



**College of Education**  
UNIVERSITY of NEVADA, RENO

# Master's Degrees in **SPECIAL EDUCATION**

College of Education  
Mailstop 0299  
University of Nevada, Reno  
Reno 89557

(775) 784-4383  
(775) 784-4384 (Fax)

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**SPECIAL EDUCATION  
MASTER'S DEGREE PROGRAMS  
Advisement Manual  
College of Education  
University of Nevada, Reno**

**Thank you** for your interest in our masters programs in Special Education. We have a variety of program options for candidates interested in starting a career in special education, as well as for experienced special education and general education teachers. Each of our suggested programs of study is tied to Nevada licensure requirements. However, persons not interested in licensure may develop programs of study tailored to their professional goals. If after reading this manual you have additional questions, please do not hesitate to contact our office.

The faculty of the College of Education has developed a philosophy of teacher preparation based on four interconnected themes. We feel that a professional educator is a member of a community of educators who: (a) possess a love of learning; (b) develop a strong fund of knowledge; (c) engage in reflective practice; and (d) value democracy and multiculturalism. This philosophy of teacher preparation is integrated into all programs and courses within special education, and a written statement, or conceptual framework document, is available from the program office.

### **PROGRAM DESCRIPTIONS**

The special education programs in the College of Education are designed to prepare teachers in the education of students with disabilities. Two types of master's degrees in special education are offered, the **Master of Education (M.Ed.) without a thesis** and **Master of Education (M.Ed.) with a thesis**. These programs have differing emphases and so it is recommended that students meet with a faculty advisor in selecting the most appropriate program.

The **Master of Education (M.Ed.)** in special education is a non-thesis degree (Plan B), intended for students seeking licensure in a specific special education area or choosing advanced studies in area of special education without a research emphasis (which would occur if completing a thesis). Depending on the student's background, the program of study may include a variety of undergraduate prerequisites.

The **Master of Education (M.Ed.) with a thesis** in special education includes the development of a thesis (Plan A). It is intended for students who wish to pursue study in specialized areas of disability or in early early/intervention/childhood special education, and who wish to focus on research in special education.

**A checklist of steps in completing the program can be found on page 16. Students should refer to this often while completing the program.**

## ADMISSION

1. We recommend that you see a special education adviser for an explanation of degree options and the variety of specializations available. Call 784-4383 for information.
2. Testing requirements vary with the program and with your qualifications. If you are seeking initial teaching licensure in special education, you must submit passing scores on the Praxis Core Academic Skills for Educators in Reading, Writing, and Math or the CBEST (see page 5) as part of your application before you can be admitted to the program. If you already hold a teaching license that does not have a provision for the basic skills test or have a master's degree in another area, you are exempt from this requirement.
3. **Apply for admission to the Graduate School (775-784-6869).** Application must be made on-line at <http://www.unr.edu/grad/admissions/apply> List SPECIAL EDUCATION as your major. If you wish to begin course work while awaiting acceptance to the graduate program, you may apply to the graduate school for admission as a Graduate Special Student. This status will allow you to take up to nine graduate semester credits that may apply toward your master's degree program. Consult with a special education advisor about these courses. However, if you wish to take courses as a graduate special student, it is important that you complete that application PRIOR to completing the application for the master's degree. If you have taken graduate courses at other universities, these may be considered as part of the total nine credits available for inclusion in your master's degree program.
4. In addition to your application to the Graduate School, **you must apply for admission to the Special Education Program.** Several forms used for this process are attached to this manual:
  - a) The application form provides us with contact information for you and tells us in which program you are interested.
  - b) The Professional Dispositions form lists our values as a program and must be signed and submitted with your application.
  - c) We require two letters of recommendation from professionals qualified to judge your potential for success in graduate work and as a special education teacher. These letters should not come from friends or family members. The letters can be submitted electronically by listing names and contact information on the Graduate School's online application process, or we will accept them on the attached recommendation form (sent by the references directly to the department).
  - d) In addition to the above, please submit a one-page resume, and
  - e) a letter detailing your educational goals and purpose for selecting your particular degree program.

**All required application materials must be in the program office by the two deadlines that have been established: December 1 for admission to the spring term, and August 1 for admission to the fall term. Allow at least two weeks for documents received by the Graduate School to reach the program office.**

## THE PROGRAM ADMISSION PROCESS

The faculty of the special education program considers the entire "application package" of an individual to determine admission to the program. All submitted documentation of ability to

successfully complete masters-level work is evaluated: undergraduate grade point average and types of courses taken, testing requirements, the letter of intent and resume, and Special Education Graduate Program Recommendation Forms completed by two references. Applicants must be qualified in the professional judgment of the program faculty.

