

Special Education

(College of Education)

www.uni.edu/coe/specialed

The Department of Special Education offers the following programs:

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

Required

SPED 3150	Meeting the Needs of Diverse Learners in Classrooms	2
EDPSYCH 3109	Development and Assessment of Young Children	3
SPED/ELEMECML 4124	Infant Toddler Curriculum and Early Intervention *	3
SPED 4192/5192	Experience in Special Education: Practicum in Home Intervention Birth-3	1-3
SPED 4141/5141	Including Young Children with Special Needs Into General Education Classrooms *	3
SPED 4192/5192	Experience in Special Education: Practicum in ECSE Age 3-6 Endorsement 262	3
ELEMECML 3149/5149	Child, Family, School and Community Relationships	3
SPED 4148/5148	Assessment of Young Children and Families with Exceptionalities	3
Total Hours		21-23

* Students enrolled in SPED 4124/5124 or ELEMECML 4124/5124 and/or SPED 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.

Special Education Minor-Teaching Instructional Strategist Minor

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 (TEACHING 3135) in both the major and the Instructional Strategist special education minor endorsement area.

Required Special Education Core for All

Endorsement Options:

SPED 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPED 4151/5151	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 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):

SPED 4172/5172	Differentiated & Intensive Methods in Literacy & Mathematics: Elementary Mild/Mod Disabilities (K-8) **
SPED 4192/5192	Experience in Special Education (Practicum II, Strategist I K-8)

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

SPED 4173/5173	Instructional Methods for Inclusive Learning (5-12) **
SPED 4192/5192	Experience in Special Education (Practicum II, Strategist I 5-12)

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

SPED 4173/5173	Instructional Methods for Inclusive Learning (5-12) **
SPED 4192/5192	Experience in Special Education (Practicum II, Strategist II Intellectual Disabilities K-12)
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Total Hours	24

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

**Students enrolled in SPED 4161/5161, SPED 4162/5162, SPED 4171/5171, SPED 4172/5172, and/or SPED 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.

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 <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 SPED 6299 Research and present a defense of the thesis. Students on the **non-thesis** option must complete 3 hours of SPED 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
Required special education		
SPED 6260	Special Education Law and Policy	3
Special Education:		
SPED 6289	Seminar	3
	or SPED 4180/5180 Interdisciplinary Study of Disability	
Research:		3 or 6
SPED 6299	Research	
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

Special Education:		
SPED 6293	Qualitative Research in Special Education	3
SPED 6295	Single-Subject Research Applications	3
Approved electives		9
Total Hours		15

Special Education Consultant Emphasis

Required

Special Education:		
SPED 6293	Qualitative Research in Special Education	3
SPED 6240	Collaborative Consultation I: The Relationship	3
SPED 6245	Collaborative Consultation II: The Process	3
SPED 6290	Practicum	3
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.

SPED 6260	Special Education Law and Policy	3
SPED 4150/5150	Introduction to Special Education: Legal, Advocacy, and Assistive Technology Practices and Issues	3
SPED 4151/5151	Educational and Post-School Transition Programming for Individuals with Disabilities	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 4192/5192	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 *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	Collaborative Consultation I: The Relationship	3
SPED 6245	Collaborative Consultation II: The Process	3
SPED 6260	Special Education Law and Policy	3
SPED 6289	Seminar	3
SPED 6290	Practicum	3
Total Hours		15

Special Education, M.A.E.

The Department of Special Education values the continuous development of special, inclusive educator's dispositions, knowledge, and skills to support, educate, serve, and learn alongside all students, considering students' diverse historical, social, cultural, linguistic, and other multi-dimensional identities that intersect with their disability experiences in educational contexts. This occurs through endorsement program goals using collaborative frameworks that center a plurality of perspectives to orient educators to their leadership, teacher work, and voice through the:

use of skills, knowledge base, and dispositions that support child and adolescent growth and development by adhering to philosophical, historical, cultural, and state/federal law for special, inclusive education from collaborative frameworks related to curriculum, instruction, intervention, and assessment of children with disabilities.

demonstration of knowledge of the characteristics of learners identified with disabilities appropriate to the pursued endorsement area

explanation and use of 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 (UNI SLO - Content Knowledge and Skills)

co-creation of 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 that accounts for intersectionality and theories of academic, social, and emotional support for individuals with disabilities. (UNI SLO - Critical Thinking)

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communication and collaboration 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, while honoring their multi-dimensional identities. (UNI SLO - Communication)

development of updated skills, knowledge, and dispositions to support positive long-term personal and professional learning plans, quality collaborative relationships, and positive educator self-care.