

SPECIAL EDUCATION

- ❖ Behavior Disorders
- ❖ Deaf Education
- ❖ Early Childhood Special Ed.
- ❖ Learning Disabilities
- ❖ Mild/Moderate Disabilities
- ❖ Severe Disabilities
- ❖ Visual Impairment
- ❖ Supervisor of Special Ed.
- ❖ School Transition Specialist

Department of Special Education
318 Barkley Memorial Center
Lincoln, NE 68583-0738

www.unl.edu/barkley



PROCEDURES AND
REQUIREMENTS
FOR
**MASTERS
DEGREE**
AND
GRADUATE
ENDORSEMENTS

The Special Education Handbook is designed to assist students and advisors in the Special Education Masters Degree programs, and in graduate teaching endorsement or certification programs in the Department of Special Education and Communication Disorders at the University of Nebraska-Lincoln (UNL). This handbook supplements the *University of Nebraska-Lincoln Graduate Studies Bulletin*, which students receive once their application to UNL's Graduate College and the application fee are received.

Frequently Accessed Information

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Teachers College

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Web: <http://tc.unl.edu/>

University Office of Scholarship and Financial Aid

Canfield Administration Bldg., Room 16
University of Nebraska-Lincoln
Lincoln, NE 68588-0411
Phone: 402-472-2030
Web: <http://www.unl.edu/scholfa/cover.html>

Special Education Scholarships and Financial Aid

Attn: Renae Oestman
201 Barkley Center
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Lincoln, NE 68583-0732
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Teachers College Scholarships and Financial Aid

TC Student Services Center
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Lincoln, NE 68588-0234
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Special Education Graduate Faculty

Bernthal, John E., Professor, Chair of the Department and Director of the Barkley Center: phonological disorders; administrative and professional issues

Eccarius, Malinda A., Lecturer: academic assessment; curriculum development

Epstein, Michael H., Professor: behavioral disorders; early intervention for at-risk students; juvenile justice; community-based services

Erickson, Joan L., Associate Professor: mild disabilities; learning disabilities; reading instruction; literacy technology

Maag, John W., Professor: behavioral disorders; cognitive-behavioral assessment and intervention

Marvin, Christine A., Associate Professor: infant and preschool development and disorders, speech, and language problems, family-centered services; consultation services in special education and communication disorders

Meers, Gary D., Professor: vocational education; transition

Nelson, J. Ron, Research Associate Professor: behavioral and learning disorders of children; reading interventions; school-wide and individualized positive behavioral intervention and support systems

Peterson, Reece L., Professor: teaching students with emotional or behavioral disorders; public policy in special education; school violence prevention and intervention

Ramsey, Claire L., Assistant Professor: literacy and culture; sign language linguistics; classroom discourse

Reid, Robert C., Associate Professor: learning disabilities; mainstreaming; attention deficit disorders

Scheffler, Marilyn L., Clinic Coordinator: learning disabilities; mild disabilities; administration; staff development

Siegel, Ellin B., Associate Professor: severe, multiple disabilities; augmentative and alternative communication: beginning communication, severe disabilities, preschool intervention

Steckelberg, Allen L., Assistant Professor: secondary special education; technology in education; technology and professional development; paraprofessionals in special education

Vasa, Stanley F., Professor: learning disabilities; mild disabilities; secondary special education, transition planning; paraprofessional training for special education

Special Education

at the University of Nebraska-Lincoln

Special Education is one of two “Divisions” in the Department of Special Education and Communications Disorders at UNL. The Department offers both undergraduate and graduate degree programs in Speech-Language Pathology, Audiology, and Special Education.

Division of Special Education

The Special Education Division at the University of Nebraska-Lincoln (UNL) is committed to the improvement of education and other services for exceptional persons. This commitment is accomplished by providing leadership to and enhancing the professional development of persons who provide these services to exceptional persons in schools and other agencies. This commitment is also met by seeking, developing, testing and disseminating ideas and specialized knowledge related to exceptional persons.

There are currently twelve regular faculty members in the Special Education Division and several adjunct, research or part-time faculty. These faculty are primarily responsible for the operation and governance of the Division.

The faculty commitment to meeting local, state, regional, and national needs is based on four programmatic assumptions:

- The goals of education are best served when primacy in education is given to understanding and serving the individual learner;
- Every person, no matter how special his/her needs may be, should receive an appropriate education in an environment which appreciates and accommodates diversity;
- It is the particular responsibility of the university to build a sound knowledge base on which educational programs may be created.
- Profound changes are occurring and will continue to occur in the processes of dealing with human differences in education and in other human services.

Based upon these assumptions and on the mission of UNL’s Teachers College, the Special Education Division is a supportive and collegial environment that:

- Prepares competent professionals who use validated intervention and support strategies.
- Conducts research and creates knowledge that impacts the lives of individuals with disabilities and their families.
- Provides consultation and training to professionals and families.
- Prepares graduates to assume leadership roles in schools, communities, and institutions of higher education.

The Barkley Memorial Center

The Department of Special Education and Communication Disorders is located in the Barkley Memorial Center on the East campus of UNL near 33rd and Holdrege. The Center is named after Edna and William Barkley who were interested in hearing loss and children with disabilities, and whose endowment supported construction of the building and continues to support many of its programs. The Barkley Memorial Center houses the Department's entire faculty and is the location where most of its courses are delivered. <http://www.unl.edu/barkley/index.html>.

Teachers College

Teachers College has five departments that offer educational programs for both undergraduate and graduate students in a variety of professional education fields. The college is respected for its programs preparing teachers, administrators, and specialists for the education of children, youth, and adults. The quality of these programs is reflected in the leadership provided by graduates in communities across the state and the nation in teaching, administration, special education, health and human performance, and educational psychology. Although the Teachers College oversees content of all programs in professional education and supervises undergraduate teacher preparation, its graduate programs are also supervised by the University's Graduate College. <http://tc.unl.edu/>.

The Graduate College

The Graduate College at UNL oversees all graduate programs in all fields, and insures that they conform to UNL policies. As a result, graduate students must apply both to the Graduate College and to the Special Education Division in order to be admitted to the graduate degree program. Most Special Education faculty are members of the Graduate College faculty, and are permitted to advise Masters Degree students. The *UNL Graduate Studies Bulletin* is the official guide to all graduate programs at UNL. <http://www.unl.edu/gradstud/index.html>.