You may be admitted to the master's degree programs on a **regular program** basis, in which you begin taking courses as recommended by your advisor, or on a **prescribed program** basis, in which there are certain parameters about the sequence and timing of courses. More information about the prescribed program is provided below.

### **PRESCRIBED PROGRAM ADMISSION**

In some cases, an applicant who does not meet one or more of the application criteria or about whom the faculty has concerns may be admitted under a prescribed program for a trial period. Applicants will be notified by letter of their conditional admission and told to contact the appointed advisor if they wish to undertake the prescribed program. Following advisement, the adviser must submit a prescribed program form to the Graduate Program Director. There are a limited number of admissions made each semester on a prescribed program basis.

If the prescribed program is completed during one semester or summer session, nine credit hours are required. The prescribed program must contain at least two Core courses, and an additional course to be determined by the student's advisor.

If the prescribed program is completed during two semesters, a total of twelve credit hours are required. The prescribed program must contain at least three Core courses, and an additional course to be determined by the student's advisor. No undergraduate course work is accepted in the prescribed program. Successful completion requires a grade of B or better for each course in the prescribed program.

### **DEVELOPING A PROGRAM OF STUDY**

Prior to the completion of 12 credits, meet with your assigned advisor to establish your advisory-examining committee and complete the ADVISORY-EXAMINING COMMITTEE/PROGRAM OF STUDY form. The Advisory-Examining committee should include at least two members in the area of special education and one member from outside the special education program. All members of the committee must be members of the graduate faculty.

The program of study must be followed in order to meet all requirements for your master's degree. If changes occur in either the committee or the course of study, the committee chair must submit form CHANGE OF COMMITTEE OR PROGRAM OF STUDY to the graduate school prior to application for graduation.

You may take up to six years to complete all degree requirements. This six year period begins with the semester the first course was taken that is listed on course of study form, *not with the date of admission to the graduate program*.

### **APPLICATION FOR GRADUATION**

Applications for graduation must be filed at the appropriate date listed in the UNR General Catalog and the Schedule of Classes for each semester. The application forms are available on-line and there is a fee for processing. The Graduate School requires that you be enrolled in at least three graduate credits each semester (excluding summers), including during the semester in which you intend to graduate. **It is your responsibility to learn and adhere to all deadlines for filing applications for graduation.**

Some form of culminating experience (written exam, oral thesis defense, advanced portfolio, or professional project) is required to complete each master's degree. These requirements vary by type of degree. Your Advisor and Committee, adhering to specific criteria, will determine the format for you.

## **MASTER OF EDUCATION DEGREE WITHOUT THESIS OPTION**

The Master of Education (M.Ed.) degree has six possible emphasis areas: (a) first time licensure in special education emphasizing students with mild to moderate disabilities (generalist endorsement), (b) intellectual disabilities with moderate to intense needs for intervention /multiple disabilities (can be an initial teaching license), (c) advanced studies in learning and behavior disorders, (d) advanced studies in behavioral interventions, (e) autism and related disorders (can be an initial teaching license), and (f) early intervention / early childhood special education (can be an initial teaching license). Programs of study emphasizing advanced study in any of these areas can be developed.

### **COMPREHENSIVE EXAMINATIONS**

Students in the program typically enroll in the comprehensive examination credit(s) and complete their culminating experiences during the graduation semester. University policy requires that you enroll in at least 3 graduate credits in the semester you complete the examination or project. The requirements for your culminating project or exam vary with your experience and program of study. Please discuss this important topic with your advisor early in your program.

### **INFORMATION FOR STUDENTS SEEKING THEIR FIRST TEACHING LICENSE**

The programs conform to licensure requirements of the state of Nevada in all six emphasis areas. If you are seeking more than one area of licensure, you will probably need to take additional courses, although there is overlap between programs. Advisement on multiple licenses should be sought at the beginning of the program in order to make efficient use of course work.

If you are seeking your first teaching license in Nevada, there are several requirements in addition to the course work listed. These requirements include basic competency testing and specialty area testing, requirements for knowledge of US and Nevada constitutions and school law, finger-printing and background checks, and the completion of a full-time supervised

internship (student teaching). Each of these requirements is described below. You are responsible for ensuring that these requirements are fulfilled. Your adviser will assist you in developing a time table for completion of the licensure requirements.

