

# Department of Literacy, Early Childhood and Special Education

(College of Education)

[www.uni.edu/coe/specialed](http://www.uni.edu/coe/specialed)

The Department of Literacy, Early Childhood and Special Education offers the following programs:

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## Minors

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## Bachelor of Arts Degree Program Early Childhood Education Major-Teaching

The Early Childhood major requires a minimum of 120 hours to graduate. This total includes UNIFI/General Education requirements, the Professional Experiences requirements, Educator Essentials requirements, and the following specified major requirements, to complete the minimum of 120 hours.

This major leads to ED 1001 (Birth through grade three, Inclusive Settings) licensure for teaching young children, emphasizing working in inclusive settings. Early Childhood Education majors engage in a curriculum that prepares them for general and special education positions in early childhood settings.

Students majoring in Elementary Education, Early Childhood Education, or Middle-Level Education may not **repeat or withdraw** from any courses within the ELEMECML, LRNTECH, or LITED course categories more than twice (taking any course a total of 3 times). Students in these programs are also limited to a maximum of five course retakes across these same courses. Under extraordinary circumstances, an elementary, early childhood, or middle-level education major may request in writing that an exception be made to this policy. All written requests will be reviewed by the department head, who will determine whether or not an exception will be granted. Where an exception is not granted, a student may appeal the decision through the regular appeal process for other teacher education-related appeals. This policy applies to all majors declared after April 2016.

Required:

### Educational Psychology:

EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
EDPSYCH 3109/5109	Development and Assessment of Young Children	3

### Elementary, Early Childhood, and Middle Level Education:

ELEMECML 3149	Child, Family, School and Community Relationships *	3
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education *	3
ELEMECML 4151	Early Childhood Curriculum Development and Organization *	3
ELEMECML 4162/5162	Administration and Advocacy of Early Childhood Programs	3
ELEMECML 4192/5192	Field Experience and Seminar in Early Childhood	2

### Literacy Education:

LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy *	3

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LITED 3119/5119	Language Development and Emergent Literacy	3
Mathematics:		
MATH 1204	Mathematical Reasoning **	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II **	3
MATH 3203	Teaching Mathematics in the Elementary School *	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III **	3
Life Science course:		3-4
SCI ED 1200	Inquiry into Life Science (recommended)	
OR		
Any life/biological (BIOL xxxx) science course ***		
Physical Science course:		3-4
SCI ED 1300	Inquiry into Physical Science (recommended)	
OR		
Any chemistry (CHEM xxxx) or physics (PHYSICS xxxx) ***		
Earth/Space Science:		3-4
One course from the following:		
SCI ED 1100	Inquiry into Earth and Space Science (recommended)	
EARTHSCI 1100	Astronomy	
EARTHSCI 1200	Elements of Weather	
EARTHSCI 1300	Introduction to Geology	
Special Education:		
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
<b>Total Hours</b>		<b>57-60</b>

\* A grade of C (2.00) or higher is required for all Methods courses.

\*\*Students must earn a C- or higher in MATH 1204, MATH 2204, and MATH 3204 in order for the course to satisfy in the Early Childhood Education major.

\*\*\*Excluding 1000Z transfer courses.

A 2.50 grade index in all course work at the University of Northern Iowa, and also a 2.50 GPA in all course work at this university and elsewhere, or the approval of the head of the Department of Literacy, Early Childhood and Special Education is required for registration in major courses in the department.

## Professional Experiences

Required:

EDUC 2301	Teaching Methods I: Infant/Toddler Curriculum and Early Intervention *	3
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EDUC 2401	Teaching Internship I: Infants/Toddlers	3
EDUC 3523/5523	Teaching Methods II: Teaching Elementary Science *	3
EDUC 3524/5524	Teaching Methods II: Teaching Elementary Social Studies *	3
EDUC 3602/5602	Teaching Internship II: Elementary Methods	3
EDUC 4132	Early Childhood Teaching	12
<b>Total Hours</b>		<b>27</b>

\* A grade of C (2.00) or higher is required for all Methods courses.

Students should plan their coursework so that all Early Childhood courses are taken before student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 to student teach.

Students should apply for their student teaching one year in advance.

