

Literacy, Leadership, Development, and Special Education

The Department of Literacy, Leadership, Development, and Special Education offers:

Educational Leadership

Our programs include a strong emphasis on reflection and skill development and the ability to effectively apply theory in professional settings. Our aim is to prepare students for strategic leadership in educational and corporate organizations, and to train effective leaders and change agents. The curriculum highlights an integrated and interdisciplinary skill-based focus on leadership and administrative development. The programs build a strong sense of community by understanding and celebrating the diversity of the people and communities served by our faculty, graduates and students. Our faculty and students are comprised of professionals with widely diverse interests, expertise and experience. We take great pride in our alumni who serve in schools, universities and businesses throughout the Chicago Metropolitan area.

- Master of Arts degree in Educational Leadership

Human Resource Development

The Human Resource Development (HRD) (<http://www.neiu.edu/academics/college-of-education/departments/literacy-leadership-and-development/>) Program offers courses of study leading to both undergraduate and graduate degrees in Human Resource Development, as well as to a minor in Human Resource Development, to prepare professionals who will be responsible for the training, education, and development of adults, in settings such as business, industry, health care, social service, and government. Students in the program will be provided opportunities to develop the knowledge and competencies necessary to meet the increasing needs that organizations have for HRD professionals. Competencies that have been identified by professional organizations have been carefully considered in the development of specific objectives for the course work in the program.

- Bachelor and Master of Arts degree in Human Resource Development
- Undergraduate minor in Human Resource Development

Literacy Education

Literacy Education offers two programs designed to meet the urgent need for highly effective teachers and instructional leaders with expertise in literacy education. The objectives of these programs are to increase candidates' knowledge of literacy processes and development; to advance professional knowledge in the teaching of literacy for all learners, including those from culturally and linguistically diverse backgrounds; and to provide specialized training in assessment and intervention for students who struggle with reading and writing.

The Master of Arts in Literacy Education, leading to PK-12 Reading Specialist endorsement, is designed for licensed teachers who wish to enhance their skills in teaching literacy in their own classroom or to work as Reading Specialists beyond their classroom. Candidates are prepared for leadership in literacy, including coaching and professional support, instructional planning, and curriculum development. The Master of Arts in Literacy Education requires 33 credit hours. Note: In addition to the completed MA, the Illinois State Board of Education requires candidates to have a minimum of two years full-time experience as teacher-of-record and a passing score on the ILTS Reading Specialist Exam for entitlement as a Reading Specialist.

The Reading Teacher Endorsement, PK-12, is a non-degree program designed for licensed teachers who wish to enhance their skills in teaching literacy in their own classroom. It requires 18 credit hours. Note: The Illinois State Board of Education requires a passing score on the Reading Teacher Exam for entitlement as a Reading Teacher, but does not require a minimum number of years as teacher-of-record.

You may also visit the Literacy Education website at Literacy, Leadership and Development (<http://www.neiu.edu/academics/college-of-education/departments/literacy-leadership-and-development/>).

- Master of Arts in Literacy Education
- Reading Teacher Endorsement PK-12

Special Education

The Department of Special Education at Northeastern Illinois University prepares reflective professionals who aim to transform the lives of individuals with exceptionality and their families. We believe there is nothing more important than fostering with dignity and respect, the inclusion of students with exceptional learning needs in every aspect of life. Therefore, our work in teacher preparation is guided by one simple principle...it's about the kids.

One special feature of the department is the *William Itkin Children's Service Center*. Located within the special education department, the technology-enhanced Itkin Center is designed to provide assessment and remediation of learning and behavior problems in school-age children and youth and to provide training to graduate students.

Program Offerings:

- **Special Education-Learning Behavior Specialist (LBS) I**
 - Bachelor of Arts in Special Education
 - Master of Arts in Special Education
 - Endorsement-only (Focus LBS I) program (non-degree)
- **(Advanced) Special Education-Learning Behavior Specialist II**
 - Master of Science in Special Education-Behavior Intervention Specialist (BIS)
 - Master of Science in Special Education- Curriculum Adaptation Specialist (CAS)
 - Master of Science in Special Education -Dual BIS and CAS
 - BIS-Endorsement only (non-degree)
 - CAS-Endorsement only (non-degree)

Detailed information on all of our programs can be found on our website at SPED (<https://www.neiu.edu/academics/daniel-i-goodwin-college-of-education/departments/literacy-leadership-development-and-special-education/>).

- Major in Human Resource Development (<http://catalog.neiu.edu/education/human-resource-development/human-resource-development/>)
- Minor in Human Resource Development (<http://catalog.neiu.edu/education/human-resource-development/minor-human-resource-development/>)
- Major in Special Education (<http://catalog.neiu.edu/education/special-education/special-education/>)

Educational Leadership

- Master of Arts in Educational Leadership (<http://catalog.neiu.edu/education/educational-leadership-development/master-arts-educational-leadership/>)

Human Resource Development

- Master of Arts in Human Resource Development (<http://catalog.neiu.edu/education/human-resource-development/master-arts-human-resource-development/>)
- Graduate Certificate in Workplace Learning and Performance (<http://catalog.neiu.edu/education/human-resource-development/graduate-certificate-workplace-learning-performance/>)

Literacy Education

- Master of Arts in Literacy Education (<http://catalog.neiu.edu/education/literacy-education/master-arts-literacy-education/>)
- Reading Teacher Endorsement: (<http://catalog.neiu.edu/education/literacy-education/master-arts-literacy-education/>)

Special Education:

There are two graduate programs-

- Master of Arts in Special Education (MA LBS I) (<http://catalog.neiu.edu/education/special-education/master-arts-special-education/>) leads to the Illinois Professional Education License with LBS I (K-21) endorsement. A four-course approval may be attached to the MA LBS I for candidates seeking the Early Childhood Special Education Approval.
- Master of Science in Special Education (LBS II) (<http://catalog.neiu.edu/education/special-education/master-science-special-education-lbs-ii/>) is for licensed teachers who hold the LBS I (K-21) Endorsement.

Graduates of a Master's program sequence will be able to

1. design and implement programs for students with exceptional learning needs;
2. consult and collaborate with others on the needs of the students; and
3. analyze and make instructional decisions based on reliable assessments.

There is also a **non-degree Focus LBS I Program in Special Education** for licensed teachers only. This non-degree, online program leads to LBS I endorsement (K-21) **without** a Master's degree.

Russell Wartalski, Ed.D., Department Chair & Associate Professor **Gabriel Cortez, Ph.D., Professor, Leadership**

Wendy Gonzalez, Ph.D., Assistant Professor, Special Education
Jolanta Jonak, Ed.D., Associate Professor, Special Education

Effie Kritikos, Ph.D., Professor, Special Education

Hsiao-Chin Kuo, Ph.D., Associate Professor, Literacy Education
 Christina Mada, Ph.D., Professor, Literacy Education

Mark Melton, Ed.D., Associate Professor, Special Education

Gerardo Moreno, Ph.D., Professor, Special Education
 April Nauman, Ph.D., Professor, Program Coordinator, Literacy Education

Noreen Powers, Ph.D., Associate Professor, Leadership
Jody Siker, Ph.D., Assistant Professor, Special Education

Jennifer Ventimiglia, Ed.D., Assistant Professor, Leadership
Brian Vivona, Ed.D., Associate Professor, Human Resource Development

leadership

LEAD-333. School Law For Teachers. 3 Hours.

Provides K-12 teachers and prospective teachers with an understanding of the impact of the legal processes on schools. Attention is given to current issues and their implications for classroom teachers. Topics include: the legal system, sources and levels of law, contracts, tenure, records, collective bargaining, copyright, academic freedom, tort liability, student and teacher rights, discrimination and handicap issues.

LEAD-401. Instructional Leadership. 3 Hours.

An analysis of the basic determinants of curriculum PreK-12. Emphasis on significant psychological theories and development, learning and motivation for curricula development including impact of sociological, cultural, and ethnic factor. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs. Roles and responsibilities of an instructional leader are highlighted as well as a focus on the improvement of instruction for school improvement and student achievement for all.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-413. Human Relations And Leadership. 3 Hours.

Study of basic concepts and principles of interpersonal relationships, communications, group interaction, and leadership and effectiveness. Emphasis on theory, application and skill development. Students will observe and assess interpersonal, group and organizational dynamics with attention to cultural factors and development of effective interaction and problem-solving skills.