**(1) COMPETENCY TESTING.** Nevada requires that all teachers pass competency testing. These requirements may be satisfied by passing the reading, writing, and math sections of the Praxis Core Academic Skills for Educators in Reading, Writing, and Math or C-BEST. Information about the Praxis Core Academic Skills Tests is available at the Student Advisement Center. Students who wish to teach in California will want to take the C-BEST in lieu of the Praxis Core Academic Skills Tests. If your undergraduate GPA is above 3.0, the GRE may be used to the testing requirement if the following scores are achieved: Verbal = 420/148 or higher; Quantitative = 460/142 or higher; and Analytical = 430 or 3.5 or higher. **Students must submit evidence of passing scores on competency testing prior to admission to the master's degree program.**

**(2) CONSTITUTION/LAW REQUIREMENTS.** Reflecting state licensure requirements, it is required that teachers demonstrate knowledge of the US Constitution, Nevada Constitution, and Nevada School Law before being placed in the full-time supervised internship (student teaching) experience.

- **The US Constitution requirement** may be met in two ways: 1) through successful completion of a US history or political science course covering the constitutional period; or 2) by passing the test periodically given for the state Department of Education by the Educational Leadership Department (784-6518).
- **The Nevada Constitution requirement** can be met in three ways: 1) by passing one of several three-credit courses offered at UNR or state community colleges (PSC 103, PSC 208, HIST 102, HIST 111, HIST 217); 2) by passing a one-credit correspondence course offered through Independent and Correspondence Study (PSC 100c. Call 784-4048 for information); or 3) by passing the Nevada Constitution Test given for the State Department of Education by the Educational Leadership Department (784-6518).
- **The Nevada School Law requirement** may be met in two ways: 1) successful completion of EDU 210, or EL 735; or 2) by passing the Nevada School Law Test given for the State Department of Education by the Educational Leadership Program (784-6518).

**(3) PRAXIS II.** It is recommended that you take the Praxis II prior to or at the beginning of Supervised Internship. All first-time licensure candidates must pass specific parts of the PRAXIS II exam related to special education. See information in the College of Education Student Advisement Center about these testing requirements.

**(4) PRACTICA OR FIELD EXPERIENCES IN SPECIAL EDUCATION.** Persons without teaching experience in special education are required to take up to two field experiences or practica in special education. The specific courses that accompany these practica are EDSP 643 (practica = EDSP 482), and EDSP 644 (practica = EDSP 483). One or more practica may be waived if students are currently teaching or working as a paraprofessional in a setting that focuses on students with disabilities. Decisions about which practica to waive will be made based on the nature of the experiences. Students are

responsible for knowing if a practicum experience has been waived and informing the instructor of the co-requisite course.

**(5) OBTAINING A SUBSTITUTE LICENSE IN NEVADA.** Please review the Office of Field Experience website to determine if you need a substitute license for any of your practica or for your supervised internship (<http://www.unr.edu/education/internships-and-careers>). Having a substitute license might also make the process of applying for your final Nevada teaching license easier. If you already have a Nevada teaching credential in any subject area, you do not need to complete this requirement. Application materials for the substitute teaching license are available in the Office of Field Experiences.

**(6) APPLICATION FOR SUPERVISED INTERNSHIP.** If you do not already have a current teaching license in elementary, secondary, or special education, you will be required to complete a full-time, semester-long supervised internship. Many students elect to enroll in the supervised internship prior to completing all requirements for the master's degree; however, you **MUST HAVE COMPLETED ALL COURSES REQUIRED FOR LICENSURE** prior to enrolling in the internship. Working closely with your advisor will ensure that your course work and internship are completed in a timely manner.

**Portfolio I.** In the semester prior to the Supervised Internship, you will submit the Performance Assessment Portfolio I. This is a compilation of papers and projects you have completed in your program, along with reflections about your skill development. Together, these demonstrate your skill as a professional educator and are evaluated by the program faculty. Detailed information about Portfolio I is available from the program office.

Prior to internship, you will be asked to assess yourself in relation to the dispositions listed on the form you sign with your application package. Please note that unprofessional, unethical, or illegal behavior, as well as academic dishonesty, can jeopardize your status in the teacher preparation program.

## **MASTER OF EDUCATION DEGREE WITH THESIS**

The M.Ed. with Thesis option is designed for students who want to pursue interests in specific areas of special education and who wish to have a research emphasis in their programs. Options include the areas of intellectual disabilities with moderate to intense needs for intervention/multiple disabilities, advanced studies in behavioral and learning disorders, the area of early intervention/early childhood special education; or an individualized program of interest related to disability research. Those developing an individualized program are required to take the CORE and THESIS REQUIREMENTS. Other courses will be determined based on background, interest, and the recommendations of the chairperson. The M.Ed. with Thesis option is a 39 credit degree that includes 6 credits of thesis.

