for credit if had SED 379 *ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH DISABILITIES*.

230 USING ASL AND OTHER VISUAL LANGUAGE SYSTEMS

2 sem. hrs.

Analyzing and using American Sign Language and English sign language systems. Both receptive and expressive communication required. Includes lab experience. Formerly *AMERICAN SIGN LANGUAGE II*. Materials charge optional. Prerequisite: SED 130 or consent of the department chair.

245 FIELD WORK IN SPECIAL EDUCATION

1-6 sem. hrs.

Supervised clinical experience in programs serving persons with disabilities including schools, clinical facilities, community agencies, or residential institutions. Students are responsible for transportation to sites and housing if needed. Multiple enrollments are allowed with consent of department chair. Prerequisites vary by topic. Prerequisite: Admission to Professional Studies or consent of the department chair.

246 FIELD WORK IN LOW VISION AND BLINDNESS: INITIAL CLINICAL EXPERIENCE

2 sem. hrs.

Supervised clinical experiences in programs serving persons with low vision or blindness. Clinical Experience: 100-130 hours. Students are responsible for transportation to sites and housing if needed. Not for credit if had SED 245A04. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 204, 357, 358, 363, 365.

247 FIELD WORK IN DEAF AND HARD OF HEARING: LANGUAGE

2 sem. hrs.

Supervised clinical experiences in programs serving deaf and hard of hearing children including schools or clinical facilities. Clinical Experience: 30-40 hours. Students are responsible for transportation to sites and housing if needed. Not for credit if had 245A08. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 354 and 388.

248 FIELD WORK IN DEAF AND HARD OF HEARING: SPEECH
2 sem. hrs.

Supervised clinical experiences in programs serving deaf and hard of hearing children, including schools, clinical facilities, community agencies or residential settings. Clinical Experience: 25-35 hours. Students are responsible for transportation to sites and housing if needed. Not for credit if had 245A09. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 249, 250, 355, 359, and 375.

249 FIELD WORK IN DEAF AND HARD OF HEARING: READING AND SCHOOL SUBJECTS
1 sem. hr.

Supervised clinical experiences in programs serving deaf and hard of hearing children, including schools, clinical facilities, community agencies or residential institutions. Clinical Experience: 18-25 hours. Students are responsible for transportation to sites and housing if needed. Not for credit if had 245A10. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 248, 250, 355, 359, and 375.

250 FIELD WORK IN DEAF AND HARD OF HEARING: SENIOR PRACTICUM
2 sem. hrs.

Supervised clinical experiences in programs serving deaf and hard of hearing children, including schools, clinical facilities, community agencies or residential settings. Clinical Experience: 200-240 hours. Students are responsible for transportation to sites and housing if needed. Not for credit if had 245A11. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 248, 249, 355, 359, and 375.

251 FIELD WORK IN LEARNING BEHAVIOR SPECIALIST: INITIAL CLINICAL EXPERIENCE
4 sem. hrs.

Supervised clinical experiences in programs serving persons with mild, moderate, or severe disabilities. Clinical Experience: 180-200 hours. Students are responsible for transportation to sites and housing if needed. Not for credit if had 245A12. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 345, 362, and 388.

252A01 FIELD WORK IN LEARNING BEHAVIOR SPECIALIST: ADVANCED CLINICAL EXPERIENCE PART I
4 sem. hrs.

Supervised clinical experiences in programs serving persons with mild, moderate, or severe disabilities. Clinical Experience: 190-210 hours. Students are responsible for transportation to sites and housing if needed. Not for credit if had SED 245A13. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 390, 391, and 392.

252A02 FIELD WORK IN LEARNING BEHAVIOR SPECIALIST: ADVANCED CLINICAL EXPERIENCE PART II
4 sem. hrs.

Supervised clinical experiences in programs serving persons with mild, moderate, or severe disabilities. Clinical Experience: 190-210 hours. Students are responsible for transportation to sites and housing if needed. Not for credit if had SED 245A13. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 390, 391 and 392.

253A01 FIELD WORK IN LOW VISION AND BLINDNESS: ADVANCED CLINICAL EXPERIENCE PART I
3 sem. hrs.

Supervised clinical experiences in programs serving persons with low vision or blindness. Clinical Experience: 190-210 hours. Students are responsible for transportation and housing if needed. Not for credit if had SED 245A14. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 351.

253A02 FIELD WORK IN LOW VISION AND BLINDNESS: ADVANCED CLINICAL EXPERIENCE PART II
3 sem. hrs.

Supervised clinical experiences in programs serving persons with low vision or blindness. Clinical Experience: 190-210 hours. Students are responsible for transportation and housing if needed. Not for credit if had SED 245A14. Prerequisites: Admission to Professional Studies or consent of the department chair. Concurrent registration in SED 351.

372 Special Education

327 AURAL (RE) HABILITATION IN THE DEAF/HARD OF HEARING CLASSROOM

3 sem. hrs.