LEAD-415. Historical And Philosophical Perspectives In Higher Education. 3 Hours.

LEAD-421. Educational Leadership And Organizational Studies. 3 Hours.

This course is designed to introduce the student to the field of educational leadership and management. The purpose of the course is to assist future educational leadership professionals to understand the philosophical, historical and organizational underpinnings of educational leadership. It provides students with a theoretical framework on which to develop and implement sound practical applications and decisions in the educational leadership tasks of communicating, planning, organizing, supervising, leading and evaluating strategies designed to build up highly effective learning communities. Further, it prepares the student to pursue alternative routes to excellence by understanding current education's challenges and by choosing the most successful leadership, management, motivational and decision-making strategies for a constantly changing educational environment.

LEAD-422. The Principalship. 3 Hours.

The Principalship is an examination of PK-12 schools with an emphasis upon the transforming instructional leadership and school improvement roles of the principal to enhance student learning for all students. The course focus is on practical problem solving through working collaboratively and transformatively with staff through creating a vision of leadership and learning, developing a positive school culture, managing the school and interacting with the external school environment.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-424. Introduction To Evaluation Of Certified & Support Staff. 3 Hours.

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence upon supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and both multicultural and exceptional populations.

LEAD-425. Advanced Techniques In The Supervision And Evaluation Of Professional Staff. 3 Hours.

The main focus of this course is to provide an in-depth analysis of advanced techniques in the supervision and evaluation of K-12 professional personnel. The course builds upon the concepts of LEAD-424 to develop effective and legally formative and summative evaluations. The evaluation functions of monitoring curriculum fidelity, directing personnel for improvement, making personnel decisions and working with incompetent personnel provide a framework for applying course content for k-12 settings.

LEAD-428A. Seminar In Educational Administration: Educational Decision-Making. 3 Hours.

The purpose of LEAD-428A is to provide an in-depth analysis of problems and issues associated with program evaluation and school improvement for school leaders.

Prerequisite: LEAD-421 with a minimum grade of C and LEAD-424 with a minimum grade of C.

LEAD-428B. Seminar In Educational Administration: Administrative Theory And Practical Application. 3 Hours.

The focus of this course is to explore the area of professional development as a vehicle for building capacity in your institution. As an educational leader you will be instrumental in designing or selecting opportunities for professional development as well as evaluating the success of those efforts.

Prerequisite: LEAD-424 with a minimum grade of C and LEAD-421 with a minimum grade of C.

LEAD-428F. Seminar In Educational Leadership In The Middle School. 3 Hours.

The purpose of this course is to provide an in-depth study of the theory, research and best practices to support contemporary issues in middle level leadership. The course will focus on developing and leading middle level education that meets the diverse needs of emerging adolescents through mission development, program improvement, curriculum assessment, improvement of teaching and learning, staff development and more.

Prerequisite: LEAD-421 with a minimum grade of C and LEAD-424 with a minimum grade of C.

LEAD-429. Research Design & Analysis Of Educational Data. 3 Hours.

This course develops administrative skills in research design including program statements, hypothesis formulation, population/sample collection, data collection, statistical analysis and interpretation. Quantitative and qualitative research designs will be examined as they relate to effective schools, improving student achievement and administrative research.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-430. Thesis Seminar. 3 Hours.

This course provides guidance in the preparation and submission of a master of arts thesis under the supervision of faculty. It will extend the student's knowledge of standard techniques in the collection and analysis of data and facilitate the development of skills in advanced research design for possible future study at the doctoral level.

LEAD-431. School & Community Relations. 3 Hours.

The purpose of this course is to provide a forum for the transfer of theory to practice in the area of school-community relations. Additionally a teacher-as-researcher model and community-based research pedagogy are required in order to assist prospective school leaders in investigating their local school communities and increase their leadership skills. Effective school-community relationships begin at home facilitated by skillful leaders who have effective communication, research, collaborative and problem solving skills. These skills form bonds between schools and the local and global communities.

LEAD-432. School Finance & Budgeting. 3 Hours.

The goal of the course is to enable a student to demonstrate an understanding of school finance and related issues and to apply that knowledge in hypothetical school leadership situations. The content includes local, state and federal revenue sources, the legal and political settings that influence school finance, budgeting processes, revenue and expenditure management, research on the relationship of expenditures to achievement, the characteristics of a financially healthy school district, the operation of support services and measures to protect school funds and property.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-433. School Law & Ethics. 3 Hours.

This course studies the legal and ethical issues as related to practical problems of school administration. Constitutional provisions and court decisions are examined as they impact education. Issues of ethics pertaining to legal tenets will be integrated throughout the semester.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-434. Internship I. 3 Hours.

The major purpose of the internship is to comply with Illinois PA 96-903 and to provide the student with a supervised experience in the roles and responsibilities associated with the principalship in Pre-K through grade 12 during the course of a year. Each student will participate in administrative activities related to instructional leadership and school management. The three internships, LEAD-434, LEAD-435 and LEAD-437, are defined as all the experiences that result from applying the strategic, instructional, organizational, and contextual leadership guidelines in a workplace. This course is the first internship experience.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-435. Internship II. 3 Hours.

The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD-434. This is the second internship experience.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-436. Human Resources Administration In Education. 3 Hours.

This course provides a general understanding of the personnel functions in educational settings. Decision-making and problem-solving will be emphasized. The functions of planning, recruitment, selection, placement, induction, staff development, motivation, compensation, performance, appraisal, negotiations and dismissal are included.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-437. Internship III. 3 Hours.

The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD-434, and LEAD-435. This is the third internship experience.

Prerequisite: LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

LEAD-438. Collective Negotiations. 3 Hours.

The development and establishment of collective bargaining within the educational enterprise: the public and private sectors; in elementary-secondary education and colleges and universities; historical, sociological and legal perspectives; some consideration and evaluations of various issues (including tactics and process) concepts and current problems.

LEAD-441. Independent Study In Educational Administration. 1 Hour.**LEAD-445. Practicum In School Business Management. 3 Hours.**

The purpose of the practicum is to provide the student with supervised experiences in the functions and duties of a school business official. The student is required to participate in activities related to finance, purchasing, planning and business management.

LEAD-447. Introduction To School Business Management. 3 Hours.

Provides a general understanding of the various task areas involved in the field of school business management including financial control, maintenance of buildings and grounds, maintenance of inventories, purchasing and bidding, transportation, insurance, personnel and office management, lunch programs and administrative relationships.

LEAD-448. School Business Management II. 3 Hours.

Incorporates principles of school fund accounting including a study of budgeting, personnel and payroll administration, auditing and reporting expenditures and receipts, assets and liability accounting, capital asset planning and management, cash management, bonded indebtedness, analysis of statements of position and extracurricular funds.

LEAD-470. Administrative Use Of The Microcomputer. 3 Hours.

An examination of the use of micro-computers in education administration and supervision. Topics include: Introduction to computers, overview of principles underlying computer-assisted instruction and computer-managed instruction, overview and use of available software, internal monitoring and program evaluation and elementary programming.

LEAD-480. The Community College. 3 Hours.

Provides the student with theoretical and practical knowledge about the philosophy, history, students, services, staff and organizational structure of the community college. National trends of the two year college will be analyzed.

LEAD-481. Community College Administration. 3 Hours.

Provides the student with practical knowledge about the day to day demands of administering the Community College. Stresses the importance of the Community College to the nation, state and local areas and how good administrators and administration can make a strong contribution to the proper and excellent performance of community colleges.

LEAD-490. Adult Learner. 3 Hours.

An examination of demographic changes fostering attention on adults as well as stages and phases of adult life and adult characteristics as a framework for effective planning, programming and marketing adult education.

LEAD-491. Foundations In Higher Education. 3 Hours.

This course provides students with knowledge of the historical development of higher education in the United States and its socio economic, political, legal and philosophical underpinnings. This course also provides students with an understanding of the structures and governance higher education in the U.S. Emphasis is given to current issues, opportunities and problems facing higher education and its stakeholders.

LEAD-492. Resources, Institutional Planning And Finance In Higher Education. 3 Hours.

This course prepares students to understand how institutions of higher education obtain and utilizes resources. It focuses on resource planning, policy development and implementation, and resource allocation. Topics include: institutional governance, research, marketing, budget development, financial allocation, environmental scans and oversight.

LEAD-493. The Law Of Higher Education. 3 Hours.