### **THESIS AND ORAL DEFENSE**

M.Ed. with Thesis Option students must work closely with their advisor on all aspects of their thesis. Guidelines for completion of the thesis are available in the department or through

the Graduate School. Students will need to follow the most recent edition of the APA Style Manual in organizing their thesis and in compiling citations and references.

The six credits of thesis can be taken during one semester (usually the final semester) or can be distributed over several semesters. However, when you enroll in thesis credits, you want to be sure to be working actively on your thesis because a grade of Satisfactory or Unsatisfactory must be assigned for the credits during the semester in which you are enrolled. You must be enrolled in three graduate credits during the semester you have your final oral defense of your thesis.

During the final semester, a draft of the thesis must be submitted to your chairperson at least four weeks before the final defense (to allow for corrections and suggestions to be incorporated). The corrected draft of the thesis must be submitted to your entire committee two weeks before the final defense, **which must be held at least three weeks before the close of the semester (see the UNR General Catalog for exact dates)**. The final defense is an oral presentation in which you present the results of your thesis research and are asked questions by members of your committee. Upon completion of the oral defense of the thesis, the members sign the form Master's Degree Application for Admission of Candidacy/ Notice of Completion--Plan A, which is submitted to the Graduate School.

Please review the Graduate School website for the requirements once your Advisory/Examining Committee has approved the thesis (<http://www.unr.edu/grad/forms/thesis-filing-guidelines>) Final approval of the thesis is by the Graduate Dean. As a courtesy, final, bound or unbound copies of the thesis should also be given to each member of the Advisory/ Examining Committee.

**THE FOLLOWING PAGES LIST SUGGESTED PROGRAMS OF STUDY FOR THE MASTER OF EDUCATION DEGREES IN SPECIAL EDUCATION WITH PROGRAMS DIFFERENTIATED FOR THESIS AND NONTHESIS OPTIONS WHERE RELEVANT.**

**FOR CANDIDATES WITHOUT PRIOR PREPARATION IN EDUCATION WHO WISH TO EMPHASIZE WORKING WITH STUDENTS WITH MILD DISABILITIES**

**M.Ed. In Special Education  
Generalist Endorsement: Mild Specific Learning Disabilities, Mild Emotional Disturbance, Mild Intellectual Disabilities**

*This degree prepares teachers to effectively work with students with mild to moderate disabilities from kindergarten through grade twelve.*

**Master's Degree CORE: 9 Credits**

EDUC 741B Issues in Teaching in Diverse Educational Settings: Multicultural Education  
EDRS 700 Intro to Educational Research  
EDSP 652 Assessment For Special Education Teachers

**Master's Degree AREA OF CONCENTRATION: 28 Credits**

\*\* EDSP 643 Special Education Curriculum: General Methods  
EDSP 632 Serving Individuals with Disabilities & Their Families  
EDSP 653 Behavior Management in Techniques for Students with Disabilities  
\*\*EDSP 644 Special Education Curriculum: Approaches for Adolescents  
EDSP 663 Assessment and Instruction in K-12 Math for Struggling Students  
EDSP 724 Trends and Issues in Special Education  
Another graduate course from the list of Additional Requirements below (**700-level course recommended**) (3 credits)  
CEP 738 Learning Theories  
CEP 705 Advanced Study Human Growth & Development  
EDS 799 Comprehensive Exam (1 credit)

**Additional Requirements** (program or licensure requirements, not part of M.Ed.):

Introductory course (EDU 203 OR EDSP 411/611)  
Characteristics course (EDU 208, EDSP 713, EDSP 715, or EDSP 711)  
Field Experiences [\* corequisite courses (see note below) EDSP 482 & EDSP 483]  
Reading methods courses (EDES 300 AND EDRL 4/643)  
Supervised Internship: Special Education (EDUC 585 for 12 credits)

**Some license requirements may have been satisfied through undergraduate course work or another university. Check with your advisor**

**Total Minimum Credits Required for the M.Ed. = 34**

At least 15 credits must be taken at the 700 level

\* \* These courses have field experiences as corequisites: EDSP 482 (with EDSP 643), EDSP 483 (with EDSP 644). See policy for waiver of practica or field experiences if you have significant experience in special education programs.