Examine listening development in children who are deaf/hard of hearing. Theories, instructional planning, hearing assistive technology used in schools. Not for credit if had CSD 351 *INTRODUCTION TO AURAL REHABILITATION*. Prerequisites: CSD 249 and 350. Admission to Professional Studies or consent of the department chair.

330 ENGLISH SIGN SYSTEMS

3 sem. hrs.

Examines the use of visual English systems in educational settings. Introduces basic school vocabulary and characteristics of English sign systems. Includes sign proficiency exam required for student teaching. Prerequisites: SED 130, 230; lab.

340 THE DEVELOPMENT OF LANGUAGE IN STUDENTS WHO ARE DEAF AND HARD OF HEARING

3 sem. hrs.

The study of the language development of children who are deaf and hard of hearing compared to normal language development.

342 LANGUAGE AND LITERACY DEVELOPMENT

3 sem. hrs.

Focus of the course is on the language development of students, including impact of demands, form, and function, and relation to acquisition of literacy. Prerequisite: TCH 208.

345 LITERACY APPLICATIONS

3 sem. hrs.

Examines language and literacy development from early childhood to adolescence. Research-based strategies addressing the needs of emergent and struggling readers. Materials charge optional. Prerequisites: SED 342; TCH 209. Admission to Professional Studies. Concurrent registration in SED 362.

350 INTRODUCTION TO VISUAL IMPAIRMENTS

3 sem. hrs.

Impact of visual impairments on development; basic anatomy of the eye; types, causes, and educational implications of eye disorders; educational programming. Formerly *INTRODUCTION TO VISUAL DISABILITIES*. Includes Clinical Experience: Approximately 10 hours. Prerequisite: SED 101 or consent of the department chair or graduate standing.

351 EDUCATIONAL PLANNING FOR STUDENTS WITH VISUAL IMPAIRMENTS

3 sem. hrs.

Application of educational diagnosis to educational programming and instruction of individuals with visual impairments. Formerly *EDUCATION AND ASSESSMENT OF STUDENTS WITH VISUAL DISABILITIES*. Prerequisites: SED 350, 352, 363, 364, and 365, or consent of the department chair or graduate standing. Admission to Professional Studies.

352 BRAILLE READING AND WRITING

3 sem. hrs.

Preparation in reading and writing using the Braille Literary Code. Includes an introduction to Braille Textbook Format. Lecture and lab. Materials charge optional. Prerequisite: Consent of the department chair or graduate standing.

353 EDUCATION OF STUDENTS WHO ARE DEAF AND HARD OF HEARING

3 sem. hrs.

Psychological, social, historical, and educational issues relating to the education of individuals who are deaf and hard of hearing. Includes Clinical Experience: approximately 10 hours. Prerequisite: SED 101 or graduate standing.

354 TEACHING LANGUAGE TO DEAF AND HARD OF HEARING STUDENTS

3 sem. hrs.

Principles and techniques of developing and teaching language to deaf and hard of hearing students at all grade levels, P-12. Prerequisites: SED 130, 230, 330, 353 or consent of the department chair or graduate standing. Concurrent registration in SED 247. Admission to Professional Studies.

355 TEACHING SPEECH TO DEAF AND HARD OF HEARING STUDENTS

3 sem. hrs.

Principles and techniques of developing and teaching speech to hearing impaired students at all grade levels, P-12. Prerequisites: SED 354 and CSD 211 or consent of the department chair or graduate standing. Concurrent registration in SED 248. Admission to Professional Studies.

357 ORIENTATION AND MOBILITY FOR CLASSROOM TEACHERS**2 sem. hrs.**

Practicum in basic daily living skills and rudimentary mobility techniques for individuals with visual disabilities. Prerequisite: Admission to Professional Studies or graduate standing.

358 READING AND ASSESSMENT FOR STUDENTS WITH VISUAL IMPAIRMENTS**3 sem. hrs.**

Competencies to teach and assess reading for students who use print, braille, and auditory media; functional vision assessment techniques emphasized. Instructional techniques and materials emphasized. Formerly *READING AND LANGUAGE ARTS FOR STUDENTS WITH VISUAL DISABILITIES*. Prerequisites: TCH 208 and 209; SED 350 and 352 or graduate standing. Admission to Professional Studies.

359 TEACHING READING AND SCHOOL SUBJECTS TO DEAF AND HARD OF HEARING STUDENTS**3 sem. hrs.**

Teaching reading and other core subjects to deaf and hard of hearing students at all grade levels. Prerequisites: SED 354 or graduate standing. Concurrent registration in SED 249. Admission to Professional Studies.

360 TRANSITION FROM SCHOOL TO ADULTHOOD**3 sem. hrs.**

Use of transition assessment and self-determination opportunities in educational planning for individuals with disabilities. Includes Clinical Experience: Approximately 10-20 hours. May require transportation. Prerequisite: SED 206; All sections of the State of Illinois Test of Academic Proficiency (TAP) must be passed.

361 EDUCATION OF LEARNERS WITH SEVERE DISABILITIES**3 sem. hrs.**

Understand characteristics, advocate, develop personalized curricula, and create instructional, environmental, and compensatory supports for students with severe disabilities. Materials charge optional. Prerequisite: SED 206.

