

**SPECIAL EDUCATION (SED)**

533 DeGarmo Hall, (309) 438-8980

Education.IllinoisState.edu/SED

**Chairperson:** Stacey R. Jones Bock  
**Programs Offered**

M.S., M.S.Ed., Ed.D., in Special Education and Post-Master's Graduate Certificate for Director of Special Education.

Certificates offered: Behavior Intervention Specialist, Curriculum Adaptation Specialist, Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate, Early Intervention Vision Specialist, Multiple Disability Specialist, Technology Specialist, Transition Specialist.

**Master of Science Program Requirements**

This 39 hour degree requires:

- 24 hours: EAF 410 or 415; SED 409, 410, 422 or 472, 440, 445 or 470, 448, and 454. Students successfully completing the core are considered to have Advanced Graduate status.
- 6 hours: An area of concentration or approved sequence of electives to be determined with the graduate advisor, including a minimum of 6 hours of graduate work.
- 9 hours: A pre-approved capstone research or application project including SED 482 and a minimum of 6 additional hours from SED 498 or SED 499. Students must have attained Advanced Graduate status to begin the capstone experience.

Candidates will prepare an individual student portfolio documenting that all requirements established in the Department of Special Education Performance-Based Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards. A current listing of portfolio requirements can be obtained from the Department.

**Master of Science in Education Degree****Program Requirements**

The Master of Science in Education degree is intended for teachers with prior general education licensure who are currently teaching with a special education caseload or are seeking special education endorsement. This 39 hour degree requires:

- 30 hours: EAF 410 or 415; SED 406, 407, 410, 422, 440, 445, 448, 454 and 477. Students successfully completing the core are considered to have Advanced Graduate status.
- 6 hours: An area of concentration or approved sequence of electives to be determined with the graduate advisor, including a minimum of 6 hours of graduate work.
- 3 hours: A two-semester Clinical Capstone experience including SED 490 (1 credit hour) and SED 491 (2 credit hour). Students must have attained Advanced Graduate status to begin the capstone experience.

Candidates will prepare an individual student portfolio documenting that all requirements established in the Department of Special Education Performance-Based

Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards. A current listing of portfolio requirements can be obtained from the Department.

**Post-Master's Graduate Certificate for Director of Special Education Program Requirements**

Requirements for endorsement as a Director of Special Education may be met through a post-master's degree program (Doctorate in Special Education) or through a non-degree program. Students seeking Director of Special Education endorsement must be admitted to the department as a post-master's graduate certificate student or as a doctoral student. Coursework will enable students to meet ISBE standards leading to the Director of Special Education endorsement.

This 25 hour post-master's graduate certificate requires:

- 19 hours: SED 447, 502, 513, 517, 540, 579, 593A03
- 6 hours: 598A03
- Depending on coursework completed at the Master's level, the student may need to complete SED 422 or an equivalent to meet Illinois State Board of Education professional license endorsement requirements.

**Doctoral Program Requirements**

All doctoral candidates must complete a minimum of 75 semester hours to include:

- 23 hours of core course work: EAF 415, 508 or 509, 510; SED 501, 502, 512, 513, 540
- 22 hours of specialized course work consisting of: SED 514, 515, 522, 579, 591, 594, 598A01, 598A02
- 15 hours of electives
- 15 hours of dissertation work resulting in an approved dissertation

**Graduate Certificate Programs in Special Education**

All graduate certificates: Students must maintain a 3.0 cumulative grade point and have a minimum grade of C in each required course. Performance-based portfolios are required.

Program completers in the Behavior Intervention, Curriculum Adaptation, Multiple Disabilities, Technology, or Transition graduate certificate programs who pass a state certification examination may also receive an advanced teaching endorsement from the Illinois State Board of Education.

**Behavior Intervention Specialist:**

Certificate requirements include:

- Prerequisites: SED 101, 145, or 411 or equivalent survey course
- 15 hours: SED 410, 448, 449, 452, and 454. SED 410, 448, 449, and 452 require application of knowledge and skills with appropriate student populations
- Students may be required to have concurrent enrollment in SED 498 if not currently teaching in a setting that allows for application of these skills.