## Educator Essentials

Required: \*

Select one of the following in each category:

<b>Category 1: The Learner</b>		<b>3</b>
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	
SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
<b>Category 2: Social Contexts of Learning</b>		<b>3</b>
SOCFOUND 2119	Social & Cultural Foundations of Education	
SOCFOUND 2134	A Modern History of Education in the United States	
SOCFOUND 2334	Education Policy and Politics of Education	
TESOL 2015	Language Today	
<b>Category 3: Education for All</b>		<b>3</b>
KINES 4152	Adapted Physical Education	
SOCFOUND 3334	Education, Power, and Change	
SOCFOUND 3434	Social Movements and Education	
SPIE 3140	Interdisciplinary and Intersectional Study of Education for All	
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	
TESOL 3710	Content Area Strategies for English Language Learners	
<b>Category 4: The Classroom Environment</b>		<b>3</b>
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	

ELEMECML 4151	Early Childhood Curriculum Development and Organization	
RTNL 3360	Playful Learning and Project-Based Experiences: Techniques for Ed and Recreational Environments	
SOCFOUND 3219	Critical Perspectives on Technology and Education	
<b>Category 5: Effective Pedagogy</b>		<b>3</b>
ARTED 4600	Expressive Learning Assessment	
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
<b>Category 6: The Professional Educator</b>		<b>3</b>
ELEMECML 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
<b>Total Hours</b>		<b>18</b>

\* A grade of C (2.00) or higher is required in each Educator Essentials course.

Early Childhood majors are encouraged to take EDPSYCH 2068 to satisfy category 1 of Educator Essentials, SPIE 3150 to satisfy category 3 of Educator Essentials, ELEMECML 4151 to satisfy category 4 of Educator Essentials, and ELEMECML 3149 to satisfy category 6 of Educator Essentials.

## Minors

### Early Childhood Education Minor-Teaching

Elementary Education majors may choose to minor in Early Childhood Education. This minor provides undergraduate students wishing to teach in prekindergarten and kindergarten classrooms with advanced knowledge and experiences in child development and learning, integrated curriculum, family and community relations, positive guidance and assessment in early childhood. Completion of a minor will lead to the State of Iowa Teacher- PK-Kindergarten (ED 103) endorsement which can only be earned in conjunction with the K-6 General Classroom teacher endorsement.

**Enrollment Management Policies: The Early Childhood Education teaching minor is only available to students pursuing K-6 General Classroom teacher licensure.** Early Childhood Education minors may begin their program in either fall or spring semester.

Admission requirements: In order to declare this minor, a student must have a GPA of 2.5 or higher and be admitted to the Teacher Education program.

A 2.00 (C) or higher is needed for all courses to count in the minor.

Students should plan their course work so that all Early Childhood Education courses are taken prior to student teaching. Students must have a cumulative, UNI, minor and major GPA of 2.50 in order to student teach. Student teaching placements in a PreK classroom and an elementary classroom are required (EDUC 4132 and EDUC 4134).

Required:

EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
Select one of the following:		3
LRNTECH 3600	Technology, Pedagogy, and Learning in the Digital Age	
MEASRES 3510	Assessment for Learning	
TEACHING 3500	Effective Teaching through Differentiation, Technology and Assessment	
EDPSYCH 3109/5109	Development and Assessment of Young Children	3
ELEMECML 3149	Child, Family, School and Community Relationships	3
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4151	Early Childhood Curriculum Development and Organization	3
ELEMECML 4192/5192	Field Experience and Seminar in Early Childhood	2
LITED 3119/5119	Language Development and Emergent Literacy	3
<b>Total Hours</b>		<b>23</b>

### Early Childhood Special Education Minor-Teaching

This minor leads to Endorsement 262: PreK-K Early Childhood Special Education. Students must complete all requirements for an Early Childhood Education major and complete student teaching EDUC 4135 in both the major and the Early Childhood Special Education minor endorsement area.

Required

SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
EDPSYCH 3109/5109	Development and Assessment of Young Children	3
ELEMECML 3149	Child, Family, School and Community Relationships	3
SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
SPIE 4193/5193	Experience in Special & Inclusive Educ: ECSE Age 3-6 years	3
SPIE 4141/5141	Including Young Children with Special Needs Into General Education Classrooms *	3
Professional Experiences:		
EDUC 2301	Teaching Methods I: Infant/Toddler Curriculum and Early Intervention *	3

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EDUC 2401	Teaching Internship I: Infants/ Toddlers	3
<b>Total Hours</b>		<b>24</b>

\* Students enrolled in EDUC 2301 and SPIE 4141/5141 are required to have not lower than a C in each of these methods courses that are prerequisites for Student Teaching in Special Education.

