Special Education

(\textit{College of Education})

\texttt{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:

\textbf{Minors}

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

\textbf{Graduate Major (M.A.E.)}

- Special Education

\textbf{Program Certificates}

- Inclusive Education
- Special Education Instructional Coaching

\textbf{Undergraduate Programs}

\textbf{Minors}

\textbf{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.

\textbf{Required}

\begin{tabular}{|c|c|c|}
\hline
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 \\
ELEM EML 3149/5149 & Child, Family, School and Community Relationships & 3 \\
\hline
\end{tabular}

or SPED 4145/5145

\textbf{Community Resources for Special Education}

\textbf{CSD 4100/5100 (51C:160g)}

\textbf{Augmentative Communication} 2

\textbf{Total Hours} 20-22

\textbf{Special Education Minor-Teaching}

\textbf{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.

\textbf{Required Special Education Core:}

\begin{tabular}{|c|c|}
\hline
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 \\
\hline
\end{tabular}

\textbf{Additional Instructional Strategist minor endorsement requirements:}*\n
One of the following:

\begin{tabular}{|c|c|}
\hline
SPED 4172/5172 & Differentiated & Intensive \\
& Methods in Literacy & Mathematics: Elementary \\
& Mild/Mod Disabilities (K-8) & 3 \\
or SPED 4173/5173 & Instructional Methods for Inclusive Learning (5-12) & \\
\hline
\end{tabular}

\textbf{AND}

\begin{tabular}{|c|c|}
\hline
SPED 4192/5192 (220:192g) & Experience in Special Education (Field Experience 2: Differentiated Endorsement Block) & 3 \\
\hline
\end{tabular}

\textbf{Total Hours} 24
** 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).

** 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**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology</td>
<td>EDPSYCH 6214 (200:214)</td>
<td>Foundations of Instructional Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Measurement and Research</td>
<td>MEASRES 6205 (250:205)</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>Required special education</td>
<td>SPED 6260 (220:260)</td>
<td>Special Education Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>Special Education</td>
<td>SPED 6289 (220:289)</td>
<td>Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 4180/5180</td>
<td>Interdisciplinary Study of Disability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Emphasis in special education (choose one from below)**

<table>
<thead>
<tr>
<th>Emphasis in special education</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Specialization Emphasis</td>
<td>30</td>
</tr>
<tr>
<td>Special Education Consultant Emphasis</td>
<td></td>
</tr>
<tr>
<td>Transition Programming for College and Careers Emphasis</td>
<td></td>
</tr>
</tbody>
</table>

**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 Name</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>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>15</strong></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 (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. 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 6240 (220:240)</td>
<td>Collaborative Consultation I: The Relationship</td>
<td>3</td>
</tr>
<tr>
<td>SPED 6245 (220:245)</td>
<td>Collaborative Consultation II: The Process</td>
<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>
<tr>
<td>ELEMECML 6221 (210:221)</td>
<td>Analysis and Design of Curriculum for Young Children</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>