## 150 Special Education

### Curriculum Adaptation Specialist:

Certificate requirements include:

- Prerequisites: SED 101, 145, or 411 or equivalent survey course
- 12 hours are required including SED 410, 422, 445, and 454. SED 410, 422, and 445 require application of knowledge and skills with appropriate student populations
- Students may be required to have concurrent enrollment in SED 498 if not currently teaching in a setting that allows for application of these skills.

### Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Specialization Certificate:

Certificate requirements include:

- Prerequisites: SED 101, 145, or 411 or equivalent survey course
- 12 hours are required including SED 402, 403, 404, and 405
- Some courses require application of knowledge and skills with appropriate student populations; therefore, students will be required to enroll in 3-6 semester hours of SED 498 unless this requirement is specifically waived by the department.

### Early Intervention Vision Specialist:

This 15 hour certificate requires:

- SED 414, 415, 416, 417; and 498A02 Professional Practice

### Multiple Disabilities Specialist:

Certificate requirements include:

- Prerequisites: SED 101, 145, or 411 or equivalent survey course
- A minimum of one year or current experience teaching students with severe or multiple disabilities
- 15 hours: SED 470, 471, 472, 473, and 474
- Some courses require application of knowledge and skills with appropriate student populations. Students may be required to have concurrent enrollment in SED 498 Professional Practice if not currently teaching in a setting that allows for application of these skills.

### Technology Specialist:\*

Certificate requirements include:

- Prerequisites: SED 101, 145, or 411 or equivalent survey course
- 9 hours: SED 377, 379, and 479
- Students who have not completed Technology Passport requirements will also be required to complete TCH 401 or an equivalent course.
- SED 479 requires application of knowledge and skills with appropriate student populations. Students may be required to have concurrent enrollment in SED 498 Professional Practice if not currently teaching in a setting

that allows for application of these skills.

### Transition Specialist:

Certificate requirements include:

- Prerequisite: SED 101, 145, or 411 or equivalent survey course
- 12 hours are required including SED 451, 453, 455, and 457
- All courses require application of knowledge and skills with appropriate student populations. Students may be required to have concurrent enrollment in SED 498 Professional Practice if not currently teaching in a setting that allows for application of these skills.

\*Certificate programs with an asterisk are currently closed to new admissions.

### Special Education Courses

#### 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.

#### 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. Includes clinical experiences, approximately 10 hours. Prerequisite: SED 101 or consent of the department chair.

#### 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. Prerequisites: SED 350, 352, 363, 364, and 365, or consent of the department chair. 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.

#### 353 EDUCATION OF STUDENTS WHO ARE DEAF AND HARD OF HEARING

**3 sem. hrs.**

Psychological, social, historical, and educational issues relating to education of individuals who are deaf and hard of hearing. Includes clinical experiences, approximately 10 hours. Prerequisite: SED 101.

#### 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. Concurrent registration in SED 247. Admission to Professional Studies.

**355 THE TEACHING OF 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. 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.

**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. Prerequisites: SED 350 and 352; TCH 208 and 209. 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. Concurrent registration in SED 249. Admission to Professional Studies.

**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.

**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. SED 350; concurrent registration in 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.

**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.

**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 eight at risk of/with disabilities. Not for credit if had SED 379. Materials charge optional. Prerequisite: SED 101 or equivalent or consent of the department chair.

**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 programs for preschool children with disabilities. Prerequisite: SED 101 or consent of the department chair.

**375 ASSESSMENT AND PLANNING FOR DEAF AND HARD OF HEARING STUDENTS****3 sem. hrs.**

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

**386 EARLY INTERVENTION FOR INFANTS AND YOUNG CHILDREN WITH DISABILITIES****3 sem. hrs.**

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

**400 INDEPENDENT STUDY****1-4 sem. hrs.**

Refer to General Courses. Prerequisite: Consent of the department chairperson.

**402 AURAL REHABILITATION FOR YOUNG CHILDREN WHO ARE DEAF AND HARD OF HEARING****3 sem. hrs.**

Teacher's role in aural rehabilitation. Includes amplification and cochlear implant technologies as well as curriculum and intervention. Emphasis on birth-3 years. Prerequisite: Admission to Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Certificate program or consent of the department chairperson.