### Early STEM Education Minor

The Early STEM Education Minor (PK-2) Program, applicable to Early Childhood Education and Elementary Education programs, provides an opportunity to build on the existing coursework essential to the Early Childhood Teacher Preparation Program. This specialized minor empowers elementary and early childhood educators to be influential figures within their school and community, particularly in Science, Technology, Engineering, and Mathematics Integration (STEM). Students who complete this minor will better understand how educators engage in daily STEM experiences with children as they develop as innovators and scientists. This minor does not lead to an endorsement.

#### Required Science:

SCI ED 1100	Inquiry into Earth and Space Science	3
SCI ED 1200	Inquiry into Life Science	3
SCI ED 1300	Inquiry into Physical Science	3

#### Professional Experiences:

EDUC 3523/5523	Teaching Methods II: Teaching Elementary Science	3
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#### Required Technology:

LRNTECH 1031	Educational Technology and Design	3
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#### Required Engineering:

ELEMECML 4151	Early Childhood Curriculum Development and Organization	3
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#### Required Math:

MATH 1204	Mathematical Reasoning	3
MATH 2204	Mathematical Reasoning for Elementary Teachers II	3
MATH 3204	Mathematical Reasoning for Elementary Teachers III	3
MATH 3203	Teaching Mathematics in the Elementary School	3

#### Required STEM:

ELEMECML 3187	Facilitating Early STEM Education	3
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<b>Total Hours</b>		<b>33</b>
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### Instructional Strategist Minor-Teaching

This minor leads to an endorsement in teaching students with disabilities with three different options: 1) Instructional Strategist I K-8 (Endorsement 260); 2) Instructional Strategist I 5-12 (Endorsement 261); or 3) Instructional Strategist II Intellectual Disabilities K-12 (Endorsement 264). Students must complete all requirements for an Early Childhood, Elementary, or Secondary Education major and complete student teaching (EDUC 4135) in both

the major and the Instructional Strategist special education minor endorsement area.

#### Required Special Education Core for All Endorsement Options:

SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports **	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities **	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12) **	3

#### Choose from the following endorsement options: 6

Instructional Strategist I K-8 (Special Education Core plus the following courses):

SPIE 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8) **
SPIE 4194/5194	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I K-8

Instructional Strategist I 5-12 (Special Education Core plus the following courses):

SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12) **
SPIE 4195/5195	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I 5-12

Instructional Strategist II K-12 (Special Education Core plus the following courses):

SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12) **
SPIE 4196/5196	Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12

<b>Total Hours</b>		<b>27</b>
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\* And Student Teaching EDUC 4135 (4-12 hours) in specific endorsement area.

\*\*Students enrolled in SPIE 4161/5161, SPIE 4162/5162, SPIE 4171/5171, SPIE 4172/5172, and SPIE 4173/5173 are required

to have not lower than a C in each of these methods courses that are prerequisites for Student Teaching in Special Education.

## Literacy Education Minor-Teaching

Required:

Literacy Education:	4
LITED 4140/5140	Assessment and Evaluation of Literacy
LITED 4193/5193	Experience in Literacy: Field
Course work chosen for appropriate endorsement	21
<b>Total Hours</b>	<b>25</b>

### Reading K-8 Endorsement

Literacy Education:

LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
or LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	
LITED 3119/5119	Language Development and Emergent Literacy	3
LITED 3121/5121	Children's Literature for Diversity and Social Justice	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
<b>Total Hours</b>		<b>21</b>

### Reading 5-12 Endorsement

Literacy Education:

LITED 3119/5119	Language Development and Emergent Literacy	3
or TESOL 4510/5510	Language Development	
LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
Languages and Literatures/Linguistics:		
ENGLISH 2520	Multicultural Literature	3
or ENGLISH 2420	Survey of American Literature	
ENGLISH 3940/5940	Literature for Young Adults	3
ENGLISH 3920/5920	The Teaching of Writing	3
or TESOL 4120/5120	Introduction to Linguistics	
or TESOL 3110	The Structure of English	
<b>Total Hours</b>		<b>21</b>

### English/Language Arts K-8 Endorsement

Literacy Education:

LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy	3
LITED 3116	Methods of Teaching Content Literacy in the Intermediate Grades	3
or LITED 4117/5117	Methods of Teaching Content Literacy at the Middle and Secondary Levels	
LITED 3119/5119	Language Development and Emergent Literacy	3
LITED 3121/5121	Children's Literature for Diversity and Social Justice	3