**Suggested Sequence for Generalist Endorsement for Candidates WITHOUT  
Prior Background in Education  
(Full-time Licensure)**

|  |   |
|--|---|
| <p style="text-align: center;"><b>Semester A</b></p> <p>Characteristics requirement<br/>EDSP 611 or EDU 203<br/>EDSP 632<br/>CEP 705<br/>EDES 300</p> <p style="text-align: right;">15 credits</p>   | <p style="text-align: center;"><b>Semester B</b></p> <p>EDSP 643<br/>EDSP 482<br/>EDSP 652<br/>EDSP 663<br/>EDRL 643</p> <p style="text-align: right;">13 credits</p>   |
| <p style="text-align: center;"><b>Semester C</b></p> <p>EDSP 644<br/>EDSP 483<br/>EDSP 653<br/>CEP 738</p> <p style="text-align: right;">10 credits</p>  | <p style="text-align: center;"><b>Semester D</b></p> <p>EDUC 585 Supervised Internship<br/>in Special Education (12 cr)</p> <p style="text-align: center;"><b>LICENSURE COMPLETE</b></p> <p style="text-align: right;">12 credits</p> |
| <p><b>Courses to complete Masters' Degree after licensure</b> (often completed part-time while teaching):</p> <ol style="list-style-type: none"> <li>1. EDUC 724 (first course after licensure)</li> <li>2. EDUC 680</li> <li>3. EDRS 700</li> </ol> |   |

**FOR CANDIDATES WITH LICENSURE IN GENERAL EDUCATION  
(Including "Options Teachers")**

**M.Ed. In Special Education without Thesis  
Generalist Endorsement: Specific Learning Disabilities, Emotional  
Disturbance, Intellectual Disabilities**

*This degree prepares teachers to effectively work with students with mild to moderate disabilities from kindergarten through grade twelve. (With this particular emphasis there is NOT an option to complete a thesis.)*

**Master's Degree CORE: 9 Credits**

EDUC 741B Issues in Teaching in Diverse Educational Settings: Multicultural Education  
EDRS 700 Intro to Educational Research  
EDSP 652 Assessment For Special Education Teachers

**Master's Degree AREA OF CONCENTRATION: 25 Credits**

Characteristics requirement (EDSP 711, EDSP 713, or EDSP 715)  
EDSP 632 Serving Individuals with Disabilities & Their Families  
EDSP 643 Special Education Curriculum: General Methods  
EDSP 644 Special Education Curriculum: Approaches for Adolescents  
EDSP 653 Behavior Management in Techniques for Students with Disabilities  
EDSP 663 Assessment and Instruction in K-12 Math for Struggling Students  
EDSP 724 Trends and Issues in Special Education  
EDSP 725B Supervision and Field Work with Exceptional Children  
EDS 799 Comprehensive Exam (1 credit)

**Additional Requirements (program or licensure requirements, not part of M.Ed.  
Requirements may have been met with previous course work)**

- Introductory special education course (EDSP 411/611)
- Reading methods courses (EDRL 642, EDRL 4/643, etc.)
- Educational Psychology (EPY 330 or CEP 738)
- Human Development (EPY 330 or CEP 705)

Total Minimum Credits Required for the M.Ed. = 34  
At least 15 credits must be taken at the 700 level

## Advanced Studies in Learning and Behavior Disorders

*This degree prepares educators with advanced skills to meet the needs of students with significant learning and behavioral challenges. Students in this program should already possess a special education teaching license.*

| <b>M.Ed. in Special Education <u>without</u> Thesis</b><br><b>Total Minimum Credits = 34 credits</b>   | <b>M.Ed. in Special Education with Thesis</b><br><b>Total Minimum Credits = 39 credits</b>  |
|--|---|
| <p><b>Master's Degree CORE: 9 Credits</b><br/>           EDUC 680 Multicultural Concerns in Education<br/>           EDRS 700 Intro to Educational Research<br/>           EDSP 719 Assessment of Students with Severe Disabilities</p> <p><b>Master's Degree AREA OF CONCENTRATION: 25 Credits Minimum</b><br/>           EDSP713 Behavior Disorders<br/>           EDSP 714 Instruction in Severe Behavior Disorders<br/>           EDSP 715 Severe Learning Disabilities<br/>           EDSP 720 Career and Community Life: Persons with Severe Disabilities<br/>           EDSP 721 Advanced Behavior Management in Severe Disabilities<br/>           EDSP 724 Trends &amp; Issues in Special Education<br/>           EDSP 725B or D Supervision and Field Work with Exceptional Children<br/>           Elective (to be determined with advisor)<br/>           EDS 799 Comprehensive Exam (1 credit)</p> | <p><b>Master's Degree CORE: 9 Credits</b><br/>           EDUC 680 Multicultural Concerns in Education<br/>           EDRS 700 Intro to Educational Research<br/>           EDSP 724 Trends &amp; Issues in Special Education</p> <p><b>Master's Degree AREA OF CONCENTRATION: 24 Credits</b><br/>           EDSP713 Behavior Disorders<br/>           EDSP 714 Instruction in Severe Behavior Disorders<br/>           EDSP 715 Severe Learning Disabilities<br/>           EDSP 719 Assessment of Students with Severe Disabilities<br/>           EDSP 720 Career and Community Life: Persons with Severe Disabilities<br/>           EDSP 721 Advanced Behavior Management in Severe Disabilities<br/>           EDSP 725B or D Supervision and Field Work with Exceptional Children<br/>           Research course in area related to thesis to be approved by advisor (e.g., statistics, single subject design, qualitative research)</p> <p><b>THESIS: 6 credits</b><br/>           EDS 797 (6 credits)</p> |
| <p><b>NOTES:</b></p> <ol style="list-style-type: none"> <li>a. At least 15 credits must be taken at the 700 level</li> <li>b. This emphasis area does not lead to teacher licensure or additional endorsements. Please speak with an advisor if you would like to add additional endorsements to an existing license.</li> </ol>   | <p><b>NOTES:</b></p> <ol style="list-style-type: none"> <li>a. At least 18 credits must be taken at the 700 level</li> <li>b. This emphasis area does not lead to teacher licensure or additional endorsements. Please speak with an advisor if you would like to add additional endorsements to an existing license.</li> </ol>  |