**403 DEVELOPING SPOKEN LANGUAGE COMMUNICATION IN YOUNG CHILDREN WHO ARE DEAF AND HARD OF HEARING****3 sem. hrs.**

Advanced techniques and strategies for assessing and developing speech in the young child who is deaf. Emphasis on birth-3 years. Prerequisites: Admission to Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Certificate program or consent of the department chairperson; SED 402.

**404 COLLABORATION AND CONSULTATION WITH FAMILIES AND PROFESSIONALS SERVING YOUNG CHILDREN WHO ARE DEAF AND HARD OF HEARING****3 sem. hrs.**

Design of family-centered intervention with young children who are deaf. Emphasis on birth-3 years. Prerequisite: Admission to Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Certificate program or consent of the department chairperson.

**405 LISTENING AND SPOKEN LANGUAGE METHODS FOR YOUNG CHILDREN WHO ARE DEAF AND HARD OF HEARING****3 sem. hrs.**

Developmentally appropriate assessment, curriculum, and teaching techniques for home and center-based interventions with children who are deaf. Emphasis on birth-3 years. Prerequisites: Admission to Deaf and Hard of Hearing Listening and Spoken Language Professional Graduate Certificate program or consent of the department chairperson; SED 402 and 403.

**406 INDUCTION INTO SPECIAL EDUCATION I****3 sem. hrs.**

Support and guidance for novice educators covering foundations of special education, learning environments, legal implications, and individualized education planning process. Prerequisites: SED 101, 145, 411, or equivalent.

**407 INDUCTION INTO SPECIAL EDUCATION II****3 sem. hrs.**

Support and guidance for novice educators covering foundations of special education, learning environments, legal implications, and individualized education planning process. Prerequisite: SED 406.

**409 TEACHER LEADERSHIP IN SPECIAL EDUCATION****3 sem. hrs.**

Educational leadership models and practices, teacher leadership roles, and action research as they relate to special education. Prerequisites: SED 101, 145, 411, or equivalent.

**410 EDUCATIONAL ASSESSMENT AND PLANNING FOR INDIVIDUALS WITH DISABILITIES****3 sem. hrs.**

Assessment in the context of classrooms and educational systems with emphasis on determination of individual needs and development of plans to meet needs. Prerequisites: SED 406 or 409 or consent of the instructor.

**411 SURVEY OF METHODS IN SPECIAL EDUCATION****3 sem. hrs.**

Physiological, psychological, sociological and educational impact of disabilities on children, youth and adults. Methods to address educational needs. All areas of exceptionality studied.

**414 ASSESSMENT OF YOUNG CHILDREN WHO ARE BLIND OR VISUALLY IMPAIRED****3 sem. hrs.**

Assessment of children ages 0-3 years who have visual impairments including: functional vision, orientation and mobility, and learning media assessments. Field observations and individually supervised home-based and clinic experiences working with infants and toddlers with visual impairment/blindness/deafblindness may also be required. Prerequisites: Admission to Graduate Certification Program Early Intervention Vision Specialist.

**415 COLLABORATION WITH FAMILIES AND PROFESSIONALS SERVING YOUNG CHILDREN WHO ARE BLIND OR VISUALLY IMPAIRED****3 sem. hrs.**

Development of collaborative relationships between families and professionals serving young children who are blind or visually impaired. Field observations and individually supervised home-based and clinic experiences working with infants and toddlers with visual impairment/blindness/deafblindness may also be required. Prerequisite: Admission to Graduate Specialization Certificate-Early Intervention Vision or consent of the department chair.

**416 INTERVENTION WITH YOUNG CHILDREN WHO ARE BLIND OR VISUALLY IMPAIRED****3 sem. hrs.**

Developmentally appropriate assessment, curriculum, and teaching techniques for home and classroom interventions with children with visual impairments. Emphasis on birth-3 years. Field observations and individually supervised home-

based and clinic experiences working with infants and toddlers with visual impairment/blindness/deafblindness may also be required. Prerequisite: SED 498A02.