This course presents legal issues from the perspective of preventive law, policy development and implementation. Content includes the structure of the U.S. legal system, constitutional law, statute and case law. Topics include: affirmative action, employment law, intellectual property, due process, academic freedom, human-subjects research and collective negotiations.

LEAD-495. Practicum In Higher Education. 3 Hours.

This course consists of supervised experience in the functions and duties of leaders in higher education settings.

LEAD-496A. Seminar In Higher Education: The Non-Traditional Student. 3 Hours.

This course prepares the student to effectively meet the needs of the non-traditional students in higher education settings. Historical evolution and psychosocial factors impacting adult learners, development of student services, curriculum design issues and methods of building a sense of community among adult learners.

LEAD-496B. Seminar In Higher Education: The Problematic Pipeline - Latinos And Latinas In Higher Education. 3 Hours.

This course focuses on the contemporary Latino experience in the US educational system. It follows the growing numbers of Latinos with low high school completion rates and low levels of participation/completion in higher education. Emphasis is placed on the diversity of the experience by national origin, region of settlement, and gender as well as the histories of Latino immigration to the US compared to the receptions of other immigrants in history. Predominant theories of international immigration, relationships between the historical and contemporary context, immigration policy, and the adaptation of Latino immigrants in the United States are considered.

LEAD-496C. Seminar In Higher Education: Critical Policy Issues In Latino Higher Education. 3 Hours.

An analysis of the critical policy issues in Latino higher education as the US faces a growing increase in Latino college-enrollment (the largest minority), yet with low retention and a scarce presence in higher education discourse. Due to this increase, an exploration of ways to prepare postsecondary institutions for this and the role of more Latinos in the academy is explored. Including: the role of community colleges and four-year institutions in meeting this demand, understanding the historical processes and cultural differences of Latinos in the US, understanding various modes of thought, concerns and methodologies regarding Latino higher education.

LEAD-496D. Seminar In Higher Education: Current Global Issues & The Latino Community. 3 Hours.

This course provides an introduction to the cross-cultural, cross-national study of educational institutions and their relationship to society. This cross-national comparison of educational practices occurs in light of cultural, social organization, economic, political, and historical differences with a key goal being further development of understanding how perspectives on education in the United States have been shaped.

LEAD-497. Student Personnel Work In Higher Education. 3 Hours.

This course addresses issues relating to the philosophy, organization and administration of student affairs in post-secondary institutions, as well as, the development and implementation of student affairs policy and programs. It emphasizes the roles that student affairs professionals serve to promote intellectual, social, moral, ethical, spiritual, emotional, and physical development and wellbeing of students. Student affairs educators carry out their professional obligations by actively seeking collaborative relationships with each other across units, with students, faculty, and others on and off the campus in order to design, support, maintain, and/or change campus environments to optimally support student learning, wellness, and development.

human resource development

HRD-202. Career And Life Planning I. 3 Hours.

Designed to help students develop a greater understanding of themselves and to identify a satisfying career field that matches their talents and abilities. Students will identify their values, analyze their skills, discover their likes and dislikes and focus on their interests as they relate to possible career choices. A long range plan will be developed and a supportive resume describing capabilities and experience will be prepared.

HRD-300. Principles And Practices In Human Resource Development. 3 Hours.

Students explore their aptitudes and interests in relation to the roles of educators in non-school settings. They familiarize themselves with the overall purposes of organizations and the role of educators within such organizations.

Prerequisite: (100 - 399 or 100A - 399Z).

HRD-301. Adult Teaching/Learning Process. 3 Hours.

Students study the principles of adult learning and instruction and the range and types of desired educational outcomes related to the characteristics of adult learners. Required: HRD-300 or can be taken at the same time as HRD-300; Completion of a Minimum of 45 College-Level Semester Hours.

Prerequisite: (100 - 399 or 100A - 399Z).

HRD-310. Instructional Techniques And Technology. 3 Hours.

Students apply a systematic approach to the development of instructional materials using the principles of instructional design. Topics covered include needs assessment, task analysis, objective preparation, design documents, material development, and evaluation.

Prerequisite: HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C.

HRD-313. Political Savvy In The Workplace. 3 Hours.

This course will explore the concept of political savvy in the workplace as it relates to one's career success and development as well as for others whom the HRD professional might coach. Topics include: how political savvy is defined, the political nature of the workplace, power and the importance of leveraging one's power, personal influence, and the development of a political game plan.

Prerequisite: (100 - 399 or 100A - 399Z).

HRD-313B. Program Development In Human Resource Development. 3 Hours.

This course will explore the range and types of desired outcomes related to planning programs for adult learners. Not designed or written as an instructional design course, this course looks at the barriers that impede discourages adults in pursuing educational goals and provides various way to enhance opportunities for the adult learning population.

HRD-315. Computer Utilization In Human Resource Development. 3 Hours.

Students in this course will be introduced to the use of computers for instructional purposes. Course will focus on design, storyboarding, logic and authoring software. Students will develop computer-based training programs.

Prerequisite: HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C.

HRD-320. Dynamics Of Working With Groups And Individuals. 3 Hours.

Students explore effective interpersonal and group behavior in organizations. Emphasis is placed on understanding the importance of such behaviors. Completion of a minimum of 45 college-level semester hours required.

Prerequisite: (100 - 399 or 100A - 399Z).

HRD-321. Designing Instruction In Human Resource Development. 3 Hours.

Students apply major principles relating to the design and presentation of training/education programs for adults. Students demonstrate and improve their level of competency on major course tasks. Recommended: HRD-315 or may be taken concurrently.

Prerequisite: HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C and HRD-320 with a minimum grade of C.

HRD-323. Independent Study In Human Resource Development. 3 Hours.

In-depth study of special areas in human resource development.

Prerequisite: HRD-310 with a minimum grade of C.

HRD-325. Writing Intensive Program: Communication In Human Resource Development. 3 Hours.

This course explores the role of oral and written communication skills in the human resource development field. The student will practice the following: impromptu, informational, and persuasive oral presentations; and interviewing, questioning, organizing, researching, and active listening skills.

Additionally, the student will demonstrate competence with the following writing tasks: preparing a meeting agenda, project proposal manuscript with recommendations, an e-mail message, an elevator speech, a claims adjustment request, bad news memorandum, and decline of a request. Professionalism; appropriate non-verbal messages; and accurate and effective organization, flow, and mechanics as appropriate for the context, content, and audience are emphasized.

Prerequisite: HRD-300 with a minimum grade of C and ENGL-101 with a minimum grade of C.

HRD-328. Organizational Project Management. 3 Hours.

This three-credit hour course guides students through the process of creating a project management proposal including a timeline. The course examines issues relating to project structure and stakeholders. It explores responsibilities within a project as well as how to identify project sponsors and project tasks. Students will be exposed to project management as it relates to organizational goals, preparing them to participate in projects while maintaining an organizational perspective.

Prerequisite: ENGL-101 with a minimum grade of C.

HRD-329. Internship And Seminar In Human Resource Development. 6 Hours.

The internship and seminar will be the culminating activity for the Human Resource Development major. Internship will be in health care settings, business and industry, community, state and federal agencies, rehabilitation and recreation centers and professional associations. The purpose will be to synthesize what the student has learned in the classroom with practice in the field. Permission from the HRD Advisor or Program Coordinator required.

Prerequisite: HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C and HRD-321 with a minimum grade of C.

HRD-362. Instructional Media In Human Resource Development. 3 Hours.

The purpose of the course is to provide the student with a practical, hands-on approach to selecting and utilizing instructional media, consistent with theories and practices in instructional technology. The emphasis will be placed upon the tools (i.e., equipment and materials) which an instructional designer has available for the production of instructional materials. Students will learn how to operate equipment and will produce instructional materials for media programs.

Prerequisite: HRD-301 with a minimum grade of C.

HRD-390. Computer-Based Training. 3 Hours.

Systematic approach to the design and use of computer-based and interactive video instructional materials. Course includes courseware development, implementation, training techniques, documentation and state-of-the-art technology.

Prerequisite: HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C.

HRD-400. Hrd And The Organization. 3 Hours.

Study of the role of HRD in relation to the needs, purposes, structures and processes of organizations in order to maximize the effectiveness and value of HRD to the organization.

HRD-401. The Adult Learner I. 3 Hours.