## INTELLECTUAL DISABILITIES: MODERATE TO INTENSE NEEDS

*This degree prepares service providers to work with children, youth, and adults with intellectual disabilities with moderate to intense needs for intervention and multiple disabilities. Students without a special education generalist endorsement may need to complete additional courses listed below as licensure requirements.*

| <b>M.Ed. in Special Education <u>without</u> Thesis</b><br><b>Total Minimum Credits = 34 credits</b>   | <b>M.Ed. in Special Education <u>with</u> Thesis</b><br><b>Total Minimum Credits = 39 credits</b>   |
|--|---|
| <p><b>Master's Degree CORE: 9 Credits</b><br/>           EDUC 680 Multicultural Concerns in Education<br/>           EDRS 700 Intro to Educational Research<br/>           EDSP 719 Assessment of Students with Severe Disabilities</p> <p><b>Master's Degree AREA OF CONCENTRATION: 25 Credits Minimum</b><br/>           EDSP 632 Serving Individuals with Disabilities &amp; Their Families<br/>           EDSP 667 Teaching Students with Intellectual Disabilities<br/>           EDSP 668 Augmentative/Alternative Communication<br/>           EDSP 712 Medical Aspects of Disabilities<br/>           EDSP 720 Career and Community Life: Persons with Severe Disabilities<br/>           EDSP 721 Advanced Behavior Management in Severe Disabilities<br/>           EDSP 724 Trends &amp; Issues in Special Education<br/>           EDSP 725A Supervision and Field Work with Exceptional Children<br/>           EDS 799 Comprehensive Exam (1 credit)</p> | <p><b>Master's Degree CORE: 9 Credits</b><br/>           EDUC 680 Multicultural Concerns in Education<br/>           EDRS 700 Intro to Educational Research<br/>           EDSP 724 Trends &amp; Issues in Special Education</p> <p><b>Master's Degree AREA OF CONCENTRATION: 24 Credits</b><br/>           EDSP 667 Teaching Students with Intellectual Disabilities<br/>           EDSP 668 Augmentative/Alternative Communication<br/>           EDSP 712 Medical Aspects of Disabilities<br/>           EDSP 719 Assessment of Students with Severe Disabilities<br/>           EDSP 720 Career and Community Life: Persons with Severe Disabilities<br/>           EDSP 721 Advanced Behavior Management in Severe Disabilities<br/>           EDSP 725A Supervision and Field Work with Exceptional Children<br/>           Research course in area related to thesis to be approved by advisor (e.g., statistics, single subject design, qualitative research)</p> |
| <p><b>Licensure Requirements (program or licensure requirements, not part of M.Ed. Requirements may have been met with previous course work)</b><br/>           EDU 203 <b>OR</b> EDSP 411/611 (select one) Introduction to special education<br/>           EPY 330 or CEP 738 Educational psychology<br/>           EDSP 725A -- must be completed for 6 credits</p>   | <p><b>THESIS: 6 credits</b><br/>           EDS 797 (6 credits)</p>  |
| <p><b>NOTE:</b><br/>           At least 15 credits must be taken at the 700 level</p>  | <p><b>NOTES:</b><br/>           a. At least 18 credits must be taken at the 700 level<br/>           b. With a thesis, state licensure may require additional credits</p>   |