**417 IMPACT OF ADDITIONAL DISABILITIES/DEAFBLINDNESS ON THE DEVELOPMENT OF CHILDREN WHO ARE BLIND OR VISUALLY IMPAIRED****3 sem. hrs.**

Impact of additional disabilities/deafblindness on development of children with visual impairments, including impact on assessment, family, collaboration, and intervention. Field observations and individually supervised home-based and clinic experiences working with infants and toddlers with visual impairment/blindness/deafblindness may also be required. Prerequisites: SED 498A02, SED 416 (concurrent registration).

**422 TEACHING DIVERSE LEARNERS****3 sem. hrs.**

In-depth instruction on evidence- and research-based practices in the content areas for students with mild to moderate disabilities. Prerequisites: SED 407, 409, or admission to School Psychology Specialist program and SED 101, 145, 411, or equivalent.

**440 CONTEMPORARY ISSUES AND TRENDS IN SPECIAL EDUCATION****3 sem. hrs.**

Advanced study of how knowledge in special education is created, organized, and linked to other disciplines through a critical review of current literature and research.

**445 CURRICULUM DEVELOPMENT AND MODIFICATION FOR DIVERSE LEARNERS****3 sem. hrs.**

Study of curriculum development, curricular modification and assessment of learning outcomes for students with disabilities and other special needs. Prerequisites: SED 407 or 409 or consent of the instructor.

**446 SEMINAR IN SPECIAL EDUCATION AND REHABILITATION****2 sem. hrs.**

Seminar in various areas of special education and rehabilitation.

**447 ADMINISTERING EDUCATIONAL PROGRAMS FOR STUDENTS WITH DISABILITIES****3 sem. hrs.**

Principles and problems involved in administration of educational programs for exceptional children.

**448 APPLIED BEHAVIOR ANALYSIS: CHANGING BEHAVIOR AND LEARNING ENVIRONMENTS****3 sem. hrs.**

Developing positive behavioral supports through advanced behavior principles of functional and structural assessment and implementation of research-based practices. Prerequisites: SED 407 or 409, and 454, or consent of the instructor.

**449 TEACHING STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISABILITIES****3 sem. hrs.**

Provides preparation and practice in behavioral consultation and collaborative development of effective academic and behavior change programs in school and community settings. Prerequisites: SED 448 and 454.

**451 FACILITATING STUDENT-DIRECTED TRANSITION PLANNING****3 sem. hrs.**

Focuses on strategies of self-determination, self-management, and student-directed activities and application to transition planning and implementation for youth with disabilities.

Prerequisites: SED 101, 145, or 411 or equivalent.

**452 TEACHING AND SOLVING BEHAVIORAL ISSUES IN AUTISM SPECTRUM AND RELATED BEHAVIORAL DISORDERS****3 sem. hrs.**

Foundation concepts of autism spectrum and related behavioral disorders including history, identification, assessment, and analysis of interventions. Prerequisite: SED 448.

**453 INTERAGENCY COMMUNITY AND POSTSECONDARY SYSTEMS****3 sem. hrs.**

Strategies for effective transition planning and collaboration between community services and schools to achieve postsecondary education outcomes for individuals with disabilities. Prerequisite: SED 451.

**454 CONSULTATION AND COLLABORATION IN SPECIAL AND GENERAL EDUCATION****3 sem. hrs.**

Provides preparation for effective consultation and collaboration between professionals, paraprofessionals, parents, and students.

**455 FACILITATING EMPLOYMENT OUTCOMES FOR INDIVIDUALS WITH DISABILITIES****3 sem. hrs.**

Theory and practice related to career development, employment, and vocational models for adolescents and young adults with disabilities. Prerequisite: SED 451.

**457 FACILITATING SOCIAL, LEISURE, AND INDEPENDENT LIVING OUTCOMES FOR INDIVIDUALS WITH DISABILITIES****3 sem. hrs.**

Transition practices that promote successful outcomes for youth with disabilities in leisure, social, independent living, and community integration aspects of life. Prerequisite: SED 451.

**470 RESEARCH PRACTITIONER: MULTIPLE DISABILITIES****3 sem. hrs.**

Practitioners as researchers with learners with multiple disabilities. Includes authentic assessment, curriculum development, social behavior interventions, and instructional adaptations. Prerequisites: SED 101, 145, or 411 or equivalent.

