

Special Education

(College of Education)

www.uni.edu/coe/specialed

The Department of Special Education offers the following minors and graduate programs. Specific requirements for these programs are listed within this Department of Special Education section in the following order:

Minors

- Early Childhood Special Education-Teaching
- Special Education-Teaching
 - Instructional Strategist (declared Summer 2014 or after)

Graduate Major (M.A.E.)

- Special Education

Program Certificates

- Inclusive Education
- Special Education Instructional Coaching

Undergraduate Programs

Minors

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, Elementary, or Secondary Education major and complete student teaching TEACHING 3135 in both the major and the Early Childhood Special Education minor endorsement area.

Required

SPED 3150 (220:150)	Meeting the Needs of Diverse Learners in Classrooms	2
SPED 4140/5140 (220:140g)	Services to Families with Infants and/or Toddlers with Developmental Delays or Disabilities	3
SPED 4192/5192 (220:192g)	Experience in Special Education: Practicum in Early Childhood Special Education: Birth-Three	1-3
SPED 4141/5141 (220:141g)	Including Young Children with Special Needs Into the General Education Programs	3
SPED 4192/5192 (220:192g)	Experience in Special Education: Practicum in Early Childhood Special Education: Three to Six	3
SPED 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
ELEMECML 3149/5149	Child, Family, School and Community Relationships	3

or SPED 4145/5145	Community Resources for Special Education	
CSD 4100/5100 (51C:160g)	Augmentative Communication	2
Total Hours		20-22

Special Education Minor-Teaching Instructional Strategist Minor

This minor leads to endorsement in teaching students with disabilities (Instructional Strategist I K-8 or Instructional Strategist I 5-12 or Instructional Strategist II Intellectual Disabilities K-12). Students must complete all requirements for an Early Childhood, Elementary, or Secondary Education major and complete student teaching TEACHING 3135 in both the major and the Instructional Strategist special education minor endorsement area.

Required Special Education Core:

SPED 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPED 4151/5151 (220:151g)	Educational and Post-School Transition Programming for Individuals with Disabilities	3
SPED 4161/5161	Educational Management in Special Education	3
SPED 4162/5162	Specialized Assessment and Instruction for Students with Disabilities	3
SPED 4163/5163	Field Experience in Specialized Assessment Instruction and Management in Special Education (K-8)	3
SPED 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12)	3

Additional Instructional Strategist minor endorsement requirements:*

One of the following:		3
SPED 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8)	
or SPED 4173/5173	Instructional Methods for Inclusive Learning (5-12)	
AND		
SPED 4192/5192 (220:192g)	Experience in Special Education (Field Experience 2: Differentiated Endorsement Block)	3

Total Hours		24
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Special Education

- * For a Special Education teaching endorsement in:
Instructional Strategist I K-8: SPED 4172/5172 and corequisite SPED 4192/5192 (220:192g).
Instructional Strategist I 5-12: SPED 4173/5173 and corequisite SPED 4192/5192 (220:192g).
Instructional Strategist II Intellectual Disabilities K-12 SPED 4173/5173 and SPED 4192/5192 (220:192g).
- ** And Student Teaching TEACH 3135 (4-12 hours) in specific endorsement area

Master of Arts in Education Degree Programs

Major in Special Education

This major is designed to prepare special education professionals for leadership positions and for advanced professional studies. To be eligible for the Special Education Consultant endorsement the student must have four years of successful teaching experience, two of which must be congruent with the desired Special Education Consultant endorsement. Students desiring to be endorsed as Work Experience Coordinators must hold a Special Education Teaching 5-12 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 Special Education for other application requirements. Graduate information and application for graduate admission can be found at www.grad.uni.edu/admission.

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** options, and requires a **minimum of 30 semester hours. A minimum of 18 hours of 200/6000-level course work is required for both thesis and non-thesis options.**

Students on the **thesis** option must complete 6 hours of SPED 6299 (220:299) Research and present a defense of the thesis. Students on the **non-thesis** option must submit an acceptable graduate research paper and successfully complete a final written comprehensive examination.

