Special Education Department

The Department of Special Education has been involved for more than two decades in the preparation of teachers of students with all disabilities at the preschool, elementary and secondary levels.

At the Undergraduate level, the Department of Special Education students may major in Early Childhood, Elementary or Secondary Education and minor in Instructional Strategist I: Mild/Moderate K-8 or 5-12, Instructional Strategist II: Mental Disabilities, K-12, Early Childhood Special Education (B-8), or Visual Impairments.

At the Graduate level, students can pursue a program of study leading to certification only in any of the disability areas as a non-degree graduate student or pursue a master’s degree in one of the three emphasis areas: Field Specialization, Career/Vocational Programming and Transition, and Visual Impairments.

The Department of Special Education faculty has achieved state, national and international recognition for their teaching and research. Faculty members are frequent contributors to the professional literature.

For More Information Please Contact:

Christina Curran, PhD
Assistant Professor
Email: christina.curran@uni.edu
Phone : (319) 273-3848
Office Location : SEC 158
OR
Sarah Semon, PhD
Assistant Professor
Email: sarah.semon@uni.edu
Phone : (319) 273-7210
Office Location : SEC 162

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Secondary Special Educators

What do they do?
Secondary special educators provide services and collaborate with other educators, professionals, and families in supporting the academic, learning, behavioral and transition needs of youth with identified disabilities. They serve as key personnel in ensuring academic and school programs are appropriate, accessible, balanced and meet the individual interests and transition needs of adolescents with high incidence disabilities, a population whose transition needs for successful post-school success often unmet (Carter & Lunsford, 2005; Dunn, 2008).

What roles do they have?
The Iowa Department of Education recognizes that students “best benefit through models that combine the expertise of special education teachers and core content teachers.” The state recommends secondary special education teacher teachers serve in roles as co-teachers or collaborative consultants to promote the integration of students with special needs to be integrated into general education classrooms (Iowa DOE, 2009).

How do they impact students?
When working as a co-teacher or in a collaborative consultation model outcomes for students include, a) access to general education curriculum, b) higher expectations for achievement, and c) improved skill development and socialization (NCSET, 2004). High expectations are found to be a critical ingredient in improving student performance and ensuring student success beyond high school. Access to the core or general education is essential in delivering meaningful content that prepares students for success in life.

**Recommended Course Sequence**

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<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
<th>Fourth Semester</th>
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<td>220:150</td>
<td>220:170</td>
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<td>220:192</td>
<td>220:192 (Phase I)</td>
<td>220:192 (Phase II)</td>
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* Fall Only

**Abbreviated (Endorsement Only) Recommended Course Sequence**

<table>
<thead>
<tr>
<th>First Semester (Fall/Spring)</th>
<th>Second Semester (Fall)</th>
<th>Third Semester (Spring)</th>
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<td>220:150</td>
<td>220:170*</td>
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<td>220:151**</td>
<td>220:192 (Fall Only)</td>
<td>220:192 (Phase II)</td>
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</tbody>
</table>

* Summer options may exist.
**Courses may be available through Continuing & Distance Education technologies.

Contact us to develop your plan of study today!

About The Program
The Program is founded on evidence-based training, pedagogical, and school based practices. The identification of key transition competencies and skills supported by research must be included within and across the preparation program. Multiple, quality field-based experiences in varied, diverse, and high needs school communities are essential in supporting the application of knowledge needed by transition personnel and improvement. Learning is supported through structured feedback, reflection, and mentorship with expert teachers. Professional Development Schools support this type of transactional learning approach. The Project is developed around curricula and practices that use evidence-based practices in transition.

- Summer options may exist.
- Courses may be available through Continuing & Distance Education technologies.

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