Languages and Literatures/Linguistics:

ENGLISH 2520	Multicultural Literature	3
or ENGLISH 2420	Survey of American Literature	
or ENGLISH 3940/5940	Literature for Young Adults	

Theatre:

THEATRE 1050	Creative Drama	3
or ELEMECML 4123	Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom	

**Total Hours** **21**

In order to declare the Literacy Education Minor, a student must have a cumulative and UNI GPA of 2.50 or higher. To continue in the minor, students must earn a C or above in minor courses numbered LITED 3119/5119 Language Development and Emergent Literacy or above and maintain a cumulative and UNI GPA of 2.50 or higher.

Persons selecting this program are eligible for the State of Iowa Reading K-8, Reading 5-12, or English/Language Arts K-8 endorsement, depending on their choice of courses.

## Master of Arts Degree Program Major in School Library Studies

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Literacy, Early Childhood and Special Education for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

**Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.**

This major is available on the **non-thesis** option only. A **minimum of 30 semester hours** is required for the **non-thesis** option. A **minimum of 12 hours of 6000-level course work is required for the non-thesis option.**

The **non-thesis** option requires completion of the departmental graduate research requirement.

The program is open to students who hold or have completed coursework for teaching licensure. Students completing this major

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are eligible for endorsement #174 K-12 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4132/5132	Library Resources for Children	3
SLS 4134/5134	Library Resources for Young Adults	3
SLS 6223	Elementary School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6250	Secondary School Library Curriculum	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
<b>Total Hours</b>		<b>30</b>

### Licensure Preparation for Endorsement 108 K-8 School Teacher Librarian

Completion of the following courses leads to endorsement 108 K-8 School Teacher Librarian. The program is open to students who hold or have completed coursework for teaching licensure. Students completing the following set of courses are eligible for the K-8 School Teacher Librarian endorsement if they hold or are eligible to hold a teaching license. In order to be recommended through UNI, all courses must be on your UNI transcript.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4132/5132	Library Resources for Children	3
SLS 6223	Elementary School Library Curriculum	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
<b>Total Hours</b>		<b>24</b>

### Licensure Preparation for Endorsement 109 5-12 School Teacher Librarian

Completion of the following courses leads to endorsement 109 5-12 School Teacher Librarian. The program is open to students who hold or have completed coursework for teaching licensure. Students completing the following set of courses are eligible for the 5-12 School Teacher Librarian endorsement if they hold or are eligible to

hold a teaching license. In order to be recommended through UNI, all courses must be on your UNI transcript.

Required:

School Library Studies:		
SLS 4114/5114	Introduction to the School Library Program	3
SLS 4115/5115	Organization of Information	3
SLS 4134/5134	Library Resources for Young Adults	3
SLS 6225	Leadership in the School Library Program	3
SLS 6230	Technologies for Libraries	3
SLS 6250	Secondary School Library Curriculum	3
SLS 6290	Practicum in School Libraries	3
SLS 6295	Research in Library and Information Science	3
<b>Total Hours</b>		<b>24</b>

## Master of Arts in Education Degree Programs

The Department of Literacy, Early Childhood and Special Education offers three Master of Arts in Education degree programs. The student must complete the professional core, required courses in the program, and electives, if any, for a specified number of semester hours in the program of study.

### Major in Early Childhood Education

This program is designed to improve the students' competence in teaching young children and in providing leadership for program development and implementation.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Curriculum and Instruction for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

**Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.**

The degree program in this major is offered on the **non-thesis option**, and requires a **minimum of 31 semester hours with a minimum of 12 hours at the 6000-level**.

Students completing the **non-thesis** option are required to complete a culminating project of a classroom-based action research project.