**471 ADDRESSING NEEDS OF LEARNERS WITH PHYSICAL DISABILITIES AND HEALTH IMPAIRMENTS****3 sem. hrs.**

Issues, practices, and methodology in school and community-based programs for individuals with physical disabilities and health impairments. Prerequisites: SED 101, 145, 411 or equivalent.

**472 SYSTEMATIC INSTRUCTION FOR LEARNERS WITH MULTIPLE DISABILITIES****3 sem. hrs.**

Advanced theory and application of systematic instructional

strategies, including prompting, reinforcement, error correction, maintenance, and generalization. Prerequisites: SED 409, 473, or consent of the instructor.

**473 INTRODUCTION TO EDUCATING INDIVIDUALS WITH MULTIPLE DISABILITIES****3 sem. hrs.**

Characteristics, values, principles, trends, and current issues related to educating individuals with moderate, severe, and multiple disabilities. Prerequisites: SED 101, 145, 411, or equivalent.

**474 ACCESS TO GENERAL EDUCATION CURRICULA AND SETTINGS****3 sem. hrs.**

Curriculum, assessment, and instruction to promote access to the general education curriculum for students with moderate, severe, and multiple disabilities. Prerequisites: SED 470 and 472.

**477 TECHNOLOGY TO SUPPORT LEARNING, INSTRUCTION, AND COMMUNICATION IN SPECIAL EDUCATION****3 sem. hrs.**

Examines applications of technology to support student learning and instruction in communication, academic, and life skills of students with disabilities. Prerequisites: SED 101, 145, 411, or equivalent.

**482 SEMINAR IN SPECIAL EDUCATION RESEARCH AND LEADERSHIP****3 sem. hrs.**

Analysis of professional literature and research in leadership areas. Development of professional portfolio with entries that demonstrate effective leadership and research practitioner skills. Prerequisite: Advanced graduate status.

**490 CLINICAL CAPSTONE I****1 sem. hr.**

Individualized feedback and development of action plan to improve teaching and learning. Prerequisite: Consent of the instructor.

**491 CLINICAL CAPSTONE II****2 sem. hrs.**

Synthesis and application of individualized action plan. Includes supervised clinical experience. Prerequisites: SED 490; consent of the instructor.

**498 PROFESSIONAL PRACTICE****1-9 sem. hrs.**

Supervised work experience in local, state, national, and international businesses, agencies, institutions, and organizations. The experience is planned, administered, and supervised at the departmental level and coordinated through Professional Practice. For more information, Refer to General Courses.

**498A01 PROFESSIONAL PRACTICE: DEAF/HARD OF HEARING****1-9 sem. hrs.**

Multiple enrollments allowed. Refer to General Courses.

**498A02 PROFESSIONAL PRACTICE: EARLY INTERVENTION VISION SPECIALIST****1-9 sem. hrs.**

Individually designed course requiring 6 seminars, field observations, individually supervised home-based and clinic experiences working with infants and toddlers with visual impairment/blindness/deafblindness. Multiple enrollments allowed. Prerequisites: SED 414, 415.

**499 MASTER'S THESIS**

**1-6 sem. hrs.**

Refer to General Courses.

**500 INDEPENDENT STUDY**

**1-4 sem. hrs.**

Refer to General Courses. Prerequisite: Consent of the department chairperson.

**501 DOCTORAL-LEVEL SCHOLARSHIP**

**2 sem. hrs.**

Introduction to doctoral-level scholarship, orientation to the special education doctoral program, exploration of faculty research, and advanced professional writing. Multiple enrollments allowed with consent of the instructor.

Prerequisite: Admission to Special Education Doctoral Program or consent of the instructor.

**502 LEGAL AND POLICY ISSUES AFFECTING SPECIAL EDUCATION PROGRAM ADMINISTRATION**

**3 sem. hrs.**

Overview of state and national policy and legal issues affecting special education programs administration.

Prerequisite: Admission to doctoral or post-master's certificate program or consent of the instructor.

**512 SINGLE SUBJECT RESEARCH IN SPECIAL EDUCATION**

**3 sem. hrs.**

Provides advanced degree students with opportunities to acquire competencies in designing, conducting, analyzing, and reporting single subject research. Multiple enrollments allowed with consent of the instructor. Prerequisite: EAF 510.