Required professional core

Educational Psychology:		
EDPSYCH 6214 (200:214)	Foundations of Instructional Psychology	3

Measurement and Research:		
MEASRES 6205 (250:205)	Educational Research	3

Required special education

SPED 6260 (220:260)	Special Education Law and Policy	3
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Special Education:		
SPED 6289 (220:289) or SPED 4180/5180	Seminar Interdisciplinary Study of Disability	3

Emphasis in special education (choose one from below)	18
Total Hours	30

Field Specialization Emphasis

Required

Special Education:		
SPED 6293 (220:293)	Qualitative Research in Special Education	3
SPED 6295 (220:295)	Single-Subject Research Applications	3
Approved electives *		12
Total Hours		18

* 6 hrs of SPED 6299 (220:299) Research required on thesis option.

Special Education Consultant Emphasis

Required

Elementary, Early Childhood, and Middle Level Education:		
ELEMECML 6221 (210:221)	Analysis and Design of Curriculum for Young Children	3
Special Education:		
SPED 6240 (220:240)	Collaborative Consultation I: The Relationship	3
SPED 6245 (220:245)	Collaborative Consultation II: The Process	3
SPED 6290 (220:290)	Practicum	3
Approved electives *		6
Total hours		18

* 6 hrs of SPED 6299 (220:299) Research required on thesis option.

Transition Programming for College and Careers Emphasis

Required

Special Education:		
SPED 6254 (220:254)	Vocational and Transition Assessment of Individuals with Disabilities	3
SPED 6293 (220:293)	Qualitative Research in Special Education	3
SPED 4188/5188	Coordination Techniques in Cooperative Work-based Learning Programs	3
SPED 6295 (220:295)	Single-Subject Research Applications	3
Approved electives *		6
Total Hours		18

* 6 hrs of SPED 6299 Research required on thesis option.

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 Special Education or the Office of the Registrar, which serves as the centralized registry.

Inclusive Education Certificate

The Inclusive Education certificate requires a fifteen (15) 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.

SPED 6260 (220:260)	Special Education Law and Policy	3
SPED 6256 (220:256)	Best Practices in Inclusion	3
SPED 4171/5171	Creating and Sustaining Positive Inclusive Learning Environments (K-12) (Note: Prerequisites will be waived for the Inclusive Education Certificate)	3
SPED 4182/5182	Introduction to Assistive Technology for Instruction	3
SPED 4192/5192 (220:192g)	Experience in Special Education	3
Total Hours		15

Special Education Instructional Coaching Certificate

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 proposed *Special Education Instructional Coaching* certificate program will be directed from within the Department of 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. Applicants must have four years of successful teaching experience, two of which must be in special education. 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:

SPED 6240 (220:240)	Collaborative Consultation I: The Relationship	3
SPED 6245 (220:245)	Collaborative Consultation II: The Process	3
SPED 6260 (220:260)	Special Education Law and Policy	3
SPED 6289 (220:289)	Seminar	3
SPED 6290 (220:290)	Practicum	3
ELEMECML 6221 (210:221)	Analysis and Design of Curriculum for Young Children	3
Total Hours		18

Courses

SPED 3150 (220:150). Meeting the Needs of Diverse Learners in Classrooms — 2 hrs.

Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom. Physical Education majors will be waived from SPED 3150 (220:150). Prerequisite(s): EDPSYCH 2030 (200:030). (Fall and Spring)

SPED 4125/5125 (220:125g). Current Issues in Visual Impairments — 2 hrs.

Current issues in the education of students with visual impairments. Topics will include current research, historical context, students with additional disabilities and the impact of visual impairments on children and their families. Prerequisite(s): junior standing. (Variable)

SPED 4126/5126 (220:126g). Braille Learning and Tactile Communication I — 3 hrs.

Addresses issues in braille learning, literacy codes, and other methods of preparing braille materials along with instructional methods and strategies. Prerequisite(s): junior standing. (Variable)

SPED 4132/5132 (220:132g). Introduction to Visual Impairments — 3 hrs.