Admission Information

Masters Degrees and Graduate Endorsements

Admission Criteria

The Department views admission criteria as being made up of several factors and uses a point system for determining eligibility for admission. Scores from the Graduate Record Examination (GRE), undergraduate grade point average, graduate grade point average from any courses taken prior to degree status admission, and written recommendations are the four main factors considered. Higher GRE scores and grade point averages and stronger recommendations will earn more points toward admission. Teaching experience, experiences with persons with disabilities, research experience or other unique experience or background may also be helpful. Writing samples and documentation of other experiences can assist in obtaining a favorable admission decision. Poor performance in one area does not necessarily constitute a basis for non-admittance, but is viewed as a part of the composite measures being considered.

All of the necessary application materials can be accessed on-line at <http://www.unl.edu/barkley/forms/index.html> or by requesting the materials from the Graduate Secretary.

Admissions Classifications

- **Full Graduate Standing.** All admission criteria have been met for a Masters Degree program.
- **Provisional.** A student may be provisionally admitted to a Masters Degree program pending satisfactory completion of courses or other requirements because of low scholastic standing, or for other specified reasons. Once these specified requirements have been met, the candidate's status will be changed to full graduate standing in the degree program.
- **Certification.** This category is for the student who is not seeking a graduate degree, but who is working only towards a teaching endorsement. This student has departmental status and a departmental advisor.
- **Unclassified.** The student has no official departmental advisor. The category is temporary while admission to a departmental program is being considered.

Students from Underrepresented Groups

The Special Education Division is very interested in having qualified minority students apply to its programs, and will make special efforts to assist minority students with their application. Special financial assistance and other support programs may also be available. For more information contact the Graduate College.

Students with Disabilities

The Special Education Division encourages qualified students with disabilities to apply for its programs and will assist applicants to make sure our programs accommodate special needs. Special accommodations for UNL's programs are also available through the Services for Students with Disabilities Office (402-472-5787) www.unl.edu/ssd.

International Students

International students are encouraged to apply for special education programs. However, there are several considerations that potential international students should know:

- International students must score 550 or above on the Test of English as a Foreign Language (TOEFL) test and submit the test results with the application materials; this requirement is only waived if the student has a degree from an accredited United States educational institution.
 - International students must complete the Financial Resource Certification Form and provide evidence of adequate financial resources (usually sponsor's bank statement);
 - The admission process for international students takes longer than for U.S. students because of language and financial issues, so materials should be submitted as early as possible. Overseas applicants who need I-20 forms should have all material sent well in advance of deadlines; and
 - UNL's "Office of International Affairs" is a good place to ask questions about visas, TOEFL, financial aid and English placement tests. The address and phone are: 420 University Terrace, Lincoln, NE 68588-0682, 402-472-5358, FAX 402-472-5383, <http://www.iaffairs.unl.edu/>.
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Student Financial Assistance

GRADUATE ASSISTANTSHIPS

A number of Graduate Assistantships (GAs) are awarded on a competitive basis in the Special Education Division. Graduate assistantships are work assignments where the student works directly for one or more faculty. Students are limited to two years of graduate assistantship funding at the Masters Degree level.

Qualifications

Any graduate student is eligible to apply for a graduate assistantship if the following criteria are met:

- Be accepted (unprovisionally) into a graduate degree program (M.Ed., M.A., Ed.S., Ed.D., Ph.D.) in Special Education;
- Must be registered for courses as a full-time student for the semesters for which they request a graduate assistantship;
- May not be student teaching, or on another extended practicum or field experience during the semester for which they will be a graduate assistant;
- Present a good academic GPA in undergraduate programs, and in any graduate courses taken; and
- Be capable of fulfilling the job duties as will be individually described by each faculty person.

Application

Obtain an application form on-line at <http://www.unl.edu/barkley/forms/index.html> or from the Graduate Secretary and submit the completed application to the Graduate Secretary. Application may be made at anytime, but applications for the following academic year are due February 15 or on the last workday before February 15. Applications are held for one year and are referred to as openings occur throughout that year. A new application is required each year. Current Graduate Assistants wishing to continue their assignments must reapply each year.

Other Benefits of a G.A.

- Monthly stipend (dollar amount variable by year)
- Up to twelve (12) credits of resident tuition may be waived per semester if (a) the graduate assistantship is for a minimum of four continuous months, (b) the graduate assistantship is no less than 13 hrs/week.
- Basic health insurance coverage. For more details visit <http://www.unl.edu/health/>.

SCHOLARSHIPS

A limited number of scholarships are available to eligible and qualified students in the Department of Special Education and Communication Disorders. Eligibility requirements are as follows:

- The applicant must be admitted to the Department of Special Education and Communication Disorders.
- Graduate students must be admitted either to a graduate degree program or a graduate-level endorsement program.
- The applicant must be a full-time student. The criterion for full-time status is 9 credit hours (6 credit hours in summer) during the time when the scholarship will be received and applied.
- University employees are not eligible to receive scholarships. This restriction *does not* include work-study, research or graduate assistants, who may be eligible in addition to these work assignments.

Departmental Scholarships

There are several scholarships available from the Department of Special Education and Communication Disorders. For more detailed information on these scholarships, visit our website at <http://www.unl.edu/barkley/Slist.html> or contact Renae Oestmann at roestmann1@unl.edu.

Other Financial Aid or Scholarships

In addition to scholarships offered by the Department of Special Education and Communication Disorders, some other financial aid is available.

- Teachers College at UNL, offers many scholarships, loans and other services. For information and applications, please contact the Teachers College Student Services Center.
- University Office of Scholarship and Financial Aid also offers many scholarships, loans, and other financial services and advice to students. For additional information and application forms, contact the UNL Financial Aid Office.

Graduate Degree Programs

in the Division of Special Education

The Special Education Division has advanced degree programs of study leading to a Masters of Arts or Masters of Education degree, Education Specialists Degree, and Doctoral degrees. The sections which follow describe these programs and provide more detailed information about Masters Degree programs, advising, specialization options and requirements. For information on Education Specialist and doctoral programs contact the Graduate Secretary.

Masters Degree Programs

There are two Masters Degrees offered in special education. Each degree has specific requirements:

- **Master of Education (M.Ed.)** The M.Ed. is intended for practitioners who focus their studies on professional education issues and specialize in special education.
- **Master of Arts (M.A.)** The M.A. degree is intended for people who wish to have a broader graduate program with significant course work, or a minor area of study outside one's specialty. The M.A. degree also offers the option of writing a thesis as a part of the program.

Most special education students apply for M.Ed. programs which most readily permit completion of concurrent endorsement programs in the shortest possible program. However, M.A. programs offer the option of writing a thesis, which is not available for the M.Ed. Since the application for admission requires applicants to choose to apply for only one of these two Masters Degrees, applicants should carefully consider their interests and consult with a special education faculty member before deciding for which degree program to apply.