## AUTISM and RELATED DISORDERS

*This degree prepares service providers to work with children and youth with autism. Students without a special education endorsement in another area will need to complete additional courses.*

| <b>M.Ed. in Special Education <u>without</u> Thesis</b><br><b>Total Minimum Credits = 34 credits</b>  | <b>M.Ed. in Special Education <u>with</u> Thesis</b><br><b>Total Minimum Credits = 39 credits</b>  |
|---|--|
| <p><b>Master's Degree CORE: 9 Credits</b><br/>           EDUC 680 Multicultural Concerns in Education<br/>           EDRS 700 Intro to Educational Research<br/>           EDSP 719 Assessment of Students with Severe Disabilities</p> <p><b>Master's Degree AREA OF CONCENTRATION: 25 Credits Minimum</b><br/>           EDSP 668 Augmentative/Alternative Communication<br/>           EDSP 720 Career and Community Life: Persons with Severe Disabilities<br/>           EDSP 721 Advanced Behavior Management in Severe Disabilities<br/>           EDSP 722 Autism: Characteristics and Educational Methods<br/>           EDSP 724 Trends &amp; Issues in Special Education<br/>           EDSP 726 Methods of Teaching Students with Autism<br/>           EDSP 725G Supervision and Field Work with Exceptional Children<br/>           Additional course (e.g., EDSP 632 for licensure)<br/>           EDS 799 Comprehensive Exam (1 credit)</p> | <p><b>Master's Degree CORE: 9 Credits</b><br/>           EDUC 680 Multicultural Concerns in Education<br/>           EDRS 700 Intro to Educational Research<br/>           EDSP 719 Assessment of Students with Severe Disabilities</p> <p><b>Master's Degree AREA OF CONCENTRATION: 24 Credits</b><br/>           EDSP 668 Augmentative/Alternative Communication<br/>           EDSP 719 Assessment of Students with Severe Disabilities<br/>           EDSP 720 Career and Community Life: Persons with Severe Disabilities<br/>           EDSP 721 Advanced Behavior Management in Severe Disabilities<br/>           EDSP 722 Autism: Characteristics and Educational Methods<br/>           EDSP 726 Methods of Teaching Students with Autism<br/>           EDSP 725G Supervision and Field Work with Exceptional Children<br/>           Research course in area related to thesis to be approved by advisor (e.g., statistics, single subject design, qualitative research)</p> |
| <p><b>Licensure Requirements (program or licensure requirements, not part of M.Ed. Requirements may have been met with previous course work)</b><br/>           EDU 203 <b>OR</b> EDSP 411/611 (select one) Introduction to special education<br/>           Reading methods courses (EDES 300, EDRL 642, EDRL 4/643, etc.)<br/>           Math methods (EDSP 4/663; EDEL 4/633)<br/>           EDUC 585 Supervised internship (12 credits)</p>   | <p><b>THESIS: 6 credits</b><br/>           EDS 797 (6 credits)</p>   |
| <p><b>NOTE:</b><br/>           At least 15 credits must be taken at the 700 level</p>   | <p><b>NOTES:</b><br/>           a. At least 18 credits must be taken at the 700 level<br/>           b. With a thesis, state licensure may require additional credits</p>  |

## EARLY INTERVENTION / EARLY CHILDHOOD SPECIAL EDUCATION

*This degree program enables students to earn endorsement to work in school settings with children ages 3 through 8. In addition, it prepares students to work in human resources settings with children from birth through 2 years of age.*