Overview of the field of visual impairments including types of services, placements, and instructional strategies along with legal, demographic, psychological, and historical perspectives of education for students with visual impairments. Hands-on experience through demonstration and simulation provides student with understanding and knowledge of educating students with visual impairments. Covers educational implications of students who are blind, as well as those who have low vision. Prerequisite(s): junior standing. (Variable)

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SPED 4134/5134 (220:134g). Foundations of Orientation and Mobility — 3 hrs.

Focus on theory and learning of basic orientation and mobility skills and techniques by students with visual impairments. Students will gain understanding and knowledge about practical methods used for concept development, orientation skills, basic travel skills and techniques, and safe travel. Covers sighted guide techniques, electronic travel aids, and introduction to cane travel. Prerequisite(s): junior standing. (Variable)

SPED 4136/5136 (220:136g). Methods of Teaching Students with Visual Impairments — 3 hrs.

Covers assessment issues of students with visual impairments and instructional strategies applicable to students with visual impairments in all subject areas. Focus on expanded core curriculum for students with visual impairments. In conjunction with student teaching, provides students with opportunity to apply learned methods to teach students with visual impairments and assessment and instruction needs in real-life situations. Prerequisite(s): SPED 4132/5132 (220:132g); junior standing. (Variable)

SPED 4138/5138 (220:138g). Anatomy of the Eye and Educational Implications of Low Vision — 3 hrs.

Focus on basic structure of the eye and the visual system. Evaluation of the educational needs of specific visual disabilities along with assessment instruments and techniques, including discussion of functional vision assessment. Other topics include research in technology relevant to reading and writing with optical and non-optical devices, psycho-social implications of low vision conditions, curricular materials appropriate for students with low vision, and interpretation of ocular reports presented for specific visual disabilities. Prerequisite(s): SPED 4132/5132 (220:132g); junior standing. (Variable)

SPED 4140/5140 (220:140g). Services to Families with Infants and/or Toddlers with Developmental Delays or Disabilities — 3 hrs.

Provides information and methods for working collaboratively with interagency personnel to support families and their infants and/or toddlers experiencing developmental delays or disabilities. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192d. (Fall)

SPED 4141/5141 (220:141g). Including Young Children with Special Needs Into the General Education Programs — 3 hrs.

Advanced best practices for educating young children with diverse learning needs in the general education classroom. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g) (e). (Spring)

SPED 4142/5142 (220:142g). Classroom Instructional Management for Students with Disabilities (K-8) — 3 hrs.

Designed to develop the instructional and behavioral management competencies required to teach K-8 students with disabilities. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g). (Fall and Spring)

SPED 4143/5143 (220:143g). Classroom Instructional Management for Students with Disabilities (5-12) — 3 hrs.

Designed to develop the instructional and behavioral management competencies required to teach students in grades 5-12 with disabilities. Prerequisite(s): SPED 3150 (220:150); junior standing.

Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g). (Spring)

SPED 4144/5144. Special Education Issues and Practices for Infants and Toddlers — 3 hrs.

Methods of designing and implementing appropriate curriculum and supports for children aged birth to three, with an emphasis on children who display special developmental needs and challenges. Prerequisite(s): ELEMECML 4151/5151 (210:151g); junior standing. Corequisite(s): ELEMECML 4121/5121 (210:121g); ELEMECML 4122. (Fall, Spring, Summer)

SPED 4145/5145. Community Resources for Special Education — 3 hrs.

Study of cooperation and coordination of the school and other agencies serving persons with disabilities, including various programs and services provided by governmental and private organizations. Prerequisite(s): SPED 3150 (220:150); junior standing; consent of instructor. (Variable)

SPED 4147/5147 (220:147g). Designing Curriculum & Instruction - Secondary Students with Mild/Mod Disabilities (5-12) — 3 hrs.

Deals with pragmatic knowledge about assessment, methodologies, techniques, and technology related specifically for group instruction of students in grades 5-12 with mild/moderate disabilities. Prerequisite(s): SPED 3150 (220:150); SPED 4151/5151 (220:151g) (or concurrent enrollment); SPED 4170; SPED 4174; SPED 4176; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4181; SPED 4192/5192 (220:192g) (Field Experience Practicum 2). (Spring)

SPED 4150/5150. Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues — 3 hrs.

Introductory exploration of foundational issues and practices in special and inclusive education. Includes emphasis on 1) law and legal issues; 2) professional advocacy and related educational issues focused on identification, assessment, intervention, and characteristics; and 3) universal design and assistive technology for individuals with exceptional learning needs. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. (Fall and Spring)

SPED 4151/5151 (220:151g). Educational and Post-School Transition Programming for Individuals with Disabilities — 3 hrs.

This course will promote understandings of current initiatives and research related to planning and supporting educational (K-12) and post-school transitions for individuals with disabilities. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Prerequisite(s) or corequisite(s): SPED 4150/5150. (Fall and Spring)

SPED 4161/5161. Educational Management in Special Education — 3 hrs.

Individual behavior management, behavioral change strategies, and classroom management for students with special needs. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4162/5162; SPED 4163/5163. Prerequisite(s) or corequisite(s): SPED 4150/5150. (Fall and Spring)

SPED 4162/5162. Specialized Assessment and Instruction for Students with Disabilities — 3 hrs.

Collection and use of educational data to assess and teach students with diverse learning needs, educational planning and progress monitoring, instructional models, curricular access, mapping, and development. Prerequisite(s): SPED 3150 (220:150); MEASRES 3150

(250:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4161/5161; SPED 4163/5163. Prerequisite(s) or corequisite(s): SPED 4150/5150. (Fall and Spring)

SPED 4163/5163. Field Experience in Specialized Assessment Instruction and Management in Special Education (K-8) — 3 hrs.

Supervised foundational field experience practicum addressing specialized assessment, instruction and management in special education. Prerequisite(s): SPED 3150 (220:150); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4161/5161; SPED 4162/5162. Prerequisite(s) or corequisite(s): SPED 4150/5150. (Fall and Spring)

SPED 4167/5167 (220:167g). Current Issues in the Education of Students with Severe Disabilities — 2 hrs.

Current issues in the education of students with severe disabilities, including historical context, etiology, and impact on the children and family. Prerequisite(s): SPED 3150 (220:150); junior standing. (Fall)

SPED 4171/5171. Creating and Sustaining Positive Inclusive Learning Environments (K-12) — 3 hrs.

Development of professional behaviors characterized by positive personal interactions with others and effective skills for interdisciplinary collaboration. Strategies for collaborating with parents, administrators, teachers, and paraprofessional colleagues, as well as community and support services personnel to create and sustain positive inclusive learning environments. Students will engage in problem-solving, learn small group, whole class, and school-wide management competencies required to teach and support students with disabilities (K-12). Prerequisite(s): SPED 3150 (220:150); SPED 4150/5150; SPED 4161/5161; SPED 4162/5162; SPED 4163/5163; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4172/5172 or SPED 4173/5173; SPED 4192/5192 (220:192g) (a) or SPED 4192/5192 (220:192g) (b) or SPED 4192/5192 (220:192g) (c) (as associated with the SPED 4172/5172 or 4173 co-requisite course and teaching focus area). Prerequisite(s) or corequisite(s): SPED 4151/5151 (220:151g). (Fall and Spring)

SPED 4172/5172. Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8) — 3 hrs.

Differentiated and intensive instructional methods, materials, and assessment for students with mild/moderate disabilities in grades K-8; emphasis in literacy and mathematics instruction and accommodations to address individualized needs; includes collaborative approaches and co-teaching and accessible/assistive technology. Prerequisite(s): SPED 3150 (220:150); SPED 4150/5150; SPED 4161/5161; SPED 4162/5162; SPED 4163/5163; LITED 3115 (230:115); MATH 3204 or approved elementary Mathematics methods course; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4171/5171; SPED 4192/5192 (220:192g) (a) Practicum in Instructional Strategist I K-8. Prerequisite(s) or corequisite(s): SPED 4151/5151 (220:151g). (Fall and Spring)

SPED 4173/5173. Instructional Methods for Inclusive Learning (5-12) — 3 hrs.