Masters Degree Options

The student must select one of the following options for either the M.Ed. or M.A. degree with their academic advisor to structure their programs of studies for the degree:

Option I: For research, scholarly work or college or university teaching. A student must earn a minimum of 30 semester hours: 20-24 hours of regular course work and present a thesis equivalent to 6-10 hours. At least one-half (18 credit hours) of the required work, including the thesis must be taken in one major subject. Remaining work may be in supporting courses or in a minor consisting of at least 9 semester hours. Eight hours of credit, in addition to thesis, must be earned in courses open exclusively to graduate students (900-level or 800-level without 400 or lower counterparts).

Option II: A student must earn a minimum of 36 semester hours of credit in courses representing a major and either one or two minors. A thesis is not required. A program consisting of a major and one minor must include not fewer than 18 hours in the major and 9 hours in the minor. If two minors are elected, the major must total at least 15 hours and the minors at least 9 hours each. In either case, at least 12 of the 36 hours must be earned in courses open exclusively to graduate students (900- or 800-level without 400 or lower counterparts). In work for the Masters of Education degree, at least 6 semester hours selected from education courses outside the major must be included and supporting work may be substituted for the minor(s).

Option III: Especially for scholarly work in a chosen field past the Masters level. Permits substitution of more intensive work in advanced courses for the thesis or minor. A student must earn a minimum of 36 semester hours, at least 18 of which must be in courses open exclusively to graduate students (900- or 800-level without 400 or lower counterparts). The program of study must include not fewer than 18 hours in the major. Option III is not open for the Masters of Education degree.

Masters Degree Advising

Applicants may contact any special education faculty member for assistance or advice prior to applying for a special education degree or endorsement program. Once an applicant is admitted to a graduate program, an advisor will be assigned appropriate to the student's area of interest. The student will be notified of this assignment by way of a letter.

Advisors will assist students with admissions, in developing and filing graduate programs, in choosing and enrolling in a sequence of courses, and in meeting other timelines and requirements. However, these requirements are the student's responsibility. Students are urged to maintain frequent contact with advisors.

Masters Degree Specialization

Most graduate students in special education are seeking new or additional teacher certification or endorsements as a part of their Masters Degree programs, although that is not always the case.

- **No Endorsement or Certification Sought.** For students not seeking new teaching certification, course content of the Masters Degree is quite flexible, as long as it meets the Masters Degree requirements of the Department and Graduate College.
- **New Endorsement or Certification Desired.** Structuring a Masters Degree program is much more prescribed when the student wishes to undertake a teaching endorsement or certification plan concurrent with completing a degree program. Endorsement programs in Special Education prepare educators to work with children with specific disabilities and ages. They prepare individuals to teach, consult and supervise in a variety of settings including public schools, residential school, and various human service agencies and programs.

Masters Degree Requirements and Deadlines

Requirement and deadline dates can be obtained from the Graduate Secretary or online at <http://www.unl.edu/gradstud/index.html>. It is the *student's* responsibility to see that all the deadlines are met.

- **Applications for Admission.** A Graduate College Application and Departmental Application are required for admission to a Masters Degree program. See the section "Admission Information."

- **Course Credits After Admission.** The student must complete at least one half of the graduate hours of his/her program after being admitted to both the Special Education Department and the Graduate College. While it is possible to begin taking graduate courses before being admitted to a degree program, early application for admission is encouraged.
 - **Filing of Program.** Before the completion of one half of the Masters program credits (typically 18 credit hours), and after being admitted by the Graduate College and the Special Education department, the student's program of study is filed with the Graduate College on the "Memorandum of Courses" form. This form is completed in cooperation with the student's academic advisor.
 - **Student Teaching/Field-Experience Applications:** Applications for student teaching are available from the academic advisor or Graduate secretary. The plan for a student's field experience must be discussed with your academic advisor. Applications for student teaching should be submitted to your advisor by mid-term of the semester before you wish to student teach.
 - **Written Comprehensive Exam.** All students pursuing a Masters Degree in Special Education will be required to complete a four-hour written Comprehensive Examination scheduled up to ten (10) months prior to the planned graduation date. The content of the exam will reflect general knowledge of special education, the student's specialty area of study in special education, and a supporting or minor area. Applications to take the Written Comprehensive Examination are available from the Graduate Secretary and must be submitted to the academic advisor by September 15 (for Fall), February 15 (for Spring), or May 5 (for Summer). The examination is administered each semester on the Saturday nearest to October 15th, March 15th, and on the second Tuesday of the first Summer Session.
 - **Masters Theses (if applicable):** Masters theses must be submitted to the Graduate College to be stamped at least 2 weeks before the oral examination and no later than the date specified in the Graduate College calendar. The student's Examination Committee members must be given a copy of the thesis 2 weeks before the oral exam.
 - **Final Examination Report:** The Final Examination Report Form must be filed with the Office of Graduate Studies at least 4 weeks prior to the scheduled graduation, whether or not the program includes a thesis defense for Option I programs. At that point all "Incomplete" grades must have been removed. When applying for the oral exam, the Final Examination Report form must be filed at least 4 weeks prior to the scheduled exam, or no later than 4 weeks before the calendar date specified in the Graduate College calendar. In summer, the deadline for submitting the Final Examination Report is no later than 3 weeks before the scheduled oral exam or before the calendar date specified in the Graduate College calendar. See the Graduate Secretary to complete this form.
 - **Application for Advanced Degree:** Applications for Advanced Degrees are due to the UNL Records Office by late January for May graduation, mid-June for Summer graduation, and mid-September for December graduation. If this form is not filed by the specified date, a diploma will not be ordered and the student's graduation date will be postponed until the following semester. Applications can be obtained from the Graduate Studies office or the Graduate Secretary.
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Teaching Certification & Endorsements

Almost every state requires licensing or certification of teachers. In Nebraska, these licenses are called certificates and are issued to persons who complete approved teacher preparation programs at the graduate or undergraduate level. Once a person has obtained a basic teaching certificate, it is possible to add additional specialization areas (called endorsements) to one's basic teaching certificate.

Teacher Certification or Endorsement

If the student is seeking initial teacher certification while completing his/her Masters Degree, the student must complete the Teacher Education Program form and file it with the Teachers College Student Services Center. Students seeking initial teaching certification must consult with an advisor at the Student Services Center as well as a member of the Special Education faculty.

Students With Current Teaching Certificate

Teachers already holding a standard teaching certificate (early childhood, elementary or secondary) can pursue additional teaching endorsements with the Nebraska State Department of Education once they have completed an approved program of study.