**513 SEMINAR IN EVALUATION OF SPECIAL EDUCATION PROGRAMS**

**3 sem. hrs.**

Examination of theories, models, issues, and practices in conducting evaluations of special education programs.

Evaluation project required. Prerequisite: SED 410 or equivalent.

**514 PERSONNEL PREPARATION IN SPECIAL EDUCATION**

**3 sem. hrs.**

An introduction to processes and applied practice in curriculum development, instruction, supervision, advisement, evaluation, and professional development for preservice and inservice education in special education settings. Prerequisite: Advanced graduate standing.

**515 SEMINAR IN SPECIAL EDUCATION RESEARCH**

**3 sem. hrs.**

In-depth study of research issues in special education for advanced graduate students, focusing on evaluating and synthesizing research.

**517 SPECIAL EDUCATION DIRECTORSHIP**

**3 sem. hrs.**

In-depth examination of roles and responsibilities of directors of special education within context of educational structures.

Prerequisites: SED 447 and 502.

**520 SEMINAR IN SPECIAL TOPICS IN SPECIAL EDUCATION**

**1-3 sem. hrs.**

In-depth study of specific topics in special education for advanced graduate students. Multiple enrollments allowed if content is different.

**522 GRANT WRITING IN SPECIAL EDUCATION AND HABILITATION**

**3 sem. hrs.**

Students will learn about the grant review process, how to identify funding sources for projects related to individuals with disabilities, and develop competitive grant proposals.

**540 SEMINAR IN CONTEMPORARY TOPICS IN SPECIAL EDUCATION**

**3 sem. hrs.**

Contemporary topics related to issues of identification, assessment, intervention, and other problem areas.

Prerequisites: SED 440 and/or consent of the instructor.

**579 ADVANCED TECHNOLOGICAL APPLICATIONS IN SPECIAL EDUCATION**

**3 sem. hrs.**

Advanced exploration of issues and trends related to professional preparation for assistive technology service delivery in public school settings.

**591 DOCTORAL COMPREHENSIVE EXAMINATION**

**1 sem. hr.**

Preparation, development, and completion of written and oral components of the doctoral comprehensive examination in special education. Prerequisite: Consent of the dissertation advisor.

**593 RESIDENT SEMINAR**

**1 sem. hr.**

Contemporary treatment of field issues and professional development needs for advanced resident graduate students in Special Education.

**593A03 COMPUTER APPLICATIONS IN SPECIAL EDUCATION**

**1 sem. hr.**

Examines concepts and practices for technology and assistive technology implementation in the schools.

**594 DISSERTATION PROPOSAL DEVELOPMENT**

**3 sem. hrs.**

Designed for dissertation proposal development for doctoral students. Emphasis on the design of a proposal for committee consideration. Prerequisite: Consent of the dissertation advisor.

**598A01 PROFESSIONAL PRACTICE IN TEACHER PREPARATION**

**1-12 sem. hrs.**

Refer to General Courses. Provides doctoral students with an opportunity to integrate academic coursework with role expectations of professional personnel. Prerequisite: Admission to Doctoral Program in Special Education.

**598A02 PROFESSIONAL PRACTICE IN APPLIED RESEARCH**

**1-12 sem. hrs.**

Refer to General Courses. Provides doctoral students with an opportunity to integrate academic coursework with role expectations of professional personnel. Prerequisite: Admission to Doctoral Program in Special Education.

**598A03 PROFESSIONAL PRACTICE IN PROGRAM ADMINISTRATION****1-12 sem. hrs.**

Refer to General Courses. Provides doctoral and Director of Special Education students with an opportunity to integrate academic coursework with role expectations of professional personnel. Students to enroll in 2 credit hours of 598A03 per project to be completed in a semester. Prerequisite: Admission to Director of Special Education certificate or doctoral Program in Special Education.

**599 DOCTORAL RESEARCH****1-15 sem. hrs.**

Refer to General Courses. Research relating to research requirements for Doctor of Education degrees. Approval of the chairperson of the department of the program in which the student is enrolled is required.