| <b>M.Ed. in Special Education without <u>u</u> Thesis</b><br><b>Total Minimum Credits = 34 credits</b>   | <b>M.Ed. in Special Education <u>w</u>ith Thesis</b><br><b>Total Minimum Credits = 39 credits</b>  |
|--|--|
| <p><b>Master's Degree CORE: 9 Credits</b><br/>           EDUC 741B Issues in Teaching in Diverse Educational Settings: Multicultural Education<br/>           EDRS 700 Intro to Educational Research<br/>           EDSP 718 Assessment of Infants/Preschoolers with Special Needs</p> <p><b>Master's Degree AREA OF CONCENTRATION: 25 Credits Minimum</b><br/>           EDSP 632 Serving Individuals With Disabilities and Their Families<br/>           EDSP 671 Introduction to ECSE<br/>           EDSP 672 Typical/Atypical Development of Young Child<br/>           EDSP 676 Curriculum &amp; Intervention ECSE: Birth to 3 years<br/>           EDSP 677 Curriculum &amp; Intervention ECSE: Ages 3-8 years<br/>           EDSP 724 Trends and Issues in Special Education<br/>           EDSP 725E/F Supervision and Field Work with Exceptional Children<br/>           Additional course (e.g., EDSP 668 or EDSP 712)<br/>           EDS 799 Comprehensive Exam (1 credit)</p> | <p><b>Master's Degree CORE: 9 Credits</b><br/>           EDUC 741B Issues in Teaching in Diverse Educational Settings: Multicultural Education<br/>           EDRS 700 Intro to Educational Research<br/>           EDSP 724 Trends &amp; Issues in Special Education</p> <p><b>Master's Degree AREA OF CONCENTRATION: 24 Credits</b><br/>           EDSP 671 Introduction to ECSE<br/>           EDSP 672 Typical/Atypical Development of Young Child<br/>           EDSP 676 Curriculum &amp; Intervention ECSE: Birth to 3 years<br/>           EDSP 677 Curriculum &amp; Intervention ECSE: Ages 3-8 years<br/>           EDSP 718 Assessment of Infants/Preschoolers with Special Needs<br/>           Additional course (e.g., EDSP 668 or EDSP 712)<br/>           EDSP 725E/F Supervision and Field Work with Exceptional Children<br/>           Research course in area related to thesis to be approved by advisor (e.g., statistics, single subject design, qualitative research)</p> <p><b>THESIS: 6 credits</b><br/>           EDS 797 (6 credits)</p> |
| <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>a. At least 15 credits must be taken at the 700 level</li> <li>b. Students may be required to take 3-6 credits in field work, depending on their educational and employment backgrounds.</li> </ul>  | <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>a. At least 18 credits must be taken at the 700 level</li> <li>b. Students may be required to take 3-6 credits in field work, depending on their educational and employment backgrounds.</li> </ul>  |

**College of Education  
Special Education Master's Degree Checklist**

| Date | Task   |
|------|--|
|      | Admitted to program and admission letter sent.   |
|      | Prior to first semester of coursework, student meets with advisor to develop draft Program of Study with plan for performance assessment including <ul style="list-style-type: none"> <li>• Determination of culminating experience (comprehensive exam, portfolio, or project) and</li> <li>• Plan for field experience.</li> </ul> |
|      | Within first 9 credits, student completes EDSP 724   |
|      | Within first 9 credits, student meets with advisor to form committee and finalize Plan of Study  |
|      | Plan of Study signed off by committee and approved by Graduate School.*  |
|      | By midpoint of program, plans for culminating experience and field experience are finalized. For projects, committee signs off on the proposal.  |
|      | Final semester of courses, enroll in comprehensive exam credits (EDS 795) for culminating experience (comprehensive exam, portfolio, or project).  |
|      | Student submits application for graduation (typically February for May, May for August, September for December-Check deadlines posted by Graduate School*).  |
|      | Completion of culminating experience (comprehensive exam, portfolio, or project).  |
|      | Completion of field experience.  |
|      | Notice of completion submitted with committee signatures and submitted to Graduate School.*  |
|      | Performance assessment summary. Copy to student file.  |

\*Deadlines for submission of Program of Study, Application for Graduation, and Notice of Completion may vary from year to year. Students are responsible for verifying all deadlines.

**Special Education Master's Degree**  
**Application Form**  
College of Education

Please complete this form and return it to: Special Education Program  
College of Education / Mail Stop 299  
University of Nevada, Reno  
Reno, NV 89557-0251

Name: \_\_\_\_\_ NSHE Id#: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone \_\_\_\_\_

\_\_\_\_\_ Work Phone: \_\_\_\_\_

\_\_\_\_\_ Cell Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Have you completed the Praxis Core Academic Skills Tests in Reading, Writing, and Math or CBEST and submitted those scores to us? (See page 2 & 5)  
YES NO

Ethnic Group (optional)

\_\_\_\_ African American

\_\_\_\_ Hispanic/Latino(a)

\_\_\_\_ White/ non-Hispanic

\_\_\_\_ Asian/Pacific Islander

\_\_\_\_ Native American

Check the option for which you are applying. If you are unsure, consult with an advisor:

Master's of Education without Thesis Option

\_\_\_\_ Generalist Endorsement (**can be your first teaching licensure**)

\_\_\_\_ Generalist Endorsement (you have licensure in another teaching area)

\_\_\_\_ Intellectual Disabilities with Moderate to Intense Intervention Needs (**can be your first teaching license**)

\_\_\_\_ Autism and Related Disorders (**can be your first teaching license**)

\_\_\_\_ Early Intervention / