OVERVIEW
The Master of Arts in Special Education program at Trinity Christian College leads to Learning Behavior Specialist 1 (LBS1) license. Licensed teachers can enroll in the M.A. in Special Education program to help prepare them to serve others as they answer God’s call to be an exceptional teacher of children with special needs.

SPECIAL EDUCATION TEACHERS ARE NEEDED
According to the National Education Association, over the past 10 years the number of U.S. students enrolled in special education programs has risen 30 percent. A Master of Arts in Special Education will give you the skills needed to work with children with special needs and help meet the growing demands of districts.
CLASSROOM DYNAMICS
From your first class meeting until graduation day, you will be part of a supportive group or cohort. Each class has a maximum size of approximately 20 students to facilitate an effective classroom environment among students and professor.

AFFORDABLE TUITION
Tuition for the M.A. in Special Education program is $415 per credit hour for total tuition of $14,940 (36 credit hours).

CONVENIENT PROGRAM
The Master of Arts in Special Education program is offered every fall at our main campus in Palos Heights, Illinois, and the program can be completed in 1 ½ years. (There are options to extend the length of the program.)

Students attend class just one night a week, on the same evenings throughout the entire program. Some classes are blended with online instruction.

YOUR PROFESSORS

Patti Powell, Ph.D.
University of Illinois at Chicago
Professor of Education; Director of Special Education Graduate Program

Powell is a Fulbright Scholar who has spent more than 10 years leading groups of Trinity students to the Caribbean Christian Center for the Deaf (CCCD) in Jamaica.

Rebecca Harkema, M.Ed.
Graceland University, Independence, MO
Assistant Professor of Education

Harkema taught for six years in the field in a learning disabilities resource room and in a 3rd-5th grade classroom for students with mild to moderate disabilities. Harkema is currently pursuing her Ed.D. in Curriculum and Instruction at Loyola University in Chicago.

COURSE OF STUDY

SPED 517 Tests and Measurements: Assessing Students with Special Needs (3 credits)

SPED 524 Teaching Students with High Incidence Disabilities Age 3-22 (6 credits)*

SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22 (6 credits)*

SPED 519 Remediation of Language and Communication Disorders (3 credits)

Students may exit here and receive LBS 1 Endorsement, upon successful completion of the state tests.

SPED 514 Reading Disabilities Theory and Interventions (3 credits)*

SPED 530 Communication and Collaboration in Special Education: Strategies and Methods (3 credits)

SPED 620 Special Education in Today’s Classroom (3 credits)

50 Hour Practicum
Students may exit here and receive LBS 1 License, upon successful completion of the state tests.

SPED 680 Research in Special Education: Project Design (3 credits)*

SPED 683 The Law and Current Challenges (2 credits)

SPED 685 Master’s Project (4 credits)

Students who complete all requirements receive a Master of Arts in Special Education with LBS 1 License, upon successful completion of the state tests.

*indicates blended coursework
COURSE DESCRIPTIONS
Courses in Trinity’s M.A. in Special Education are arranged in sequence to build upon previous ones. Students cannot drop into each course at random; they must complete the program in the sequence specified.

SPED 517 Tests and Measurements: Assessing Students with Special Needs
Introduces basic concepts of psychometrics for administration and interpretation of norm- and criterion-referenced assessment techniques appropriate for exceptional learners. Emphasis is on using assessment findings for instructional planning.

SPED 524 Teaching Students with High Incidence Disabilities Age 3-22
Focuses on the characteristics and instructional strategies to create effective learning environments for students with high incidence disabilities, age 3-22. Instruction is blended face-to-face and online.

SPED 525 Teaching Students with Low Incidence Disabilities Age 3-22
Focuses on the characteristics and instructional strategies to create effective learning environments for students age 3-22 with low incidence disabilities, which includes moderate to severe mental impairments. Instruction is blended face-to-face and online.

SPED 519 Remediation of Language and Communication Disorders
Includes a review of theories and development of speech and language in childhood and adolescence. Evaluation of approaches to assessment- and empirically-based remediation, with special consideration for both clinical and classroom intervention.

SPED 514 Reading Disabilities Theory and Interventions
Examines theoretical perspectives in reading disabilities, with an analysis of appropriate curriculum materials for use with students who have a reading disability. Emphasis on current research, protocols, technologies, and assessment instruments. Instruction is blended face-to-face and online.

SPED 530 Communication and Collaboration in Special Education: Strategies and Methods
Provides an overview of knowledge and skills needed to work collaboratively with school professionals, community agencies, and families to support the needs of students with disabilities.

SPED 620 Special Education in Today's Classroom
Offers in-depth investigation into topics such as transition, assessment, assistive technology, cultural issues, and specific issues, with implications to instruction and intervention. Includes a seven week practicum in a low incidence setting.

SPED 680 Research in Special Education: Project Design
Explores a variety of research approaches, an evaluation of strengths and weaknesses of research studies, and discusses applications. Students select and design the parameters for a thesis project. Instruction is blended face-to-face and online.

SPED 683 The Law and Current Challenges
Includes the historical and current legal requirements for serving students with special needs, and examines current challenges in the field of special education.

SPED 685 Master’s Project
In this course students complete and present their master’s projects.
EDUCATION DEPARTMENT MISSION STATEMENT

The Master of Arts in Special Education at Trinity Christian College prepares teachers through critical thought in coursework and application in field and clinical experiences to embody Christ-like servanthood; to cultivate relational peace, educational equity, and justice in diversity; to impact, through excellence in teaching, the mind, body, and soul of each student; and to exemplify professionalism and ethical behavior inside and outside of the classroom.

—— FOR MORE INFORMATION ——

Visit: graduatestudies.trnty.edu
E-mail: graduatestudies@trnty.edu
Call: 708.293.4567

ADMISSION REQUIREMENTS

To begin the admissions process for the M.A. in Special Education program, you need:

- Bachelor's degree from an accredited institution (with a minimum GPA of 3.0)
- Valid teaching license (If your license is not from Illinois, contact the Graduate Studies office)
- The following course is required: Introduction to Special Education.

(If you have not taken this course previously, you may take it at Trinity. Please contact the Graduate Studies Coordinator at 708.293.4567)

Simple steps to apply:

COMPLETE THE APPLICATION
(apply online at apply.trnty.edu or download application at graduatestudies.trnty.edu)

SUBMIT $50 APPLICATION FEE
(make check payable to Trinity Christian College)

PLEASE SEND OFFICIAL, UNOPENED COLLEGE TRANSCRIPTS, TWO LETTERS OF RECOMMENDATION, APPLICATION AND APPLICATION FEE TO:

TRINITY CHRISTIAN COLLEGE
GRADUATE STUDIES
6601 W. COLLEGE DRIVE
PALOS HEIGHTS, IL 60463

Trinity Christian College is accredited by and a member of the Higher Learning Commission (www.ncahlc.org or 800.621.7440). Trinity's education programs are accredited by the Illinois State Board of Education.