The Department of Special Education offers the following teaching endorsement programs at the graduate level for teachers already holding a standard teaching certificate. Each of these eight programs may be completed concurrently with, or independent of, the requirements for a Masters degree at UNL. Each of these is described in more detail later in this handbook.

- Behavioral Disorders (K-12)
- Deaf Education (K-12)
- Preschool Disabilities (Birth-K)
- Early Childhood Special Education (Birth to Grade 3)
- Learning Disabilities (K-12, K-6, 7-12)
- Severe Disabilities (Pre-12)
- Visual Impairment (Pre-12)
- Supervisor of Special Education
- School Transition Specialist (7-12)

Behavioral Disorders Endorsement (K-12)

This program provides those enrolled with a broad, multidisciplinary perspective as well as specific knowledge and skills related to the education and treatment of students with emotional or behavioral disorders. The curriculum is consistent with the suggested list of skills and knowledge of the Council for Exceptional Children, and the Council for Children With Behavioral Disorders. The focus is interdisciplinary and does not assume predominance of one philosophical approach to treatment of children with emotional or behavioral disorders. The BD program is designed to teach and improve the instructional, management, and communication abilities of educators, and provide them with opportunities to apply skills in real world settings. It develops competencies related to working with a range of agencies serving behaviorally disordered children and youth, and knowledge of the formal and informal arrangements that govern relationships between agencies and service providers. Students enrolled in the program demonstrate knowledge of:

- Characteristics, assessment, and identification of children with emotional or behavioral disorders;
- Creating environments where learning and positive behavior are supported and encouraged;
- Teaching pro-social student behavior and mental health skills in various settings;
- Managing and effectively responding to inappropriate behavior when it does occur, by implementing effective behavior management techniques; and
- Working effectively with different organizations which serve children with behavioral disorders.

Prerequisites

Teaching Certificate

One year teaching experience or equivalent

SPED 800 Psychology of Exceptional Children (3) or equivalent

Required Courses

SPED 802 Advanced Assessment Techniques (3)
SPED 803 Effective Instruction for Learners with Special Needs (3)
SPED 804 Managing Challenging Behavior (3)
SPED 841 Emotional and Behavioral Disorders (3)
SPED 896 Directed Field Experience (3)
SPED 907B Seminar: Behavior Disorders (3)
SPED 908 Resource Consultation Services (3)
SPED 942 Strategic Approaches for EBD (3)
SPED 897B Practicum: Behavior Disorders (5)
SPED 897Z Practicum: Multicultural (1)

Supporting Courses

EDPS 850 OR Child Psychology (3) **OR**
EDPS 851 Psychology of Adolescents (3)
Guided Elective (3)

Deaf Education Endorsement (K-12)

This program prepares educators to serve Deaf and Hard of Hearing students in public and residential school settings. It conforms to the requirements of the Council on Education of the Deaf (CED). Students acquire skills and knowledge reflecting the diverse learning environments ranging from inclusive to residential settings, including:

- The variety of communication modalities commonly used in programs for the Deaf and Hard of Hearing, including conversational competence in American Sign Language;
- Provision of support services to students placed in mainstream, self-contained or other settings, including academic assessment, consultation, tutoring, and staff development;
- The needs of Deaf and Hard of Hearing students with additional learning or behavioral challenges and the significance of related services, including psychology, speech/language and audiology;
- Interaction with parents leading to parent advocacy and full inclusion of parents as members of the multidisciplinary team, and individualized programming for students based on assessment and family preference, rather than biases; and
- The Deaf Community as a minority culture, and an appreciation of the value of role models for Deaf students.

Prerequisites

Special Education Teaching Certificate OR
Teaching Certificate AND

SLPA 800 Psychology of Exceptional Children (3) or equivalent
SLPA 802 Advanced Assessment Techniques (3) or equivalent OR
FACS 874 Early Childhood Assessment

American Sign Language

American sign language proficiency, or completion of equivalent courses required before completion of program.

SLPA 101 Beginning ASL 1 (4)
SLPA 102 Beginning ASL 2 (4)
SLPA 201 Second Year ASL 1 (4)
SLPA 202 Second Year ASL 2 (4)
SLPA 402 Child Sign Language (3)

Core Deaf Education Courses

SPED 872 Psychology and Sociology of Deafness (3)
SPED 873 Teaching Content Areas for the Deaf (3)
SPED 874 Language Arts for the Deaf (3)
SPED 875 Reading for the Deaf (3)
SLPA 884 Speech & Language Development of the Deaf (3)
SPED 896 Directed Field Experience (3)
SPED 897D Student Teaching: Deaf Education (6)
SLPA 956 Linguistics of American Sign Language (3)

Early Childhood Special Education Programs

This program prepares early childhood special educators to work with infants, toddlers, and preschool children and their families. The program reflects guidelines for personnel preparation of the Council for Exceptional Children, and its Division for Early Childhood. The ECSE program prepares entry-level educators at a graduate level and provides advanced study for experienced personnel in the field of early intervention. It aims to assure that services for young children with disabilities and their families are: family-centered, comprehensive, interdisciplinary, community-based, equitable, and developmentally appropriate. Students enrolled in the program are expected to demonstrate knowledge of:

- Typical development of infants and young children under age 5 years;
- High risk infants' medical conditions, and community-based service needs;
- Family systems that influence, or are influenced by the development, care, and treatment of young children with disabilities;
- History, research base, and current issues associated with the field of early childhood education, as well as the field of early intervention for children with disabilities;
- Best practices related to home-visiting and inclusive community-based programs for children;
- Parents' roles in the assessment and interventions for young children; and
- Strategies to evaluate the effectiveness of early childhood intervention efforts.

UNL offers four programs of study for graduate students interested in advancing their knowledge of services to young children with disabilities. These include the three certification/endorsement programs described in this handbook and listed below as well as a Masters, Ed.S or Ph.D. program without certification requirements.

