

Special and Inclusive Education - Teaching B.A.

Special and Inclusive Education - Teaching Major

The Special and Inclusive Education B.A. teaching major requires a minimum of 120 total hours to graduate. This total includes UNIFI/General Education requirements and the following specified major requirements, plus electives to complete the minimum of 120 hours.

The Special and Inclusive Education Major prepares future teacher with skills, knowledge, and dispositions that support child and adolescent growth and development by adhering to philosophical, historical, cultural, and state/federal law for special and inclusive education from collaborative frameworks related to curriculum, instruction, intervention, and assessment of children with disabilities.

This major leads to 3 endorsements, Instructional Strategist I K-8 (Endorsement 260); Instructional Strategist I 5-12 (Endorsement 261); and Instructional Strategist II Intellectual Disabilities K-12 (Endorsement 264).

Required:

MATH 1204	Mathematical Reasoning [^]	3
LITED 1044	Children's Literature	3
LITED 3115	Methods of Teaching Early Literacy [*]	3
MATH 3213	Topics in Mathematics for Grades K-8	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	
Special and Inclusive Education:		
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 4162/5162	Specialized Assessment and Instruction for Students with Disabilities ^{**}	3
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12) ^{**}	3
SPIE 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8) ^{**}	3

SPIE 4180/5180	Interdisciplinary Study of Disability	3
SPIE 4194/5194	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I K-8	3
SPIE 4195/5195	Experience in Special & Inclusive Educ: Prac 2, Instructional Strategist I 5-12	3
Total Hours		42

[^] Students must earn a C- or higher in MATH 1204 in order for the course to satisfy in the Special and Inclusive Education major.

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

^{**}Students must earn a C or higher in SPIE 4162/5162, SPIE 4171/5171, and SPIE 4173/5173.

Professional Experiences

Required:

Teaching Methods I:		
SPIE 4161/5161	Constructions of Behavior and Humanistic Supports [*]	3
Teaching Internship I:		
SPIE 4163/5163	Field Experience in Specialized Assessment, Instruction and Management in Special Education (K-8)	3
Teaching Methods II:		
SPIE 4173/5173	Instructional Methods for Inclusive Learning (5-12) [*]	3
Teaching Internship II:		
SPIE 4196/5196	Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12	3
EDUC 4135	Special Education Teaching	12
Total Hours		24

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

Educator Essentials

Required: ^{*}

Select one of the following in each category:

Category 1: The Learner		3
EDPSYCH 1500	Reflections on Learning	
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	
EDPSYCH 2100	Creativity and Higher Order Thinking in the Classroom	

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SOCFOUND 2243	Rethinking the Learning Society: Education and Its Future(s)	
Category 2: Social Contexts of Learning		3
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	
Category 3: Education for All		3
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	
Category 4: The Classroom Environment		3
EDPSYCH 3200	Deeper Motivation and the Highly Engaged Classroom	
EDPSYCH 3300	Level Up: Gamified Learning Environments	
ECIE 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	
Category 5: Effective Pedagogy		3
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	
Category 6: The Professional Educator		3
ECIE 3149	Child, Family, School and Community Relationships	
SOCFOUND 3519	Teacher Leadership & Educational Change	
TEACHING 3177	Collaborative Partnerships for Educators	
Total Hours		18

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

Four-Year Plan

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This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
Freshman		
Fall		
UNIFI/General Education or University Electives		6
EDPSYCH 2068	Development and Learning in Sociocultural Contexts	3
MATH 1204	Mathematical Reasoning	3
SPIE 3150	Meeting the Needs of Diverse Learners in Classrooms	3
TEACHING 2020	Introduction to Teaching: Exploring Options	1
Hours		16
Spring		
LITED 1044	Children's Literature	3
UNIFI/General Education or University Electives		10
Educator Essentials Course		3
Hours		16
Sophomore		
Fall		
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
UNIFI/General Education or University Electives		4
LITED 3115	Methods of Teaching Early Literacy	3
Educator Essentials Course		3
Hours		16
Spring		
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
Educator Essentials Course		3
UNIFI/General Education or University Electives		3
Hours		15
Junior		
Fall		
SPIE 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3

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
MATH 3213	Topics in Mathematics for Grades K-8	3
UNIFI/General Education or University Electives		3
Hours		15
Spring		
SPIE 4196/5196	Experience in Special & Inclusive Ed: Prac 2, Instr Strategist II Intellectual Disability K-12	3
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
SPIE 4180/5180	Interdisciplinary Study of Disability	3
UNIFI/General Education or University Electives		3
Hours		15
Senior		
Fall		
UNIFI/General Education or University Electives		15
Hours		15
Spring		
EDUC 4135	Special Education Teaching	12
Hours		12
Total Hours		120

Related Programs

- Elementary Education - Teaching B.A.
- Instructional Strategist - Teaching Minor

Learning Outcomes

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- Identify characteristics of learners identified with disabilities appropriate to the pursued endorsement area
- Implement systematic, explicit approaches to reading, writing and mathematics to support each learner's academic progress.
- Perform unbiased assessment, diagnosis, and evaluation procedures to make decisions about individualized support of learners eligible for special education services that draw from a plurality of universally designed methods and materials that are culturally responsive, age-appropriate, and provide curricular and instructional support for eligible individuals. This includes writing and implementing individualized educational plans (IEPs) and collaboration with related services. (UNI SLO - Content Knowledge and Skills)
- Co-create positive, inclusive learning environments that support students' emotional well-being and facilitate positive social interactions across universally designed and culturally responsive settings that build on the reflexivity of teacher learning (UNI SLO - Critical Thinking)
- Communicate and collaborate effectively with existing and potential partners to support individuals with disabilities (e.g., families, classroom teachers, support services personnel, paraprofessionals, community partners, and others involved in the education program) and transitional collaboration, including individuals with disabilities. (UNI SLO - Communication)