Required professional core:

MEASRES 6205	Educational Research	3
EDPSYCH 6214	Foundations of Instructional Psychology	3

Curriculum and Instruction:

ELEMECML 4124/5124	Infant Toddler Curriculum and Early Intervention	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4162/5162	Administration and Advocacy of Early Childhood Programs	3
ELEMECML 6210	Diversity in Early Childhood Education: Theory and Practice	3
LITED 6212	Methods and Materials in Literacy Education	3
ELEMECML 6221	Analysis and Design of Curriculum for Young Children	3
ELEMECML 6236	Assessment in Early Childhood	3
Research:		
ELEMECML 6299	Research	3
<b>Total Hours</b>		<b>31</b>

## Major in Literacy Education

This program is designed to develop and extend the expertise of educators in both leadership and classroom positions who wish to specialize in the area of literacy education. Students examine theories, programs and practices in the teaching of literacy, the evaluation of literacy development and the integration of literacy across curricular areas.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Literacy, Early Childhood and Special Education for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

**Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.**

The degree program in this major requires a **minimum of 30 (non-thesis option) or 33 (thesis option) semester hours.**

Students on the thesis option must include 6 hours of LITED 6299 Research on the program of study. Students completing the non-thesis option must meet the department graduate research requirement. Students on the non-thesis option must include 3 hours of LITED 6299 Research on the program of study.

Students that begin the Master's program with an Iowa reading endorsement (K-8 or 5-12), will need to complete the entire Master's program at UNI in order for UNI to make a recommendation for license with the Iowa Board of Educational Examiners for Reading Specialist K-12 endorsement.

Students who did not begin the Master's program with an Iowa reading endorsement (K-8 or 5-12), will need to include an additional six (6) hours of coursework at 5000-level (LITED 4147/5147 Advanced Literacy Practices and LITED 4192/5192 Experience in Literacy: Tutoring), in order to complete the Reading Specialist K-12 endorsement and have UNI make a recommendation for license with the Iowa Board of Educational Examiners. Students may include the additional six hours in their program of study for the M.A.E. Literacy Education, or students may complete the six hours of UNI coursework post M.A.E.

Required Professional Core:

EDPSYCH 6216	Advances in Educational Psychology: The Psychology of Literacy	3
MEASRES 6205	Educational Research	3
Literacy Education:		21
LITED 6212	Methods and Materials in Literacy Education	
LITED 6238	Advanced Assessment and Evaluation of Literacy Development	
LITED 6239	Advanced Literacy Curriculum Studies	
LITED 6240	Language Development and Variability	
LITED 6245	Ideological, Cultural, and Sociopolitical Issues in Children's Literature	
LITED 6260	Roles of the Reading Specialist	
LITED 6290	Practicum in Literacy	
Literacy Education Research Requirement:		3 or 6
LITED 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
Total hours (non-thesis option)		30
Total hours (thesis option)		33

## Major in Special Education

This major is designed to prepare special education professionals for leadership positions and for advanced professional studies. For students pursuing the Special Education Consultant emphasis, to be eligible for Endorsement 250 *Special Education Consultant*, the student must have four years of successful teaching experience, two of which must be congruent with the desired Special Education Consultant endorsement.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNIverse Student Center To-Do list or contact the Department of Literacy, Early Childhood and Special Education for other application requirements. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

**Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.**

This major is available on the **thesis** and **non-thesis** option. A **minimum of 30 semester hours is required for the non-thesis option and a minimum of 33 hours is required for the thesis option. A minimum of 18 hours of 6000-level course work is required for both thesis and non-thesis options.**

Students on the **thesis** option must complete 6 hours of SPIE 6299 Research and present a defense of the thesis. Students on the **non-thesis** option must complete 3 hours of SPIE 6299 ending with a culminating research paper, and successfully complete a final written comprehensive examination.

#### Required professional core

Educational Psychology:		
EDPSYCH 6214	Foundations of Instructional Psychology	3
Measurement and Research:		
MEASRES 6205	Educational Research	3
<b>Required special education</b>		
SPIE 6260	Special Education Law and Policy	3
Special Education:		
SPIE 6289	Seminar	3
or SPIE 4180/5180	Interdisciplinary Study of Disability	
Research:		3 or 6
SPIE 6299	Research	
Thesis Option (6 hours)		
Non-thesis Option (3 hours)		
<b>Emphasis in special education (choose one from below)</b>		<b>15</b>
Total hours (non-thesis option)		30
Total hours (thesis option)		33

### Instructional Emphasis

#### Required

Special Education:		
SPIE 6293	Qualitative Research in Special and Inclusive Education	3
SPIE 6295	Single-Subject Research Applications	3
<b>Approved electives</b>		<b>9</b>
<b>Total Hours</b>		<b>15</b>

### Special Education Consultant Emphasis

#### Required

Special Education:		
SPIE 6293	Qualitative Research in Special and Inclusive Education	3
SPIE 6240	Collaborative Consultation I: The Relationship	3
SPIE 6245	Collaborative Consultation II: The Process	3
SPIE 6290	Practicum	3

<b>Approved electives</b>	<b>3</b>
<b>Total Hours</b>	<b>15</b>

## Program Certificates

The University of Northern Iowa makes available, in addition to traditional programs, the opportunity for students to earn program certificates. Program certificates provide an alternative to programs leading to a degree, a major, or a minor; they certify that an individual has completed a program approved by the university. For information on the following program certificates, contact the Department of Literacy, Early Childhood and Special Education or the Office of the Registrar, which serves as the centralized registry.