An analysis of adult learning theory and research in relation to practice in the field of training and human resource development, including study of how adults acquire and use knowledge, skills and attitudes. Application of theory in varied adult learning situations will be emphasized.

Prerequisite: HRD-400 (may be taken concurrently) with a minimum grade of C or HR-400 with a minimum grade of C.

HRD-402. Adult Learner II. 3 Hours.

In-depth focus on individual difference characteristics of adults that affect learning. Consideration of such characteristics as motivation, learning styles, perception of self on other, culture, experiential background, memory/information processing, attribution, cognitive structures and metacognition.

Research paper required that includes application to HRD field.

Prerequisite: HRD-401 with a minimum grade of D or HR-401 with a minimum grade of D.

HRD-403. Leadership & Political Savvy In The Workplace. 3 Hours.

Students will explore the relationship between leadership practices and politically-savvy behaviors in the workplace for human resource development professionals. Students will examine the theoretical and practical aspects of leadership, explore the political nature of the workplace, review the importance of power and influence, and refine interpersonal and communication skills necessary for personal career success.

Prerequisite: HRD-400 with a minimum grade of B.

HRD-404. Applied Technology In Human Resource Development. 3 Hours.

This course is an introduction to the use of computers and electronic communication devices for HRD-specific purposes. It focuses on the application of software tools and electronic communication devices in instructional design and workplace communication, utilizing storyboarding, mapping logic, and various platforms as authoring programs. Special emphasis is placed on development of proficiency with PowerPoint as an e-learning authoring tool.

Prerequisite: HRD-406 with a minimum grade of C and (HRD-400 with a minimum grade of C or HRD-401 with a minimum grade of C).

HRD-405. Needs And Task Analysis In Hrd. 3 Hours.

Defining gaps between desired and actual performance and specifying the cause of the gaps. Identifying and analyzing tasks and job content for the purpose of developing training designed to accomplish specific results in a job or organization. The design, development and application of techniques and instruments to use in obtaining information on needs and tasks.

Prerequisite: HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C.

HRD-406. Instructional Design In Hrd I. 3 Hours.

The process of preparing objectives, defining content, selecting and sequencing learning activities for specific training/ education/ development programs. Includes selection of methodology, including use of media and computer technology, critique and redesign of off-the-shelf materials and evaluation.

Prerequisite: HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C.

HRD-407. Measurement And Evaluation In Hrd. 3 Hours.

Determining the effectiveness of HRD learning programs and services. Making decisions on how, what and when to measure and what standards to use in evaluation. The design, development and application of techniques and instruments to use in obtaining measurement data. Cost/benefit analysis of the impact of HRD on the organization.

Prerequisite: HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C.

HRD-408. Instructional Design In Human Resource Development II. 3 Hours.

In this course, students study advanced instructional design techniques as they go through the process of assessing needs, designing and developing instruction and developing both an assessment and an implementation plan for their training. Students develop an instructional program designed to meet client needs, giving them an opportunity to apply theories learned in earlier courses, as well as acquainting them with additional instructional strategies to developing an expanded instructional program.

Prerequisite: (HRD-406 with a minimum grade of D or HR-406 with a minimum grade of D) and (HRD-407 with a minimum grade of D or HR-407 with a minimum grade of D) and (HRD-490 with a minimum grade of D or HR-490 with a minimum grade of D or HRD-462 with a minimum grade of D).

HRD-409. Television Production In Human Resource Development. 3 Hours.

This course will explore techniques of television production and utilization as they apply to the field of human resource development. Students will learn the principles of camera operation, lighting, composition, video and audio recording, video editing, field production, directing and scripting. The approach will be hands-on; students will write and produce video training materials using instructional design principles.

Prerequisite: (HRD-362 with a minimum grade of C or HR-362 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C).

HRD-410. Talent Management. 3 Hours.

Exploration of the major aspects of talent management from developing core competencies to the design and employment of performance management systems. We will study the perspectives, methods, and theoretical framework employed by HRD practitioners in developing HRD strategies to improve organizational performance.

Prerequisite: HRD-400 with a minimum grade of C and HRD-401 with a minimum grade of C and HRD-405 with a minimum grade of C.

HRD-411. Consulting In Human Resource Development. 3 Hours.

This course examines the roles of both internal and external consultants within an organization as they analyze both training and non-training interventions to improve performance. Students work with case studies to examine various aspects of the consulting process. Topics covered include client-consultant relationships, diagnosing organizational situations, developing contracts, marketing your services, etc.

Prerequisite: (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C).

HRD-412. Project Management In Human Resource Development. 3 Hours.

Study of the principles of project management as they relate to the development of HRD programs. Application of the principles to HRD projects that are both in the planning state and in progress will be emphasized.

Prerequisite: HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C.

HRD-413. Independent Study In Human Resource Development. 3 Hours.

In-depth study of special areas in human resource development.

HRD-414. Strategic Planning In Human Resource Development. 3 Hours.

Study of principles of strategic planning as it relates to the HRD field. This course will explore various strategies that can be used to lead, facilitate, or teach others how to work through the strategic planning process. Application of the principles of strategic planning process will be emphasized.

HRD-415. Seminar In Human Resource Development- Organizational Development. 3 Hours.

This seminar guides students in developing a broad understanding of various aspects of Organization Development (OD), including: OD field and organizational change; the history of OD; how to manage the OD process; the elements of Action Research in OD; OD interventions; power, culture, and politics as an organization tool.

Prerequisite: (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).

HRD-416. Masters Capstone. 3 Hours.

Students in the MA in Human Resource Development program will complete a capstone course where they will complete one of three capstone projects:
 Practitioner project: A front-end assessment or performance analysis, white paper, policy analysis, or program evaluation
 Instructional design: A research-based lesson design and analysis project
 Internship: A 15-week supervised practicum/internship, either in the field of training and development in an organization in which they are presently working, or in talent development within an appropriate, site-approved organization.
 The selection of the capstone option must be approved by the instructor of record.

Requirement: Departmental Approval, completion of all required courses

Prerequisite: (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).

HRD-417. Practicum In Hrd II. 3 Hours.

See description of Practicum in HRD I. Students have the option of taking additional practicum hours if the field setting provides an opportunity to design and present a training program that is more involved and will require an extended time commitment. Practicum in HRD I and Practicum in HRD II can be taken during the same term if it can be clearly established that the student will have time for an extended commitment.

Prerequisite: (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).

HRD-418B. Topical Seminar: Human Performance Technology In Human Resource Development. 3 Hours.

Study of improving human performance in the workplace. This course will develop awareness about the complexity of this area including the role of the HRD practitioner as the performance consultant. A practical and theoretical foundation for following HTP methodology to solve human performance problems in the workplace will be explored.

HRD-418E. Topical Seminar In Global/Cultural Issues In Human Resource Development. 3 Hours.

This course will explore the importance and necessity of HRD practitioners understanding the importance of globalization and the increasing diversity of the work-place and work-force. The design and delivery of instruction and the analysis of the dynamics of organizations requires an understanding of learning and organizational development theory and will be examined through the lens of global and cultural awareness.

HRD-418F. Topical Seminar: Group Dynamics In Human Resource Development. 3 Hours.

This course will explore the principles of group dynamics as they affect individuals, groups, and team in organizations. This highly interactive course will explore group and team issues including: the nature of groups, group formation, development and socialization, structure, influence power, decision making, conflict, and additional issues.

HRD-419. Project In Human Resource Development. 3 Hours.

Students prepare a project that involves the application and/or extension of the knowledge and skills developed in the courses that they have completed. The project may be in the form of an instructional program or a paper on a specific aspect of Human Resource Development.

HRD-420. Thesis Seminar In Hrd. 3 Hours.

Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Human Resource Development.

HRD-421. Leadership And Ethics In HRD. 3 Hours.

This course presents historical and contemporary leadership theory and models and applies leadership theories and concepts in the context of Human Resource Development. This course also guides students through a personal assessment of leadership characteristics, utilizing different tools to measure the individual's strengths and focus on self-enhancement to better assist in ethical decision making.

Prerequisite: HRD-400 with a minimum grade of C and HRD-401 with a minimum grade of C.

HRD-462. Instructional Strategies In Hrd. 3 Hours.

This course will explore various strategies that can be used to facilitate learning in a variety of situations. Strategies such as advance organizers, concept mapping, imagery, etc. will be studied in terms of their advantages, limitations and applications. The course will explore different types of learning, such as declarative knowledge, concepts, motor skills, etc. The different types of learning will be studied in terms of their characteristics and the implications those characteristics have for selecting and using instructional strategies.

