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 (p. 1)
- Special Education-Teaching (p. 1) • Instructional Strategist (p. 1) (declared Summer 2014 or after)

**Graduate Major (M.A.E.)**
- Special Education (p. 2)

**Program Certificates**
- Inclusive Education (p. 3)
- Special Education Instructional Coaching (p. 3)

### 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) (d) 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) (e) 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

**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** Constructions of Behavior and Humanistic Supports 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 4167/5167** 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) 3
- **SPED 4173/5173** Instructional Methods for Inclusive Learning (5-12)

AND

**Program Certificates**

- Inclusive Education (p. 3)
- Special Education Instructional Coaching (p. 3)

**Graduate Major (M.A.E.)**

- Special Education (p. 2)

**Special Education Minor-Teaching**

**Instructional Strategist Minor**

Students enrolled in SPED 4140/5140 (220:140g) and/or SPED 4141/5141 (220:141g) are required to have not lower than a C in each of these methods courses that are prerequisites for Student Teaching in Special Education.
Special Education

SPED 4192/5192 (220:192g) Experience in Special Education (Field Experience 2: Differentiated Endorsement Block) 3

Total Hours 24

* For a Special Education teaching endorsement in:
  Instructional Strategist I K-8: SPED 4172/5192 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 corequisite SPED 4192/5192 (220:192g).

** And Student Teaching TEACH 3135 (4-12 hours) in specific endorsement area

*** Students enrolled in SPED 4161, 4162, 4171, 4172, and/or 4173 are required to have not lower than a C in each of these methods courses that are prerequisites for Student Teaching in Special Education

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 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 desiring to be endorsed as Work Experience Coordinators must hold a Special Education Teaching 5-12 endorsement.

UNI does not complete the recommendation for the following endorsements. Students will need to work directly with the Iowa Board of Educational Examiners (BOEE) for an evaluation, sending transcripts, and recommendation: Endorsement 233: K-12 Supervisor Special Education/Instructor; Endorsement 234: Work Experience Coordinator; Endorsement 239: Director of Special Education; Endorsement 258: Professional Service Administrator.

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 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 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 complete 3 hours of SPED 6299 (220:299) ending with a culminating research paper, and successfully complete a final written comprehensive examination.

Required professional core

<table>
<thead>
<tr>
<th>Educational Psychology:</th>
<th>Foundations of Instructional Psychology 3</th>
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</thead>
<tbody>
<tr>
<td>MEASRES 6205 (250:205)</td>
<td>Educational Research 3</td>
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Required special education

<table>
<thead>
<tr>
<th>SPED 6260 (220:260)</th>
<th>Special Education Law and Policy 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 6289 (220:289)</td>
<td>Seminar 3</td>
</tr>
<tr>
<td>or SPED 4180/5180</td>
<td>Interdisciplinary Study of Disability</td>
</tr>
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</table>

Research: 3 or 6

<table>
<thead>
<tr>
<th>SPED 6299 (220:299)</th>
<th>Research</th>
</tr>
</thead>
</table>

Thesis Option (6 hours)

Non-thesis Option (3 hours)

Emphasis in special education (choose one from below) 15

Total hours (non-thesis option) 30

Total hours (thesis option) 33

Instructional Emphasis

Required

<table>
<thead>
<tr>
<th>Special Education:</th>
<th>Qualitative Research in Special Education 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 6295 (220:295)</td>
<td>Single-Subject Research Applications 3</td>
</tr>
</tbody>
</table>

Approved electives 9

Total Hours 15

Special Education Consultant Emphasis

Required

<table>
<thead>
<tr>
<th>Special Education:</th>
<th>Qualitative Research in Special Education 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 6240 (220:240)</td>
<td>Collaborative Consultation I: The Relationship 3</td>
</tr>
<tr>
<td>SPED 6245 (220:245)</td>
<td>Collaborative Consultation II: The Process 3</td>
</tr>
<tr>
<td>SPED 6290 (220:290)</td>
<td>Practicum 3</td>
</tr>
</tbody>
</table>

Approved electives 3

Total Hours 15

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 6260 (220:260)</td>
<td>Special Education Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6256 (220:256)</td>
<td>Best Practices in Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4171/5171</td>
<td>Creating and Sustaining Positive Inclusive Learning Environments (K-12) (Note: Prerequisites will be waived for the Inclusive Education Certificate)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4182/5182</td>
<td>Introduction to Assistive Technology for Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4192/5192 (220:192g)</td>
<td>Experience in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 (AEAs) 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 Special Education’s pre-existing Master of Arts in Education (MAE) – Consultation Emphasis Program.

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
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<td>3</td>
</tr>
<tr>
<td>SPED 6260 (220:260)</td>
<td>Special Education Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6289 (220:289)</td>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6290 (220:290)</td>
<td>Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours** 15

**Special Education, M.A.E.**

Student Learning Outcome #1: Students will design and implement independent research that is focused and systematic.

Student Learning Outcome #2: Students will articulate independent research that is grounded in a breadth and depth of content knowledge of inclusive education, special education, and/or disability studies in education.

Student Learning Outcome #3: Students will demonstrate proficiency in professional written communication that is purposeful and well developed.