- **Preschool Disabilities Endorsement** (Birth to Kindergarten) (*with or without M.A. Degree*)
- **Preschool Disabilities Initial Teaching Certificate** (Birth to Kindergarten) (*must pursue M.A. Degree*)
- **Early Childhood Special Education Endorsement** (Birth to Grade 3) (*with or without M.A. Degree*)

Preschool Disabilities Endorsement (Birth to Kindergarten)

Prerequisites

Teaching Certificate with Endorsement for Special Education or Speech-Language Pathology **AND**

SPED 800	Psychology Exceptional Children (3)
SPED 802	Advanced Assessment Techniques (3) OR
FACS 874	Early Childhood Assessment
CURR 330/861	Multicultural Education
	PPST

Required Courses

CURR/FACS	Educating the Kindergarten Child/Trends in ECE (3)
XXXX	Preschool Development (Cog. or Lang.) (3)
SPED 804	Managing Challenging Behaviors (3)
SPED 860	Issues in Early Childhood Special Education (3)
SPED 861	Intervention for Infants with Disabilities (3)
SPED 862	Classroom Programs for Preschool Children with Disabilities (3)
SPED 863	Medically Fragile Infants (3)
SPED 960	Family-Centered Services (3)
SPED 882	Advanced Methods for Students with Retardation or Severe Disabilities (3)
SPED 897Q	Practicum: Preschool Handicapped (Infant & Pre-K) (6)

For Masters Degree add:

SPED 996 A/B (1 cr) **OR** EdPsy 859 (3) plus Ed 800 (3) and SPA 886 (3) plus electives = **36 grad. credits min.**

_____ **Option I (M.A. includes 6 cr. SPED 899 Thesis)**

_____ **Option II (M.Ed. includes 6 cr. TC not SPED)**

_____ **Option III (M.A.)**

Early Childhood Special Education Endorsement (Birth to Grade 3)

This endorsement is for the candidate with a valid teaching certificate and endorsement in either Elementary (K-6) or Early Childhood Education (Pre-3). Twenty-seven (27) graduate credits are required including practicum with infants and preschoolers with disabilities.

Prerequisites

Teaching Certificate with Endorsement for Elementary Education (K-6), Early Childhood Education (P-3) or Unified Early Childhood (Birth-Grade 3).
SPED 800 Psychology of Exceptional Children (3)
SPED 802 Advanced Assessment Techniques (3) **OR**
FACS 874 Early Childhood Assessment
SPED 803 or 801 Effective Instruction for Spec Learners (3) (304, 401)
SPED 804 Managing Challenging Behaviors (3)
SPED 315 Literacy Instruction (3)
CURR 330/861 Multicultural Education (3)
PPST

Required Courses

CI/FACS Ed. Kindergarten Child/Trends in ECE (3)
XXXXX Preschool Development (Cog. Or Lang.) (3)
SPED 860 Issues in Early Childhood Special Education (3)
SPED 861 Interventions for Infants with Disabilities (3)
SPED 862 Classroom Programs for Preschool Children with Disabilities (3)
SPED 863 Medically Fragile Infants (3)
SPED 960 Family-Centered Services (3)
SPED 882 Adv Methods for Stud w MR or Severe Disabilities (3)
SPED 897Q Practicum: Pre-School Handicapped (Infant & Pre-K) (3) (100 hrs minimum)

For Masters Degree Add:

SPED 996 A/B (1 cr) OR EDPS 859 (3 cr) plus EDUC 800 (3 cr), and SLPA 886 (3 cr) plus electives = **36 graduate credits minimum.**

___ **Option I (M.A. includes 6 cr. SPED 899 Thesis)**

___ **Option II (M.Ed. includes 6 cr. TC not SPED)**

___ **Option III (M.A.)**

Learning Disabilities Endorsement

The goal of the Learning Disabilities program is to produce educators who have demonstrated competency in the skills necessary to successfully teach students with specific learning disabilities in various settings. The program focuses on empirically derived knowledge, and strives to teach students methods that have demonstrated effectiveness for children with learning disabilities. It reflects the skills and knowledge of the Council for Exceptional Children, and the Council of Learning Disabilities' competencies.

K-12 Endorsement

Prerequisites

Teaching Certificate AND
SPED 800 Psychology of Exceptional Children (3) or equivalent

Required Courses

SLPA 887 Language and Learning Disorders (3)
SPED 831 Characteristics of Specific Learning Disabilities (3)
SPED 802 Advanced Assessment Techniques (3)
SPED 803 Effective Instruction for Learners with Special Needs (3)
SPED 804 Managing Challenging Behavior (3)
SPED 932 Cognitive Strategy Instruction (3)
SPED 907L Seminar: Learning Disabilities (3)
SPED 908 Resource Consultation Services (3)
SPED 897L Practicum: Learning Disabilities (5)
SPED 497Z Practicum: Multicultural (1)

Supporting Courses

Candidates with current (K-6) Endorsement (total of 6 hrs)

EDPS 851 Psychology of Adolescence (3) AND
SPED 835 Instruct strategies for SVN Students **OR**
SPED 836 Career Education for Special Vocational Needs Students (3) **OR**
SPED 806 Diagnosis & Correction of Reading Disabilities (3) **OR**
SPED 807 Teaching Students with Disabilities in Secondary Schools (3) **OR**
SPED 808 Issues in Secondary Programs (3)

Candidates with current (7-12) Endorsement (total of 6 hrs)

EDPS 850 Child Psychology (3) **AND**
CURR 808 Improvement of Instruction in Math (3) **OR**
CURR 806 Diagnosis & Correction of Reading Disabilities (3)

Candidates with current (K-12) Endorsement

Guided Electives (6)

K-6 Endorsement

Prerequisites

Teaching Certificate AND
SPED 800 Psychology of Exceptional Children (3)

Required Courses

SLPA 887 Language and Learning Disorders (3)
SPED 831 Characteristics of Specific Learning Disabilities (3)
SPED 802 Advanced Assessment Techniques (3)
SPED 803 Design Programs for Exceptional Learners (3)
SPED 804 Advanced Methods of Classroom Management (3)
SPED 806 Diagnosis & Correction of Reading Disabilities (3)
SPED 932 Strategies & Methods for LD (3)
SPED 907L Seminar: Learning Disabilities (3)
SPED 908 Resource Consultation Services (3)
SPED 897L Practicum: Learning Disabilities (3) **OR**
SPED 997E Resource Teacher Externship (3)
SPED 497Z Student Teaching: Multicultural (1)
EDPS 850 Child Psychology (3)
CURR 808 Improvement of Instruction in Math (3) **OR**
CURR 811 Literacy in the Elementary School (3)

7-12 Endorsement

Prerequisites

Teaching Certificate AND
SPED 800 Psychology of Exceptional Children (3)

Required Courses

SLPA 887 Language and Learning Disorders (3)
SPED 831 Characteristics of Specific Learning Disabilities (3)
SPED 802 Advanced Assessment Techniques (3)
SPED 803 Design Programs for Exceptional Learners (3)
SPED 804 Advanced Methods of Classroom Management (3)
SPED 807 Teach Students with Disabilities in Secondary Schools (3) **OR**
SPED 808 Issues in Secondary Programs
SPED 932 Strategies & Methods for Learning Disabilities (3)
SPED 908 Resource Consultation Services (3)
SPED 907L Seminar: Learning Disabilities (3)
SPED 997E Resource Teacher Externship (3) **OR**
SPED 897L Practicum: Learning Disabilities (3)
SPED 897Z Student Teaching: Multicultural (1)
EDPS 851 Psychology of Adolescence (3)