### Advanced Studies Certificate in Director of Special Education

Designed for those with a master's degree, seeking an endorsement to serve as an AEA Director. Program coursework would also be appropriate for individuals interested in serving in leadership positions for PK-12 special education at the district, AEA, or state levels. Advance your skills in educational policy, facility planning, human resources, theories, and philosophies as they relate to special education. This endorsement fulfills the requirements for Iowa Endorsement #239.

SPIE 6278	Administration of Special Education	3
SPIE 6260	Special Education Law and Policy	3
EDLEAD 7310	Human Resource Administration	3
EDLEAD 7311	Educational Leadership and Systems Change	3
EDLEAD 7340	Funding the Educational Program for Improved Student Achievement	3
EDLEAD 7346	School Business Management	3
SPIE 6289	Seminar	3
SPIE 6290	Practicum	3
<b>Total Hours</b>		<b>24</b>

### Advanced Studies Certificate in Inclusive Education Certificate

The Inclusive Education certificate is a thirteen (13) credit hour program designed to provide practicing educators the knowledge, skills, and dispositions needed to design and implement inclusive education in Pre K-12 schools.

SPIE 6260	Special Education Law and Policy	3
SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3

SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12) (Note: Prerequisites will be waived for the Inclusive Education Certificate)	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
<b>Total Hours</b>		<b>13</b>

## Advanced Studies Certificate in Special Education Instructional Coaching

Applicants for the Special Education Instructional Coaching Certificate must hold a master's degree in special education or complete 30 semester hours of college coursework in the special education content area. The applicant must have four years of successful teaching experience, two of which must be in special education.

The purpose of this certificate program is to improve outcomes for students with disabilities by recruiting and preparing highly-qualified special education graduates to serve as special education instructional coaches in Local Education Agencies (LEAs) and Area Education Agencies (LEAs) across Iowa. The coaches will be prepared to provide on-site, personalized professional development to PK-12 general and special educators to enhance the implementation of evidence-based practices with high-need students with disabilities. The certificate program utilizes a distance education format [Adobe Connect with E-Learning Blackboard and on-line learning] to allow greater access to scholars across the state who are working professionals, people with child care considerations, and people living in geographically isolated areas. The distance education approach will assist in expanding the reach of the certification program and promoting diversity of the special education workforce. This *Special Education Instructional Coaching* certificate program will be directed from within the Department of Literacy, Early Childhood and Special Education's pre-existing Master of Arts in Education (MAE) – Consultation Emphasis Program.

The certificate program addresses state-wide critical needs for special education instructional coaches to assist teachers in the implementation of evidence-based practices for students with disabilities. Scholars will exit the program with a special education coaching certificate. Special education graduate students will be prepared with the necessary competencies to be highly effective special education instructional coaches and consultants using evidence-based pedagogical practices that result in improvements in learning and developmental outcomes (e.g., academic, social, emotional, behavioral) and successful transition to postsecondary education and the workforce. Concurrent field-based practica will provide authentic opportunities for the students to apply competencies, resulting in specified performance tasks and portfolio products. For the practicum course, each student will be assigned a mentor from the LEA or AEA who is currently serving as an instructional coach or special education teacher.

The required coursework and practica include:

SPIE 6240	Collaborative Consultation I: The Relationship	3
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SPIE 6245	Collaborative Consultation II: The Process	3
SPIE 6260	Special Education Law and Policy	3
SPIE 6289	Seminar	3
SPIE 6290	Practicum	3
<b>Total Hours</b>		<b>15</b>

## Childhood Diversity and Learning Certificate (graduate certificate)

This graduate certificate provides background on the development of children from birth through grade 3, the intersectionality of diverse characteristics of families, and the community's role in shaping young children's development as they negotiate the natural world and early learning environments. This certificate may be stacked into the MAE in Transformative Education.