HRD-490. Multimedia: Design And Application. 3 Hours.

This course presents an overview of varied aspects of multimedia as used in the HRD field. Course content blends theory and application as students learn the basic elements of instruction, interaction and the impact of technology on instruction. Students use an authoring program to design instruction which meets criteria for effective teaching/learning. Students will use multimedia as a vehicle for research and communication through e-mail and Internet access.

Prerequisite: HRD-404 with a minimum grade of C.

literacy education

LTCY-301. Foundations Of Literacy Instruction In Secondary Grades. 3 Hours.

This course will introduce preservice teachers to literacy teaching and learning across disciplines in middle and high school settings. This class explores theory, practices, and issues in teaching disciplinary literacy, including complex disciplinary texts, reading comprehension processes and strategies, academic vocabulary instruction, and the use of both print and digital materials to support learning across disciplines. Prerequisite: Junior in standing.

LTCY-311. Foundations Of Literacy Instruction. 3 Hours.

This course addresses foundations of PK-12 literacy teaching and learning including relevant theory, core components of the literacy curriculum, evidence-based practices, assessments, and materials to meet the needs of all learners across grades including within subject areas. Issues of diversity, equity, inclusion, motivation and engagement, as they relate to literacy learning, are emphasized.

LTCY-402. Literacy Instruction Across Grades. 3 Hours.

This course provides an overview of literacy teaching and learning in PK-12 classrooms. Topics include curriculum development, the literacy environment, assessment, and meeting the needs of all learners including culturally and linguistically diverse students and students with reading difficulties.

LTCY-501. Literacy Instruction In Primary And Elementary Grades. 3 Hours.

This course addresses emergent and early literacy development, teaching, and learning. Candidates will explore relevant theory, core components of the literacy curriculum, instructional methods, assessments, and materials to meet the needs of young learners through the elementary years. Additional topics include using a variety of print and digital texts to motivate and engage learners and building a literacy-rich learning environment for all students.

LTCY-502. Disciplinary Literacy Instruction In Secondary Grades. 3 Hours.

This course addresses the components of academic literacy development with an emphasis on instructional approaches to support and motivate adolescent learners. Candidates will explore literacy instructional practices to support student learning in various subject areas. Topics include comprehension of complex disciplinary text, academic vocabulary, and multimodal text types. Meeting the needs of all adolescent learners, including culturally and linguistically diverse students, is emphasized.

LTCY-503. Theory And Research In Literacy Education. 3 Hours.

Candidates develop a knowledge of major theoretical, conceptual, historical, and evidence-based understandings of literacy processes and development. Candidates are introduced to basic research design and methodologies, and will engage in the critical reading of scholarship in the field.

Prerequisite: LTCY-501 with a minimum grade of B and LTCY-502 with a minimum grade of B.

LTCY-504. Children's And Young Adult Literature For Literacy Instruction. 3 Hours.

This course focuses on the integration of children's and young adult literature to support teaching and learning in all grades and across disciplines. Candidates will develop foundational knowledge about children's and young adult literature, explore instructional approaches, and address relevant topics, including cultural authenticity, multicultural literature, and issues of diversity, equity, and inclusion.

LTCY-505. Writing Instruction In Elementary Grades. 3 Hours.

Candidates explore instructional practices for supporting students' writing development from K through fifth grade. Topics include motivation, assessment, and writing to support reading development. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

LTCY-506. Writing Instruction In Middle & High School. 3 Hours.

Candidates explore instructional best practices for supporting students' writing development in middle and high school. Topics include motivation, assessment, and writing to support reading development. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

LTCY-507. Literacy Assessment And Instructional Planning. 3 Hours.

In this course, candidates will learn about various types of literacy assessments, their purposes, strengths, and limitations. Candidates will select and administer multiple assessments to gather information about students' developing literacy skills, progress, and performance. Candidates will learn to analyze and interpret assessment results in order to plan instruction that meets the needs of a range of learners.

Prerequisite: LTCY-501 with a minimum grade of B and LTCY-502 with a minimum grade of B.

LTCY-508. Practicum In Literacy Assessment & Intervention: Elementary Level. 3 Hours.

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a K-5 student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lessons that address the specific word recognition, comprehension, vocabulary, fluency, motivation, and self-efficacy needs of their assigned K-5 student. Candidates also engage in professional learning such as collegial coaching and reflection.

Prerequisite: LTCY-507 with a minimum grade of C.

LTCY-509. Practicum In Literacy Assessment & Intervention: Middle Level. 3 Hours.

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a middle grades (6-9) student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lessons that address the specific word recognition, comprehension, vocabulary, fluency, motivation and self-efficacy needs of their assigned student. Candidates also engage in professional learning such as collegial coaching and reflection.

Prerequisite: LTCY-507 with a minimum grade of C or READ-407 with a minimum grade of C.

LTCY-510. Practicum In Literacy Assessment & Intervention: Secondary Level. 3 Hours.

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a grades 6-12 student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lesson plans that address the specific word recognition, comprehension, vocabulary, fluency, motivation and self-efficacy needs of their assigned student. Candidates also engage in professional learning experiences such as collegial coaching and reflection during the course's seminar component.

Prerequisite: LTCY-507 with a minimum grade of C.

LTCY-511. Research Seminar In Literacy Education. 3 Hours.

Candidates design and conduct an original action/teacher research study based on a research question of their choosing. After collecting and analyzing data, candidates report their findings following the conventions of scholarly writing and present their study to peers. Advanced study of research methodologies and paradigms is included.

Prerequisite: LTCY-503 with a minimum grade of C.

LTCY-512. Leadership In Literacy Instruction. 3 Hours.

This course addresses the multifaceted leadership roles of specialized literacy professionals. Topics include the concept of leadership, formation of literacy teams, professional learning, coaching, instructional roles, comprehensive literacy programs, assessment, and school-family-community partnerships.

Prerequisite: LTCY-507 with a minimum grade of C.

LTCY-513. Literacy Instruction For Middle Level Grades. 3 Hours.

This course addresses motivating middle school learners to read and building the literacy skills needed for learning in subject areas. Topics include nurturing a love of reading, using instructional materials and text types to engage learners, and addressing the developmental needs of young adolescents. Meeting the needs of all students, including culturally and linguistically diverse middle school students, is emphasized.

LTCY-514. Language And Literacy Instruction For Culturally And Linguistically Diverse Students. 3 Hours.

This course focuses on instructional approaches and materials to support language and literacy development among culturally and linguistically diverse (CLD) students. Candidates will explore topics and issues of second language acquisition, bilingual and multicultural education, identity and CLD students, language diversity, language policy, and home and community engagement. Candidates will be able to apply their multifaceted knowledge across disciplines and professional contexts.

Prerequisite: LTCY-501 with a minimum grade of C and LTCY-502 with a minimum grade of C or LTCY-513 with a minimum grade of C or (READ-416 with a minimum grade of C and READ-417 with a minimum grade of C or READ-440 with a minimum grade of C).

LTCY-515. Technology For Literacy Instruction. 3 Hours.

In this course, candidates explore technology tools and digital media to support literacy teaching and learning among students of diverse backgrounds and abilities. Topics include selection and evaluation of technology tools; technology to support the developing needs of all learners; social, legal, and ethical issues related to classroom technology use; and technology use that promotes critical thinking and meaningful learning.

Prerequisite: LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B.

LTCY-516. Advanced Practicum In Literacy Education. 3 Hours.

This course provides candidates with the opportunity to examine more closely a particular facet of literacy development and/or to explore innovative diagnostic or instructional practices within a clinical setting.

LTCY-517. Language Development And Early Literacy. 3 Hours.

This course focuses on the relationship between children's oral language and early literacy development. Emphasis will be on the instructional implications for teachers working with children from infancy through Grade 3. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

Prerequisite: LTCY-501 with a minimum grade of C.

LTCY-521. Independent Study In Literacy Education. 1 Hour.

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

Prerequisite: LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

LTCY-522. Independent Study In Literacy Education. 2 Hours.

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

Prerequisite: LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

LTCY-523. Independent Study In Literacy Education. 3 Hours.