Supporting Courses

SPED 835 Instruct Strategies for SVN Students (3) **OR**
SPED 836 Career Education for Special Vocational Needs Students (3) **OR**
SPED 806 Diagnosis & Correction of Reading Disabilities (3) **OR**
SPED 807 Teach Students with Disabilities in Secondary Schools (3) **OR**
SPED 808 Issues in Secondary Programs (3)

Severe Disabilities Endorsement (Pre-12)

This program's primary responsibility is to prepare special educators for children and youth of all ages who have a range of moderate, severe, and/or profound disabilities. The program philosophy is that students with severe disabilities are best served in programs that: teach functional and chronological age-appropriate skills; emphasize family involvement; incorporate natural cues and correction through a systematic, data-based approach to intervention; aim to provide students with severe disabilities the skills and/or supports necessary to live, work, and recreate in inclusive community settings. The program reflects the basic principles of the Council of Exceptional Children; the philosophy of The Association of Persons with Severe Handicaps; and the current "best practices" for educating students with severe disabilities. Students enrolled in the program are expected to demonstrate knowledge of:

- Normal development of infants and children and application to the education of persons with intellectual disabilities;
- Legal, historical and ethical issues in the areas of mental retardation and severe disabilities;
- Identification and assessment of persons with severe disabilities;
- Collaborating with general educators, related service personnel, and parents;
- Strategies for advancing cognitive, communicative, social, and motor skills;
- Assessing the strengths and needed supports across home and school environments; and
- Designing and implementing functional and ecologically based instructional programs within educational and home settings.

Prerequisites

Teaching Certificate, Special Education or Mild/Moderate Disabilities Endorsement or Equivalent

Required Courses

SLPA 886	Augmentative Communication (3)
SPED 480/880	A Lifespan Approach to Mental Retardation (3)
SPED 881	Teaching Students with Retardation or Severe Disabilities (3)
SPED 882	Advanced Methods for Students with Retardation or Severe Disabilities (3)
SPED 980	Collaborative Assessment for Students with Retardation and Severe Disabilities (2)
SPED 981	Functional Alternatives to Challenging Behavior (2)
SPED 897P	Practicum: Severely/Multi-Handicapped (8)
SPED 907P	Seminar: Student Teaching; severe (1)

Visual Impairment Endorsement (Pre-12)

This program prepares educators and consultants to serve students with a range of visual impairments or blindness. It covers an age range from preschool to adulthood. The program prepares educators to work in a wide range of settings and roles, and addresses:

- The Braille codes;
- Teaching strategies for persons with low vision through severe multi-handicapped blindness;
- Daily living skills;
- Orientation and mobility skills.

The program is compatible with *Council for Exceptional Children Standards* for personnel preparation.

Prerequisite

Subject or Field Endorsement AND
SPED 800 Psychology of Exceptional Children or equivalent (3)

Required Courses

SPED 851 Education of the Visually Impaired (5)*

Designed as a five-week summer session course for preparing teachers of persons with visual impairments, the course is also offered as one- or two-week courses (1-2 cr. each) under the following titles:

- A. Survey: Education of the Visually Impaired/Multi-handicapped (1 cr.)
- B. Structure and Function of the Eye (1 cr.)
- D. Educational Implications of Low Vision (1 cr.)
- E. Methods and Materials for Teaching the Visually Impaired/Multi-handicapped (2 cr.)

SPED 852 Education of the Visually Impaired II (5)*

Designed as a five-week summer session course for preparing teachers of persons with visual impairments, the course is also offered as one- or two-week courses (1-2 cr. each) under the following titles:

- A. Braille Codes and Formats (2)
- B. Nemeth Code (1)
- D. Communications for the Visually Impaired/Multi-handicapped (1)
- E. Social-Psychological Aspects of Vision Loss (1)

SPED 853 Specialized Study (6)*

Designed as six one-credit hour courses for preparing teachers of persons with visual impairments and multi-handicaps:

- A. Technology of the Visually Impaired/Multi-handicapped (1)
- B. Principles of Orientation and Mobility for the Visually Impaired/Multi-handicapped (1)
- D. The Severely Multi-handicapped Learner (1)
- E. Educational Assessment of the Visually Impaired (1)
- J. Daily Living Skills (1)
- K. Transition Skills for the Visually Impaired/Multi-handicapped (1)

SPED 897V Practicum-Internship in VI (6)

Supporting Courses in Special Education

Vision Impairments/Blindness (2)
Guided Electives (6)

Administrative Certificate/Endorsement

The following program is administered through the Department of Educational Administration (though application to the Special Education Department is also required) and leads to an initial Administrative Certificate or Endorsement. <http://tc.unl.edu/edad/>. This program prepares educators to administer special education programs. It is focused on preparing Directors of Special Education as well as Coordinators of Special Education. The program is intended to meet the competency requirements of the Council For Exceptional Children for Administrators of Special Education Programs.

Supervisor of Special Education

Prerequisites

- Eligibility for a standard teaching certificate
- Satisfactory scores on the Pre-Professional Skills Test
- Academic preparation in special education (in this program, met by applicant holding a certificate or special education endorsement as described below)
- University training in human relations
- Two years of successful teaching experiences
- Application to both Department of Educational Administration, and to Special Education

Educational Administration Core (18 Credit Hours)

EDAD 800	Theory, Principles, and Processes of Ed. Administration (6)
EDAD 811	Practicum in Educational Administration and Supervision (3)
EDAD 981	Introduction to Research (3)
Guided Electives in Educational Administration (6)	

Core Courses (6 credit hours)

EDAD/SPED 857	Special Education Administration (3)
EDAD/SPED 858	Special Education Law (3)

Special Education Core (12 credit hours)

- Special education endorsement and two years successful teaching experience with persons with disabilities AND
- 12 graduate credit hours in special education, taken within past six years and approved by the Department of Special Education and Communication Disorders; at least 6 of these hours must be outside person's endorsement area (12)
- Total minimum credit hours required = 36

Other Program Requirements

- Option II paper or equivalent
- Written comprehensive examination

Special Services Endorsement

The following program permits the student to meet the requirements for a special services endorsement as a School Transition Specialist. The student must be enrolled in a Masters Degree program or have already completed a Masters Degree.

