

SPECIAL EDUCATION, MA

Roosevelt's MA program in Special Education is a K through age 22 program leading to an Illinois teaching license with an Learning Behavior Specialist 1 (LBS 1) endorsement. Completing the program qualifies graduates to teach children with all areas of special education needs except sensory impairments and communication disorders. The LBS 1 endorsement scope includes the categories of specific learning disabilities, intellectual disabilities, emotional disturbances, other health impairments, traumatic brain injury, Autism Spectrum Disorder, orthopedic impairments, and multiple disabilities.

With careful planning, students can add one or more of the following endorsements to their teaching license: Elementary Education, Bilingual/ESL, Early Childhood Special Education approval, Middle School, and Reading Teacher.

Currently, licensed teachers who wish to receive state approval to teach students with special needs at the level of their existing endorsement should consult the description of the certificate program in Special Education included elsewhere in this catalog.

Admission

Admission to the program requires a BA degree in any academic area with a grade point average of 2.7 on a 4.0 scale, at least 120 credit hours of undergraduate courses from an accredited college or university.

At the time of admission, an advisor reviews transcripts and evaluates all course work completed at other colleges or universities. Advising plans are developed and any deficiencies related to licensure requirements are noted. If additional course work is needed, the student's advisor will indicate the course work needed on an advising plan. Students must confer with their assigned advisors before enrolling in the program and during each advising period to ensure that all requirements are being successfully completed.

Requirements

Students working toward the MA in Special Education must complete 52 credit hours and maintain an overall GPA of at least 3.0 while enrolled in the education program. Should a student fall below a 3.0 GPA, the program's faculty will review the student's eligibility to continue moving forward in the licensure program.

Students must pass all courses with grades of C- or higher. Student Teaching must be passed with a grade of C or higher.

Code	Title	Credit Hours
SPED 400	CURRICULUM, INSTRUCTION, & ASSESSMENT	3
SPED 401	FOUNDATIONS & COMMUNITY	3
SPED 402	CHILD DEVELOPMENT, LEARNING, AND MOTIVATION	3
SPED 403	IND. COACH & FIELD EXP I	1
SPED 419	EXCEPTIONAL CHILDREN & YOUTH	3
READ 420	METHODS OF TEACHING READING IN K-8 EDUCATION	3
SPED 441	METHODS OF TEACHING MATH IN ELEMENTARY SCHOOL	3
SPED 428	FIELD EXPERIENCE II	1
SPED 440	ASSESSMENT IN SPECIAL EDUCATION	3

SPED 442	CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION	4
SPED 443	CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR	4
SPED 445	CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON PHYSICAL HEALTH	4
SPED 446	CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING	4
SPED 448	IND COACH & FIELD EXP 3	1
SPED 450	TECHNOLOGY FOR SPECIAL EDUCATION	3

Student Teaching		
SPED 466	STUD TEACH:SPED	6
Additional Course Required for the MA only		
SPED 480	INQUIRY IN THE CLASSROOM	3
Total Credit Hours		52

Field experience and student teaching

Pedagogical and real-world training is at the center of graduate degree coursework. Consequently, all graduates are required to enroll in one credit hour "Individualized Coaching and Field Experiences" courses in each of three semesters prior to their student teaching.

In their Individualized Coaching courses, students will complete the field experiences needed to develop professional knowledge, skills and dispositions in alignment with Roosevelt's social justice mission. As students progress from one Individualized Coaching course to another, they will take on tasks and responsibilities that are increasingly complex and challenging. These experiences will prepare students for success in the student teaching experiences that culminate the major and facilitate the awarding of an Illinois Professional Educator License.

Placement in student teaching sites is planned with consideration of professional standards and partnership schools. Student teaching placements are open only to students who have successfully completed the appropriate general education and professional education courses, the required content test(s), and other student teaching requirements. Placements in sites with diverse student populations are required. Students must submit a formal application two semesters prior to the semester in which they plan to do their student teaching. Applicants are expected to be in good academic standing and must provide evidence of competency with regard to professional dispositions, including passage of a criminal background check. Students should consult regularly with their advisor about the specific requirements for licensure and student teaching in Illinois.

In addition to the requirements outlined in this academic catalog, students in Special Education program are obligated to become familiar with, and comply with, all requirements outlined in the Initial Licensure Field Experience & Student Teaching Handbook in order to receive a passing grade for field experience and student teaching courses proceeding to licensure. Students enrolled in field experience and student teaching courses will receive the handbook from the Director of Field Placement.

Licensure Requirements

Students who complete the Special Education program earn a State of Illinois Professional Education License with a Special Education endorsement (Learning Behavior Specialist 1 (LBS 1). With careful planning, students can add one or more of the following endorsements to their teaching license: Elementary Education, Bilingual/ESL, Early Childhood Special Education approval, Middle School, and Reading Teacher.

In order to qualify for Roosevelt University's recommendation for the Illinois teaching license in Special Education, students must meet all general education requirements that are in effect at the time of their application.

Students must consult with their education advisor to determine which general education courses are acceptable toward fulfillment of licensure requirements. Because requirements for licensure, graduation, and continuing enrollment are subject to change, graduates must consult frequently with their education advisors. The advising plan developed at program admission provides the most up-to-date and authoritative information with respect to all program and licensure requirements.

Students must have a minimum 3.0 GPA in all graduate courses. All courses must be passed with grades of C- or higher and a grade of C or higher in Student Teaching.

Before issuing a license, the Illinois State Board of Education requires passing of the content exam(s) that meets the state's criterion and may require satisfactory scores on the Educator Teacher Performance Assessment Portfolio (edTPA).

Year 1

Fall	Credit Spring Hours	Credit Summer Hours	Credit Hours
EDUC 402	3 SPED 428	1 SPED 419	3
SPED 400	3 READ 420	3	
SPED 401	3 SPED 443	4	
SPED 403	1 SPED 445	4	
SPED 442	4 SPED 441	3	
	14	15	3

Year 2

Fall	Credit Spring Hours	Credit Hours
SPED 448	1 SPED 466	6
SPED 446	4 EDUC 480	3
SPED 450	3	
SPED 440	3	
	11	9

Total Credit Hours 52