362 SYSTEMATIC INSTRUCTION**3 sem. hrs.**

Provides experiences to develop and implement evidence-based systematic instruction for functional and academic skills. Prerequisites: SED 361 and 368. Admission to Professional Studies. Concurrent registration in SED 345.

363 ADVANCED BRAILLE AND THE NEMETH BRAILLE CODE**3 sem. hrs.**

Preparation in Nemeth Braille and other braille codes, the abacus, and preparation of materials for students with visual impairments. Materials charge optional. Prerequisites: Admission to Professional Studies. SED 352 must be completed the semester preceding SED 363; or graduate standing.

364 ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH VISUAL IMPAIRMENTS**3 sem. hrs.**

Preparation in the instruction and assessment of assistive technology used by individuals with visual impairments. Not for credit if had SED 356. Materials charge optional. Prerequisites: Admission to Professional Studies or graduate standing. SED 350; concurrent registration with SED 352.

365 ADVANCED ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH VISUAL IMPAIRMENTS**3 sem. hrs.**

Advanced features of recently developed technologies used by persons who are visually impaired. Emphasis on advanced instructional applications. Prerequisites: Admission to Professional Studies and SED 364 or graduate standing..

366 TECHNOLOGY APPLICATIONS IN TODAY'S CLASSROOM**1 sem. hr.**

Make data-based assistive and instructional technological decisions and engage in technology-mediated learning networks. Includes lab experiences. Materials charge optional. Prerequisites: SED 207. Admission to Professional Studies. Concurrent registration in SED 251.

367 LOW VISION AND PSYCHOLOGICAL IMPLICATIONS OF VISUAL IMPAIRMENTS**2 sem. hrs.**

Introduction to low vision, the implications and attitudes associated with visual impairments and blindness, and strategies for teachers. Prerequisite: Admission to Professional Studies or graduate standing.

368 MATH METHODS FOR LEARNERS WITH DISABILITIES**3 sem. hrs.**

Design effective math instruction for students with disabilities, explore research-based math strategies, and reflect on student performance. Materials charge optional. Prerequisites: MAT 130 or equivalent; SED 206.

369 TECHNOLOGY FOR YOUNG CHILDREN WITH DISABILITIES

3 sem. hrs.

Overview of instructional and assistive technology, including Universal Design principles, for children birth to age 8 at risk of/with disabilities. Materials charge optional. Prerequisite: SED 101 or equivalent or consent of the department chair or graduate standing.

374 EDUCATIONAL ASSESSMENT OF PRESCHOOL CHILDREN WITH DISABILITIES

3 sem. hrs.

Techniques and issues involved in gathering, analyzing and synthesizing data for developing and monitoring individualized educational programs for preschool children with disabilities. Prerequisite: SED 101 or consent of the department chair or graduate standing.

375 ASSESSMENT AND PLANNING FOR DEAF AND HARD OF HEARING STUDENTS

3 sem. hrs.

Examines assessment tools and techniques for developing an individualized educational program for students who are deaf and hard of hearing. Materials charge optional. Prerequisite: SED 359, or concurrent registration, or graduate standing.

386 EARLY INTERVENTION FOR INFANTS AND YOUNG CHILDREN WITH DISABILITIES

3 sem. hrs.

Curriculum and organization of service delivery for young children with disabilities. Emphasizes birth to eight years of age. Prerequisite: SED 101 or equivalent or graduate standing.

388 CLASSWIDE AND INDIVIDUALIZED BEHAVIOR SUPPORTS

3 sem. hrs.

Enable students to understand behavioral theory with specific emphasis placed on the knowledge and application of applied behavioral analysis principles. Prerequisites: SED 368; TCH 210. Admission to Professional Studies.

390 ASSESSMENT TO INSTRUCTION
3 sem. hrs.

Educational assessments, approaches, and methodologies for a variety of learners across environments. Design successful instruction through application of evidence-based practices. Prerequisites: SED 251. Concurrent registration in SED 252A01, 252A02, 391, 392.

391 CURRENT LAWS AND INITIATIVES

2 sem. hrs.

Produce a quality and compliant IEP while learning ways to be a teacher leader and advocate for individuals with disabilities. Prerequisites: SED 251. Concurrent registration in SED 252A01, 252A02, 390, 392.

392 CONTENT STRATEGIES, ANALYSIS, AND COLLABORATION
3 sem. hrs.

Design and implement content-specific instructional plans: formative and summative assessments, curriculum mapping, evidence-based practices, and accommodations for individual students. Prerequisites: SED 251. Concurrent registration in SED 252A01, 252A02, 390, 391.

394 SPECIAL EDUCATION IN MIDDLE LEVEL SCHOOLS

3 sem. hrs.

This course examines disability categories and characteristics, legal mandates, instructional methods, and appropriate modifications for MLE students. Clinical Experience: 20 hours. Formerly *TEACHING YOUNG ADOLESCENTS WITH DISABILITIES*. Also offered as TCH 394. Prerequisites: Concurrent registration in TCH 233 and 296; Middle level major only.