Required:

EDPSYCH 3109/5109	Development and Assessment of Young Children	3
ELEMECML 6210	Diversity in Early Childhood Education: Theory and Practice	3
ELEMECML 5120	Child, Family, School, Human and Community Relationships	3
<b>Total Hours</b>		<b>9</b>

## Literacy Leadership Reading K-8 Certificate (graduate certificate)

The Literacy Leadership Graduate Certificate prepares teachers to be literacy leaders in K-8 school settings. This certificate may be stacked into the MAE in Transformative Education.

Required:

LITED 6240	Language Development and Variability	3
LITED 6245	Ideological, Cultural, and Sociopolitical Issues in Children's Literature	3
LITED 6238	Advanced Assessment and Evaluation of Literacy Development	3
LITED 4147/5147	Advanced Literacy Practices	3
LITED 4192/5192	Experience in Literacy: Tutoring	3
<b>Total Hours</b>		<b>15</b>

## Special and Inclusive Education for Young Learners Certificate (graduate certificate)

This certificate may be stacked into the MAE in Transformative Education.

Required:

SPIE 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
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ELEMECML 4130/5130	Guidance and Instruction in Early Childhood Education	3
ELEMECML 4192/5192	Field Experience and Seminar in Early Childhood	2
ELEMECML 4162/5162	Administration and Advocacy of Early Childhood Programs	3
SPIE 4124/5124	Infant Toddler Curriculum and Early Intervention	3
SPIE 4141/5141	Including Young Children with Special Needs Into General Education Classrooms	3
SPIE 4191/5191	Experience in Special & Inclusive Education: Birth - 3 Years	1
SPIE 4193/5193	Experience in Special & Inclusive Educ: ECSE Age 3-6 years	3
<b>Total Hours</b>		<b>21</b>

### Strategist I Mild/Moderate K-8 Certificate (graduate certificate)

The Strategist 1 Graduate Certificate invites licensed and practicing teachers to complete the endorsement program (ED 260) in Strategist 1: Mild/Moderate Disabilities at the graduate level. This Graduate Certificate and endorsement pathway serves students in Grades K-8. This certificate may be stacked into the MAE in Transformative Education.

Required:

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
or SPIE 6171	Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12)	
SPIE 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8)	3

SPIE 4194/5194	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I K-8	3
<b>Total Hours</b>		<b>24</b>

### Strategist I Mild/Moderate 5-12 Certificate (graduate certificate)

The Strategist 1 Graduate Certificate invites licensed and practicing teachers to complete the endorsement program (ED 261) in Strategist 1: Mild/Moderate Disabilities at the graduate level. This Graduate Certificate and endorsement pathway serves students in Grades 5-12. This certificate may be stacked into the MAE in Transformative Education.

Required:

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
or SPIE 6171	Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12)	
SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12)	3
SPIE 4195/5195	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I 5-12	3
<b>Total Hours</b>		<b>24</b>

### Strategist II Behavioral Disorder/Learning Disability K-12 Certificate (graduate certificate)

The Strategist 2 Graduate Certificate invites licensed and practicing teachers to complete the endorsement program (ED 263) in Strategist 2: Behavioral Disorders and Learning Disabilities at the graduate level. This Graduate Certificate and endorsement pathway serves students in Grades K-12. This certificate may be stacked into the MAE in Transformative Education.

Required:

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
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SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
or SPIE 6171	Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12)	
SPIE 4174/5174	Methods and Strategies for Students with Social-Emotional Behavioral and Learning Needs (K-12)	3
SPIE 4197/5197	Exp in Special & Inclusive Ed: Prac 2, Instr Strat II Behavior Disorders/Learning Disabilities K-12	3
<b>Total Hours</b>		<b>24</b>

SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12)	3
SPIE 4196/5196	Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12	3
<b>Total Hours</b>		<b>24</b>

## Strategist II Intellectual Disability K-12 Certificate (graduate certificate)

The Strategist 2 Graduate Certificate invites licensed and practicing teachers to complete the endorsement program (ED 264) in Strategist 2: Intellectual Disabilities at the graduate level. This Graduate Certificate and endorsement pathway serves students in Grades K-12. This certificate may be stacked into the MAE in Transformative Education.

Required:

SPIE 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPIE 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports	3
SPIE 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3
or SPIE 6171	Creating, Sustaining, and Evaluating Inclusive Learning Environments (K-12)	