Instructional methods, materials, and assessment for students with mild/moderate and significant disabilities in grades 5-12; emphasis on creating access to curriculum and supporting students within the inclusive classroom. Prerequisite(s): SPED 3150 (220:150); SPED 4150/5150; SPED 4161/5161; SPED 4162/5162; SPED 4163/5163; LITED 3115 (230:115) (or approved literacy methods course); MATH 3204 (or approved mathematics methods

course); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4171/5171; SPED 4192/5192 (220:192g) (b) Practicum in Instructional Strategist I 5-12 OR SPED 4192 (c) Practicum in Instructional Strategist II: Intellectual Disabilities. Prerequisite(s) or corequisite(s): SPED 4151/5151 (220:151g). (Fall and Spring)

SPED 4180/5180. Interdisciplinary Study of Disability — 3 hrs.

Presents an overview of the meaning and significance of disability in society and culture by viewing this phenomenon through an interdisciplinary framework. Students will investigate multiple perspectives on disability to address intriguing and important questions regarding: civil/human rights, bioethics, law and criminal justice, economics, education, and the role of disability in American/world history, the arts, film, literature, anthropology, and philosophy. Prerequisite(s): junior standing. (Spring)

SPED 4182/5182. Introduction to Assistive Technology for Instruction — 3 hrs.

Designed to familiarize current and future educators in related exceptional education service personnel with educational and assistive technologies (AT) used to support individuals with a range of exceptional education needs. Provides information regarding legal aspects of AT and an orienting framework for evaluating the need for and success of AT. Prerequisite(s): SPED 3150 (220:150); junior standing. (Spring)

SPED 4183/5183 (220:183g). Designing Curriculum and Instruction for Students with Intellectual Disabilities (K-12) — 3 hrs.

Instructional methods, materials, and assessment for students with intellectual disabilities; emphasis on creating access to curriculum and supporting students within the inclusive classroom. Prerequisite(s): SPED 3150 (220:150); SPED 4151/5151 (220:151g); SPED 4170; SPED 4174; SPED 4176; LITED 3115 (230:115); MATH 3204 (elementary education majors) or MATH 2303 (secondary education majors); junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4181; SPED 4192/5192 (220:192g) (Field Experience Differentiated Practicum 2). (Fall and Spring)

SPED 4184/5184 (220:184g). Professional Interdisciplinary Relationships in Special Education I — 3 hrs.

Development of professional behaviors characterized by positive personal interaction with others and effective team skills. Strategies for collaborating with parents, regular and special educators, paraprofessionals, and other individuals in the educational program. Prerequisite(s): SPED 3150 (220:150); junior standing. (Fall and Spring)

SPED 4185/5185 (220:185g). Readings in Special Education — 1-2 hrs.

Reading and discussion of current methodological developments and innovations in special education. May be repeated once for maximum of 2 hours. Prerequisite(s): junior standing. (Fall, Spring, Summer)

SPED 4187/5187 (220:187g). Teaching Preschool and Elementary Students with Severe Disabilities — 3 hrs.

Instructional methods, materials, and assessment for students with severe disabilities in the inclusive classroom. Emphasis on strategies for supporting students with significant needs in the general education classroom. Prerequisite(s): SPED 4167/5167 (220:167g) or consent of instructor; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPED 4192/5192 (220:192g) or consent of instructor. (Spring)

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SPED 4188/5188. Coordination Techniques in Cooperative Work-based Learning Programs — 3 hrs.

This course is designed to develop knowledge of work experience models and coordination technique skills for educators providing and evaluating work-based learning for youth with disabilities. Prerequisite(s) or corequisite(s): SPED 4151/5151 (220:151g); junior standing. (Variable)

SPED 4192/5192 (220:192g). Experience in Special Education — 1-12 hrs.