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

Prerequisite: LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

special education**SPED-109. First Year Experience: Gusty Chicago: Explore Your Inner Rush. 3 Hours.**

In this course, the student will discover strategies to help him or herself and others learn optimally. The student will visit off and on campus resources to become a robust learner and to learn the many pathways that are available for personal and academic success. Also, the student will communicate orally and in writing about the current field of special education and how it affects the lives of individuals with special needs. The student will obtain an opportunity to gain conceptual understanding of Chicago's resources designed to support and broaden strengths, which are critical in a first year experience.

SPED-272. The Development And Characteristics Of Children And Youth With Exceptional Learning. 3 Hours.

The development and characteristics of children and youth with exceptional learning needs is examined. Exceptionalities include but are not limited to Intellectual Disabilities, Learning Disabilities, Emotional and Behavior Disorders, ADD, Giftedness, Communication disorders, Physical Disabilities, Traumatic Brain Injury, Severe and Multiple Disabilities, Autism, Health Impairments, and Sensory impairments. Emphasis will be on understanding causes, theories and factors associated with the manifestation of various exceptional learning conditions.

Prerequisite: SPED-371 with a minimum grade of C.

SPED-316. Professional Development Of The Special Educator. 1 Hour.

Special Education 316 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prerequisites: All Bachelor of Arts in Special Education coursework (Block I and II) prior to student teaching.

SPED-317. Inclusive Teaching Strategies. 1.5 Hour.

Inclusive Teaching Strategies is designed to provide pre-service teachers with an overview of curricular design and strategies used in teaching students with exceptional learning needs in inclusive elementary school classrooms. Specially designed instructional strategies include the integration of Universal Design for Learning (UDL) tenets to build differentiated learning structures which support learners of varying abilities. The course emphasizes curricular adaptation with focus on anchor skills within Common Core Student Standards (CCSS). The ability to develop instructional plans using multiple means of representation, engagement, and expression will be assessed.

SPED-323. Consultation In Special Education. 3 Hours.

This course is designed to foster effective communication skills in dealing with students, families, school professionals and outside agencies to build collaborative partnerships with an understanding of the roles of responsibilities of various stakeholders. Background, theory, and models of consultation and collaboration, co-teaching, pre-referral interventions and inclusion will be covered. Procedure for assuming leadership roles when planning and conducting collaborative meetings, parent participation and staff development will also be addressed.

SPED-371. Writing Intensive Program: Foundations Of Special Education. 3 Hours.

Presentation of the philosophical and historical foundations of the field of special education. Discussion of existing law, legal applications, current trends, practices, professional behavior and ethical considerations. Overview of methods of inquiry utilized by the profession. Development of professional writing skills used in the field of special education. This course meets the NEIU Writing Intensive requirement for majors in SPED.

Prerequisite: ENGL-101 with a minimum grade of C.

SPED-374. Supervised Field Experience I. 3 Hours.

Students will be placed in a school setting, with supervision, to observe and help teach pupils with disabilities. Emphasis will be placed on higher incidence disabilities. Both primary and secondary school placements will be available.

Prerequisite: SPED-272 with a minimum grade of C.

SPED-376. Teaching Learners With Moderate To Severe Disabilities. 3 Hours.

This course addresses methodologies for teaching individuals with moderate to severe disabilities. Emphasis will be given to the basics of instructional design across the academic and social arena, including assessing and prioritizing skills for instruction, writing goals and objectives and using antecedent and consequence based instructional procedures. The special needs of students with communication deficits, severe cognitive, health and physical disabilities will be addressed.

Prerequisite: SPED-373 with a minimum grade of C.

SPED-377. Supervised Field Experience II. 3 Hours.

Candidates will be placed in a school setting, with supervision, to observe and help teach students with exceptional learning needs. Emphasis will be placed on assessment and the integration of technology appropriate for meeting the needs of diverse learners.

Prerequisite: SPED-373 with a minimum grade of C and SPED-374 with a minimum grade of B.

SPED-379. Managing Behaviors In The Classroom. 3 Hours.

The principles of behavior management will be explored. Topics will include managing student progress, classroom management, student interventions, improving social skills, aggressive behavior, and working with autistic behaviors.

Prerequisite: SPED-272 with a minimum grade of C.

SPED-381. Student Teaching In Special Education. 12 Hours.

Supervised classroom teaching experience combined with seminar discussions. Study of the school community as a social unit; classroom management; candidate teacher's professional disposition and behavior; culture and personality dynamics; instructional/assistive technology; parent/family relationships; diagnoses of disability conditions; recommended teaching techniques and curriculum organization.

Requirement: Passing score on LBS I Exam (#155) and Special Education General Curriculum Exam (#163); Evidence of TB test (negative results); Satisfactory completion of all coursework (major and cognate categories) with acceptable final grades, Acceptable rating (or higher) on all key assessments.

SPED-382. Strategies For Differentiating Instruction For Students With Exceptional Learning Needs. 3 Hours.

This course focuses on evidence-based instructional strategies appropriate for individuals with disabilities who access the general education curriculum. Specialized strategies to build initial acquisition of knowledge and skills in the areas of reading, spoken and written language, mathematics, social/emotional development, and study skills will be addressed, as well as techniques across the curriculum that enable meaningful inclusion of individuals with a range of abilities. Emphasis will also be given to the development and planning of the individualized educational program (IEP).

SPED-383. Informal Assessment And Progress Monitoring. 3 Hours.

Special Education 383 establishes an understanding of the principles of assessment as a means to evaluate and address the academic and/or behavioral needs of students at-risk and students with disabilities. The course provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements (CBM); use outcome data results to plan instruction, appropriate accommodations and modifications, monitor student progress, and use assessment data for problem-solving decision making and special education eligibility.

Prerequisite: SPED-382 with a minimum grade of C.

SPED-384. Instructional Design For Individuals With Exceptional Learning Needs. 3 Hours.

This course focuses on establishing an evidence-based framework for instructional planning appropriate for individuals with exceptional learning needs and grounded in the community assets and real life issues of the learner. Content will address critical features of instructional design including the impact of various cognitive processes and diversity characteristics that impact student learning. Emphasis will be on the developing short-and long-term objectives in an instructional sequence that supports learners' academic and social/emotional learning as well as language/communication needs.

Prerequisite: SPED-382 with a minimum grade of D.

SPED-385. Community Partnership And Advocacy. 3 Hours.

This course provides undergraduate candidates the opportunity to work collaboratively with peers and community partners to identify needs in Chicago and area communities through service learning projects. Candidates will examine key components in the development of effective community partnerships and the cultivation of advocacy/ leadership skills on behalf of students with exceptionalities. Candidates will engage in establishing partnerships among private and/or public organizations for the purposes of evaluating and improving the family-school-community relationship.

Prerequisite: SPED-377 with a minimum grade of B and SPED-379 with a minimum grade of C.

SPED-395. Technology And Special Education. 3 Hours.

Candidates will study administrative, assistive and instructional technology applications in the field of special education. Review of research and practices in the field regarding assistive and instructional technology.

Prerequisite: SPED-272 with a minimum grade of C and SPED-375 with a minimum grade of C and SPED-378 with a minimum grade of C and (SPED-304 with a minimum grade of D or SPED-404 with a minimum grade of D).

SPED-400. Vocational/Career Planning For Adolescents With Disabilities. 3 Hours.

Issues in vocation/career planning for special education secondary students utilizing assessment information, interest, and aptitude findings for vocational/ career planning, including methodology, material, resources, and alternative programs.

Prerequisite: SPED-404 with a minimum grade of C.

SPED-404. Survey Of The Field Of Special Education. 3 Hours.

Review of the legal, psychological, sociological and educational aspects of the lives of children and youth with disabilities including the learning disabled. For students needing 100 hours of clinical experience, arrangements will be made through SPED-404.

SPED-417. Inclusive Teaching Strategies For Secondary Teachers. 1.5 Hour.

Inclusive Teaching Strategies is a course designed to provide candidates with an overview of curricular design and strategies used in teaching students with exceptional learning needs in inclusive secondary school classrooms. Specially designed instructional strategies include the integration of Universal Design for Learning (UDL) tenets to build differentiated learning structures, which support learners of varying abilities. The course emphasizes curricular adaptation with focus on anchor skills within Common Core Student Standards (CCSS). The ability to develop instructional plans using multiple means of representation, engagement, and expression will be assessed.

SPED-451. Creativity. 3 Hours.