School Transition Specialist

Required Courses

SPED 800	Psychology of Exceptional Children (3)
OR	
SPED 834	Vocational Education and Special Needs Student (3)
SPED 807	Teaching Disabled Students in Secondary Schools (3)
SPED 808	Issues in Secondary Programs for Students with Disabilities (3)
SPED 835	Development & Implementation of Special Vocational Needs Programs (3)
OR	
SPED 836	Career Education for Special Vocational (3)
SPED 837	Field Experience in Vocational Special Needs (3)
OR	
SPED 896	Directed Field Experience (3)
SPED 908	Resource Consultation Services (3)

Provisional Endorsements

Before applying for a provisional endorsement, half of the endorsement requirements, and the appropriate methods courses must be completed.

- **Behavioral Disorders (K-12)** 18 graduate credits including: SPED 841, SPED 802, SPED 803, and SPED 804.
- **Deaf Education (Pre-12)** Pre-Professional Program or Prerequisites and 20 graduate credits including: SPED 873, SPED 861, SPED 862, and SPED 882.
- **Early Childhood Special Education (Pre-K)** SpED or SpPath Endorsement and 12 graduate credits: SPED 860, SPED 861, SPED 862, and SPED 88.
- **Mildly Moderately Handicapped (K-9)** requires a elementary certificate and 21 hours including SPED 802 and 9 hours selected from: SPED 803, SPED 804, SPED 831, SPED 806, or SPED 841.
- **Mildly Moderately Handicapped (7-12)** requires a secondary certificate and 21 hours including SPED 802 and 9 hours selected from: SPED 803, SPED 804, SPED 831, SPED 807, SPED 806, or SPED 841.
- **Learning Disabilities (K-12)** 18 hours including: SPED 802, SPED 831 and 6 hours selected from: SPED 803, SPED 804, SPED 807, SPED 806.
- **Severely/Multi-handicapped (Pre-12)** Required: 19 graduate credit hours including: SPED 960 or 862, SPED 880, SPED 881 and SPED 882.
- **Visually Handicapped (Pre-12)** graduate credits including: SPED 800 or equivalent SPED 851, or SPED 852, or SPED 853.
- **Supervisor of Special Education (Administrative Certificate)** Contact the Department of Education Administration for information on provisional certification.
<http://tc.unl.edu/edad/>.

Initial Teaching Certificate Programs

Persons who do not hold a standard teaching certificate can complete requirements for a Teaching Certificate in Special Education in one of four areas: The Mild/Moderate Certificate Program can be combined with another endorsement program to permit a person to obtain both the initial standard teaching certificate, as well as a special education endorsement on that certificate. These are:

- Preschool Disabilities Certificate (Birth to Kindergarten)
- Mild/Moderate Disabilities Certificate (7-12) & Behavioral Disorders Endorsement (K-12)
- Mild/Moderate Disabilities Certificate (7-12) & Learning Disabilities Endorsement (K-12)
- Mild/Moderate Disabilities Certificate & Endorsement (K-9)
- Mild/Moderate Disabilities Certificate & Endorsement (7-12)
- Severe Disabilities Certificate (Pre-12)

INITIAL CERTIFICATION PROGRAM

PRESCHOOL DISABILITIES CERTIFICATE (Birth-Kindergarten)

Completion of the Masters Degree is required to obtain this endorsement in Preschool Disabilities.

Professional Education Courses

CURR	831	Foundations of Education (3)
EDPS	850	Child Psychology (3)
EDPS	854	Cognitive Learning (3)
CURR	861	Education for a Pluralistic Society (3)

Core Special Education Courses

SPED	800	Psychology of the Exceptional Child (3)
SPED	802	Advanced Assessment (3)
SPED	803	Effective Instruction for Learners with Special Needs (3)
SPED	804	Managing Challenging Behavior (3)

Core Early Childhood Special Education Courses

SPED	860	Issues in ECSE (3)
SPED	861	Intervention for Infants with Disabilities (3)
SPED	862	Classroom Programs for Preschool Children With Disabilities (3)
SPED	863	Medically Fragile Infants (3)
SPED	960	Family Centered Services in Special Education (3)
SPED	882	Advanced Methods for Students with Retardation or Severe Disabilities (3)
SPED	897Q	Student Teaching with infants and young children (6)

Research Content

SPED	996A/B	Readings/Research in Special Education (1) OR
EDPS	859	Statistics (3)
EDUC	800	Research Design Course (3)

INITIAL CERTIFICATION PROGRAM: MILD/MODERATE DISABILITIES (7-12) CERTIFICATE, AND BEHAVIOR DISORDERS (K-12) ENDORSEMENT

There are some undergraduate credit equivalent courses that may substitute for the listed courses. However, at least 36 graduate hours are required for the BD Endorsement with at least 18 hours completed after admission and filing of graduate program.

Professional Education Courses

CURR	831	Foundations of Education (3)
EDPS	851	Psychology of Adolescence (3)
EDPS	854	Cognitive Learning (3)
CURR	861	Education for a Pluralistic Society (3)

Core Mildly Handicapped (7-12)

SPED	800	Psych of Exceptional Child (3)
SPED	841	Emotional and Behavioral Disorders (3)
SLPS	887	Language and Learning Disorders (3)
EDPS	297	Lab Experience (1)
MATH	800	Arithmetic for Elementary Teachers (3)
CURR	359	Intro to Technology (2)
SPED	802	Assessment (3)
SPED	803	Effective Instruction for Learners with Special Needs (3)
SPED	804	Managing Challenging Behavior (3)
SPED	908	Resource Consultation (3)
SPED	806	Diagnosis and Correction of Reading Disabilities
SPED	807	Secondary Handicapped (3)
SPED	408	Issues in Secondary Schools (3)
SPED	836	Career Education (3)
CURR	841	Literacy: Adolescents (3)
EDPS	851	Psychology of Adolescents (3)
SPED	497M	Student Teaching: MH/BD (6)
SPED	497Z	Student Teaching: Multi (1)
SPED	498	Seminar: MH (1)

Core Behavior Disorders (K-12) Courses

SPED	896	Directed Field Experiences with BD (3)
SPED	907B	Seminar: Behavior Disorders (3)
SPED	942	Strategic Approaches for EBD (3)
EDPS	869	Psychopath Disorders (3)
SPED	897B	Student Teaching: BD (K-6) (6)

INITIAL CERTIFICATION PROGRAM: MILD/MODERATE DISABILITIES (7-12) CERTIFICATE, AND LEARNING DISABILITIES (K-12) ENDORSEMENT

There are some undergraduate credit equivalent courses that may substitute for the listed courses. However, at least 36 graduate hours are required for the LD Endorsement with at least 18 hours completed after admission and filing of graduate program.