Supervised assessment and teaching experience in special and inclusive education. May be repeated in different areas for up to 12 hours. Offered credit/no credit option only. Prerequisite(s): junior standing. Registration requires full admission to the Teacher Education Program. (Fall and Spring)

SPED 6240 (220:240). Collaborative Consultation I: The Relationship — 3 hrs.

Emphasis on the psychological and behavioral considerations involved in successfully forming and maintaining a collaborative consulting relationship. In-depth topics include self-management, personality style and versatility, starting the relationship, and establishing one's role with the group and individual. (Fall)

SPED 6245 (220:245). Collaborative Consultation II: The Process — 3 hrs.

Provides in-depth understanding and beginning execution of a systematic model of collaborative consulting including four processes or sets of procedures for carrying out the model. Emphasis on planning, problem clarification and analysis, teaching and teacher strategy, presenting solutions, and dealing with teacher concerns and fears. (Spring)

SPED 6254 (220:254). Vocational and Transition Assessment of Individuals with Disabilities — 3 hrs.

Assessment and application of techniques for professionals working with adolescents or adults with disabilities. Designed for those interested in vocational and transition programming for individuals with disabilities. Prerequisite(s): SPED 4151/5151 (220:151g) or consent of instructor. (Variable)

SPED 6256 (220:256). Best Practices in Inclusion — 3 hrs.

Provides preparation in pedagogical, curricular, and professional collaboration practices, and provides knowledge of empirical, legal, and historical considerations integral to the accommodation of all learners into the general education classroom. Prerequisite(s): graduate standing. (Variable)

SPED 6260 (220:260). Special Education Law and Policy — 3 hrs.

Provides information and conceptual understanding of legislative, executive, and judicial action affecting special education programs for children and youth with disabilities. Prerequisite(s): graduate standing. (Fall and Spring)

SPED 6278 (220:278). Administration of Special Education — 3 hrs.

Prepares administrators to plan programs for various areas of special education, select and evaluate personnel, provide instructional materials, interpret the program to the community, and be informed concerning legal provisions for special education. (Variable)

SPED 6285. Readings in Special Education.

Advanced topical independent reading course organized around current topics in special and inclusive education. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

SPED 6286. Studies in Special Education.

Topical advanced and independent studies course in special and inclusive education. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

SPED 6289 (220:289). Seminar — 3 hrs.

Advanced seminar in special and inclusive education topics. May be repeated on different topics for a maximum of 9 hours. Prerequisite(s): graduate standing. (Fall)

SPED 6290 (220:290). Practicum — 1-6 hrs.

Requires written consent of department. May be repeated for maximum of 9 hours. (Fall and Spring)

SPED 6293 (220:293). Qualitative Research in Special Education — 3 hrs.

In-depth methodological understanding of qualitative research and the opportunity to conduct qualitative research projects in special educational settings. Prerequisite(s): MEASRES 6205 (250:205). (Fall)

SPED 6295 (220:295). Single-Subject Research Applications — 3 hrs.

In-depth understanding of single-subject methodology for conducting applied research projects in educational settings. Participation in an applied research project with emphasis on the relationship between applied research and best practices in teaching persons with disabilities. Prerequisite(s) or corequisite(s): MEASRES 6205 (250:205). (Spring)

SPED 6299 (220:299). Research — 2-3 hrs.

May be repeated for maximum of 6 hours. Prerequisite(s): consent of department. (Fall and Spring)

SPED 7301. Internship in Special Education Administration — 3 hrs.

Advanced supervised field-based experience to future develop administrative skills. Prerequisite(s): consent of instructor. (Spring)

SPED 7385. Readings in Special Education Leadership.

Topical individualized advanced readings course in special education leadership topics as determined by instructor and student. May be repeated. Prerequisite(s): written consent of instructor. (Variable)

SPED 7386 (220:386). Studies in Special Education — 1-3 hrs.

Offered by department for specialized work. May be repeated. Prerequisite(s): consent of instructor. (Variable)