Discussion and inquiry into the nature and nurture of creative ability, review of research in creativity, practical application of creative processes, ways to develop creative thinking.

SPED-454. Teaching Gifted Students In The Regular Classroom. 3 Hours.

Overview of teaching strategies, materials and classroom organization to enhance and foster the potential of student who are gifted and talented.

SPED-466. Assessing Students With Limited English Proficiency (LEP) And Disabilities. 3 Hours.

This course provides an overview of strategies and instruments that can be used to assess the academic and social behavior of pupils with limited English proficiency identified as or suspected of having special education needs.

Prerequisite: SPED-404 with a minimum grade of C and SPED-409 with a minimum grade of C and SPED-410 with a minimum grade of C.

SPED-467. Teaching Students With Limited English Proficiency (LEP) And Disabilities. 3 Hours.

This course will provide a theoretical framework to critically analyze the problems faced by students with LEP and special needs. The focus of the course is on instructional practices and approaches which seem to be effective with handicapped language minority students.

Prerequisite: SPED-404 with a minimum grade of C and SPED-409 with a minimum grade of C and SPED-410 with a minimum grade of C.

SPED-470. Administration And Supervision In Special Education. 3 Hours.

Introduction to special education administration including legal and financial aspects, staff and community relations, mainstreaming, facilities and curricular design; students will have an opportunity to solve problems using case studies and simulated materials.

SPED-481. Principles Of Diagnosis And Teaching The Child With Special Needs Aged Three To Six Years. 3 Hours.

Principles of diagnosis and teaching the young child with special needs. Aspects of assessment include screening, formal and informal tests, and use of diagnostic information to plan individualized educational program. Theory and practice of teaching techniques for the young child with special needs; discussion of the role of the special education teacher in working with other members of the multidisciplinary team and with parents. Current research and issues.

SPED-482. Principles Of Diagnosis & Teaching The Child With Special Needs: Birth To Six Years. 3 Hours.

This course applies the principles of diagnosis and teaching infants, toddlers and young children with special needs. Students will use diagnostic information to design an individual family service plan and individualized education program. Topics include theory and practice of instructional techniques, adaptations, and modifications for infants, toddlers and young children with special needs. Course content will also address the role of the special educator in working with other members of the multidisciplinary team and with parents. Current research and issues will be reviewed.

SPED-483. Working With Parents Of Young Children With Special Needs. 3 Hours.

This course will develop skill in working with families of young (birth to six year old) children with special needs. Issues such as family systems approaches, communication skills, parent empowerment, legal rights and working with service agencies are covered.

SPED-484. Psychology Of Language And Cognitive Development. 3 Hours.

This course introduces the student to the basic concepts of developmental psycholinguistics and the principles of intervention in language processes.

SPED-488. Practicum In Early Childhood Special Education: Teaching Young Children With Special Needs. 3 Hours.

Advanced supervised professional clinical experience in educating young infants, toddlers, or preschoolers with special needs in an appropriate setting; seminar discussions.

Prerequisite: SPED-481 with a minimum grade of C and SPED-482 with a minimum grade of C and SPED-483 with a minimum grade of C and SPED-502 with a minimum grade of C and (ECED-403 with a minimum grade of C or ECED-338 with a minimum grade of C).

SPED-490. Research Seminar In Special Education. 3 Hours.

Review of research literature on special problems in exceptionality. Research project under the supervision of a faculty advisor.

SPED-491. Thesis Credit In Special Education. 3 Hours.

Research project within the area of applicant's field of specialization.

SPED-494. Research Seminar In Exceptionality. 3 Hours.

Experimental method applied in a group research project in a specialized area of exceptionality.

SPED-500. Research I:Special Education. 3 Hours.

Communicate orally and in writing about the current research in the field of special education and how it affects the lives of individuals with special needs.

SPED-501. Characteristics Of Children And Youth With Disabilities. 3 Hours.

Review the psychological, sociological, and educational aspects of the lives of children and youth with disabilities, including legal foundations of special education services. Additionally, graduate students will be able to address the unique needs of working with children/adolescents with disabilities from culturally/linguistically diverse backgrounds as well as demonstrate initial skills in professional reflections as educators.

SPED-502. Language, Learning And Cognition. 3 Hours.

This is a graduate level human development course emphasizing cognitive and language development and acquisition and how these processes impact learning throughout the lifespan. Major learning theories and their implications for practice will be examined. Candidates will examine course concepts from the vantage point of supporting the learning of diverse students.

SPED-503. Foundations Of Special Education. 3 Hours.

This course examines the historical, philosophical and legal aspects of education that have defined the field of special education.

SPED-504. Assessment I: Principles Of Educational Assessment In Special Education. 3 Hours.

Special Education 504 establishes a foundational understanding of the principles of formal and informal assessment to evaluate and address the academic and behavioral needs of students with disabilities. It provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements, utilizing ascertained score results to plan instruction and monitor student progress, a working understanding of the principles and practices of Response to Intervention, and understanding of critical considerations in working with students from culturally/linguistically diverse backgrounds.

Requirement: Earned minimum grade of C in program courses with no more than 2 'C' grades.

SPED-505. Consultation & Collaboration. 3 Hours.

This course prepares the special educator to develop collaborative relationships with a variety of stakeholders and to serve as an informed professional resource for school personnel and families. Topics covered include inclusion, consultation needs, conferencing techniques, collaboration models, in-service education and parent education supports and programs. Also, issues, resources and strategies for integration and transition of students from most restrictive to least restrictive environments will be addressed with emphasis on students who exhibit behavioral challenges.

Requirement: Earned minimum grade of C in program courses with no more than 2 'C' grades.

SPED-506. Instructional & Assistive Technology In Special Education. 3 Hours.

This course prepares special educators to understand, implement and utilize technology, fostering learning and social outcomes within the context of the Least Restrictive Environment. The course examines special technology used in the assessment and implementation of technology. The legal ramifications of selecting and operating assistive devices are also covered. The relationship of technology theory is also included.

Requirement: Earned minimum grade of C in program courses with no more than 2 'C' grades.

SPED-507. Clinical Experience I: Fundamentals Of Teaching. 2-3 Hours.

Candidates work on-site in special education programs where services are provided for children and youths with special needs with mild to moderate disabilities. The focus of this experience is on assessing student learning needs and making sound instructional recommendations for students with disabilities who access the general education curriculum. Field-based settings allow candidates to engage in assessment, lesson planning and collaborative activities in school settings.

Requirement: Earned minimum grade of C in program courses with no more than 2 'C' grades.

SPED-507A. Clinical Experience I: Fundamentals Of Teaching. 2 Hours.

Candidates work on-site in special education programs where services are provided for children and youths with special needs with mild to moderate disabilities. The focus of this experience is on assessing student learning needs and making sound instructional recommendations for students with disabilities who access the general education curriculum. Field-based settings allow candidates to engage in assessment, lesson planning and collaborative activities in school settings. SPED-507A is for students who were admitted prior to FA-2020.

SPED-508. Methods II: General Curriculum & Methods In Special Education. 3 Hours.

This course addresses general principles of teaching, including the modifications/ adaptations for individuals (P-21) with disabilities who access the general education curriculum. Candidates will apply individualized goals and planning in the context of the general education curriculum.

Prerequisite: SPED-506 with a minimum grade of C and LTCY-402 with a minimum grade of C.

SPED-509. Methods I: Specialized Curriculum & Methods In Special Education. 3 Hours.

This course develops candidates' ability to understand the theoretical basis for and implementation of evidence-based strategies to facilitate the meaningful inclusion of students with mild to moderate disabilities in the least restrictive environment. Methodology and strategies to promote development of reading, oral and written expression in the content areas, including language arts, mathematics, science and social studies instruction will be addressed, as well as strategies to support students' social and emotional development. Candidates will demonstrate understanding of Universal Design for Learning to address individual student needs including individual educational goals and objectives.

SPED-510. Methods III: Strategies Of Behavior Management. 3 Hours.

Graduate candidates with the principles of applied behavior analysis, positive behavioral supports, and other contemporary approaches for behavior management. Additionally, candidates will be able to address the unique needs of working with children/adolescents with disabilities from culturally/linguistically diverse backgrounds.

SPED-511. Methods IV: Alternative Programming And Curriculum In Special Education. 3 Hours.

This course addresses the programming and curriculum issues for students with moderate to severe disabilities who, because of the nature of their disabilities require alternative programs and/or curriculum adaptations within the context of the Least Restrictive Environment.

Requirement: No more than 2 C grades in program.

SPED-512. Clinical Experience II: Intermediate Teaching. 2-3 Hours.

The purpose of SPED-512 is to involve candidates in working on site in special education programs where services are provided for children and youths with moderate to severe disabilities. It provides initial special education candidates opportunities to apply and reflect upon elements of teaching including instructional design based on the strengths, characteristics, cultural assets and needs of the learner, assessment of student learning, engagement of the learner and implementation of evidence-based strategies in the field. Candidates will learn more about the collaborative role special educators play within the context of the Least Restrictive Environment.

Prerequisite: SPED-507 with a minimum grade of C and SPED-509 with a minimum grade of C.

SPED-512A. Clinical Experience II: Intermediate Teaching. 2 Hours.

SPED-512A involves candidates in working on site in special education programs where services are provided for children and youths with moderate to severe disabilities. It provides initial special education candidates opportunities to apply and reflect upon elements of teaching, including instructional design, based on the strengths, characteristics, cultural assets and needs of the learner, assessment of student learning, engagement of the learner and implementation of evidence-based strategies in the field. Candidates will learn more about the collaborative role special educators play within the context of the Least Restrictive Environment. This course is for students admitted prior to Fall 2020.

Prerequisite: SPED-507 with a minimum grade of C and SPED-509 with a minimum grade of C.

SPED-513. Assessment II: Applied Diagnostic Testing. 3 Hours.

Techniques of testing and interpretation of tests in educational diagnosis, familiarity with commonly used assessment instruments, techniques and practice in administering individual diagnostic tests, methods of informal assessment, and interpretation of clinical reports.

Prerequisite: SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C.

SPED-514. Student Teaching In Special Education. 3,6 Hours.

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21). Applied teaching will be combined with seminar discussions and required assignments.

Requirements: Program approval.

SPED-514A. Student Teaching In Special Education. 3 Hours.

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21). Applied teaching will be combined with seminar discussions and required assignments. SPED-514A is for candidates who entered the program prior to Fall of 2020.

Requirements: Program approval

Prerequisite: SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-520 with a minimum grade of C.

SPED-514B. Applied Diagnostic Teaching In Special Education. 3 Hours.

The candidate will participate in supervised professional experiences in the William Itkin Children's Service Clinic in the role as a graduate clinician. Diagnostic teaching will be combined with seminar discussions and required activities.

Prerequisite: SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-513 with a minimum grade of C.

SPED-516. Professional Development Of The Special Educator. 1 Hour.

SPED-516 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prereq.: All Master of Arts in Special Education coursework (Block I, II and III) prior to student teaching.

SPED-518. Practicum In Special Education. 3 Hours.

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21) in the Least Restrictive Environment. Applied teaching will be combined with seminar discussions and required assignments.

Prerequisite: SPED-501 with a minimum grade of C and SPED-503 with a minimum grade of C and SPED-506 with a minimum grade of C and SPED-504 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-513 with a minimum grade of C.

SPED-519. Collaborative Relationships In Special Education. 3 Hours.

SPED-519 prepares advanced credential special education candidates to develop skills and dispositions, which promote leadership in collaborative relationships relating to students with disabilities in school settings. Collaboration with a variety of stakeholders, including peer teachers, parents, community agencies, and related service providers, will be examined. Topics covered include the culture of schools, conferencing techniques, mentoring new teachers, and in-service education. Clinical experience involves mentoring a novice special education teacher.

SPED-520. Assessment Lab-Applied Diagnostic Assessment. 3 Hours.

Graduates students will apply assessment principles to design an instructional sequence for children/youth with disabilities served a clinical setting.

Prerequisite: SPED-504 with a minimum grade of C and SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-511 with a minimum grade of C.

SPED-521. Issues & Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder. 3 Hours.

This course presents the knowledge and skills necessary for the professional to understand issues and demonstrate interventions appropriate for individuals with Autism, PDD, and low incidence disorders and syndromes. Content will address cognitive, language, and behavioral/social characteristics, methods and applications in working with and on behalf of these individuals. Emphasis will be on supporting and promoting improvements in the areas of behavior and communication.

Prerequisite: SPED-522 with a minimum grade of C and SPED-523 with a minimum grade of C.

SPED-522. Foundations & Practices In Challenging Behaviors. 3 Hours.

This course presents the knowledge and skills necessary for the professional to understand the philosophical, historical and legal foundations addressing the management of behavior and to apply various individual and group strategies to meet the needs of individuals who demonstrate challenging behavior in a variety of educational settings.

SPED-523. Educational Assessment & Planning For Positive Behavior Management. 3 Hours.

This course presents the knowledge and skills necessary for the professional to interpret various methods of assessment and diagnoses in order to meet the individual needs of students with emotional and behavioral disorders.

SPED-524. Practicum In Behavior Disorders. 3 Hours.

This course involves candidates in working on-site in special education programs where services are provided for children and youths with behavioral disorders. Through guided support, candidates employ the advanced elements of behavioral intervention and planning, including the assessment and diagnosis of behavioral disorders and use of functional behavioral analyses (FBA) to support effective intervention strategies. These elements will be applied in field-based settings to allow students, through direct interaction and facilitation of learning, to learn more about the children and youths' characteristics and needs and school-based programming within the context of the least restrictive environment (LRE).

Prerequisite: SPED-522 with a minimum grade of C and SPED-521 with a minimum grade of C and SPED-523 with a minimum grade of C.

SPED-525. Alternative Assessment & Test Accommodations. 3 Hours.

This course presents the knowledge and skills necessary for the professional to apply various methods of assessment in order to meet the individual needs of students with disabilities. Content will address alternative assessment methods, test accommodations, and applied curriculum based assessment. The instructor will model collaboration and consultation skills for working with families and other professionals.

SPED-526. Adaptations Of Curriculum. 3 Hours.

This course provides instruction to students in making adaptations and accommodations to the general curriculum based on an understanding of the academic and non-academic needs of learners with special needs. It prepares the learner to understand how students differ in their approaches to learning, and how to design and adapt instruction to engage all learners, promote positive interactions and develop students' intellectual, social and personal development. Course content will also address sources of specialized materials and resources for assistive technology. Methodology to support the curriculum infusion of real life issues will also be addressed.

SPED-527. Language Based Disorders. 3 Hours.

This course addresses the development of auditory and visual symbol systems from the perspective of psycho-neurological learning research. Listening, speaking, reading and written language will be covered. The relationship of these symbol systems to the underlying semiotic function will be emphasized. Diagnosis and remediation of disorders of auditory and visual symbol systems will be covered in depth.

SPED-528. Teaching Mathematics To Individuals With Special Needs. 3 Hours.

This course will address the issues of assessment and remediation in mathematics for individuals with special needs. It is based on the understanding that competence in mathematics is a necessity for effective resolution of psychosocial and cognitive developmental life tasks, and as a means of assuring a good quality of life. Candidates will examine the scope and sequence of mathematics curriculum, assessment of mathematics-based learning disabilities, and strategies for teaching mathematics to learners with special needs.

SPED-529. Curriculum Practicum. 3 Hours.

This course provides opportunities for students to employ, under supervision, methods and procedures useful for the successful support of learners with special needs in the regular education curriculum. Such guided experiences include the use and modification of assessments, development of curriculum for an individual learner, modification and adaptation of curriculum appropriate to the students learning style, modification of learning environments to meet individual needs, monitoring and assessing the success of curriculum adaptations as well as the selection of research supported instructional strategies.

Prerequisite: SPED-526 with a minimum grade of C and SPED-527 with a minimum grade of C and SPED-525 with a minimum grade of C.

SPED-530. Capstone Project. 3 Hours.

This course requires candidates for the LBS II Masters Program to apply relevant research to their area of inquiry and utilize this research to write a master's level research paper or conduct an applied clinical/action research project. While papers and projects are individual in nature, each candidate is expected to follow a prescribed procedure under the direct guidance and supervision of the instructor.

Prerequisite: (SPED-525 with a minimum grade of C and SPED-526 with a minimum grade of C and SPED-527 with a minimum grade of C and SPED-528 with a minimum grade of C) or (SPED-505 with a minimum grade of C and SPED-521 with a minimum grade of C and SPED-522 with a minimum grade of C and SPED-523 with a minimum grade of C).