Professional Education Courses

CURR	831	Foundations of Education (3)
EDPS	851	Psychology of Adolescence (3)
EDPS	854	Cognitive Learning in the Classroom (3)
CURR	861	Education for a Pluralistic Society (3)

Core Mildly Handicapped (7-12) Courses

SPED	800	Introduction to Special Education (3)
SPED	831	Characteristics of Learning Disabilities (3)
SLPA	887	Language and Learning Disorders (3)
EDPS	297	Lab Experience (1)
MATH	800	Arithmetic for Elementary Teachers (3)
CURR	359	Intro to Technology (2)
SPED	802	Assessment (3)
SPED	803	Effective Instruction for Learners with Special Needs (3)
SPED	804	Managing Challenging Behavior (3)
SPED	908	Resource Consultation (2-3)
SPED	806	Diagnosis and Correction of Reading Disabilities (3)
SPED	807	Secondary Handicapped (3)
SPED	408	Issues in Secondary Schools (3)
SPED	836	Career Education (3)
CURR	841	Literacy: Adolescents (3)
EDPS	851	Psych of Adolescents (3)
SPED	497M	Student Teaching: MH/LD (6)
SPED	497Z	Student Teaching: Multi (1)
SPED	498	Seminar: MH (1)

Core Learning Disabilities (K-12) Courses

SPED	907L	Seminar: Learning Disability (3)
SPED	932	Cognitive Strategy Instruction (3)
EDPS	850	Child Psychology (3)
SPED	897L	Student Teaching: Learning Disabilities (3)

INITIAL CERTIFICATION PROGRAM: MILD/MODERATE DISABILITIES (K-9) CERTIFICATE AND ENDORSEMENT

There are some undergraduate credit equivalent courses that may substitute for the listed courses. However, at least 36 graduate hours are required for the Mild/Moderate Endorsement with at least 18 hours completed after admission and filing of graduate program.

Professional Education Courses

CURR	259	Instructional Technology (2)
CURR	831	Foundations of Education (3)
CURR	854	Human Cognition and Instruction (3)
CURR	861	Education for a Pluralistic Society (3)

Required Courses

SPED	800/400/201	Characteristics of Exceptional Persons (3)
SPED	802	Adv Assessment Techniques (3)
SPED	803	Effective Instruction for Learners with Special Needs (3)
SPED	804	Managing Challenging Behavior (3)
SPED	806	Diagnosis and Correction of Reading Disabilities (3)
SPED	908	Resource Consultation (3)
SPED	896	Directed Field Experience (1-3)
SPED	897M	Student Teaching: Exceptional Learners (5)
SPED	897Z	Student Teaching: Multicultural Education (1)
EDPS	850	Child Psychology (3)

Choose Two of the Following (6 hours)

SPED	831	Characteristics of Learning Disabilities (3)
CURR	841	Emotional and Behavioral Disorders (3)
SPED	880	Life App Mental Retardation (3)

Choose Two of the Following (6 hours)

SPED	932	Strategies and Methods for LD (3)
SPED	942	Strategic Approaches to BD (3)
SPED	881	Teaching Students with Retardation/Severe Dis. (3)
SPA	887c	Language and Learning Disabilities (3)
CURR	808	Improvement of Instruction in Math (3)
CURR/ SPED	886	Evaluation & Instruction for At Risk Readers (3)

INITIAL CERTIFICATION PROGRAM: MILD/MODERATE DISABILITIES (7-12) CERTIFICATE AND ENDORSEMENT

There are some undergraduate credit equivalent courses that may substitute for the listed courses. However, at least 36 graduate hours are required for the Mild/Moderate Endorsement with at least 18 hours completed after admission and filing of graduate program.

Professional Education Courses

CURR	259	Instructional Technology (2)
CURR	831	Foundations of Education (3)
CURR	861	Education for a Pluralistic Society (3)
EDPS	854	Human Cognition and Instruction (3)

Required Courses

SPED	800/400/201	Characteristics of Exceptional Persons (3)
SPED	802	Adv Assessment Techniques (3)
SPED	803	Effective Instruction for Learners with Special Needs (3)
SPED	804	Managing Challenging Behavior (3)
SPED	806	Diagnosis and Correction of Reading Disabilities (3)
SPED	807	Teaching Students with Disabilities in Secondary Schools (3)
SPED	808	Issues in Secondary Programs for Students with Disabilities (3)
SPED	880	Life Applications for Mental Retardation
SPED	908	Resource Consultation (3)
SPED	896	Directed Field Experience (1-3)
SPED	897M	Student Teaching: Exceptional Learners (5)
SPED	897Z	Student Teaching: Multicultural Education (1)
SPED	898	Student Teaching Seminar
EDPS	851	Adolescent Psychology (3)

Choose one of the Following (3 hours)

SPED	835	Development and Implementation of SVN Program (3)
SPED	836	Career Education for Special Vocational Needs Students (3)
CURR	XXX	Selected CURR Methods Course (3)

INITIAL CERTIFICATION PROGRAM: SEVERE DISABILITIES CERTIFICATE (PRE-12)

Completion of a Masters Degree is required to obtain a graduate teaching certificate in Severe Disabilities.

Professional Education Courses

CURR	831	Foundations of Education (3) or equivalent
EDPS	850	Child Psychology (3) or equivalent
EDPS	854	Cognitive Learning (3) or equivalent
CURR	861	Education for a Pluralistic Society (3)

Core Special Education Courses

SPED	800	Psych of Exceptional Child (3)
SPED	802	Advanced Assessment (3)
SPED	803	Effective Instruction for Learners with Special Needs (3)

Core Severe Disabilities Courses

CURR	861	Multicultural Education (3) or equivalent
SLPA	886	Augmentative Communication (3)
SPED	960	Family Interventions (3)
SPED	862	Classroom Programs for Preschool Children with Disabilities (3)
SPED	880	A Lifespan Approach to Mental Retardation (3)
SPED	881	Teaching Students with Retardation or Severe Disabilities (3)
SPED	882	Advanced Methods for Students with Retardation or Severe Disabilities (3)
SPED	980	Collaborative Assessment for Students with Retardation and Severe Disabilities (2)
SPED	981	Functional Alternatives to Challenging Behavior (2)
SPED	897P	Practicum: Severely/Multi Handicapped (6)
SPED	897Z	Practicum: Multicultural (1)
SPED	907P	Seminar: Student Teaching; Severe (1)
SPED	907P	Seminar: Early Communication or Autism

Research Content

SPED	966A OR	Research in Special Education-Severe (1)
SPED	996B	Research in Special Education-Severe (1)
ED	800	Research Design (3) or equivalent
EDPS	859	Introduction to Statistics or equivalent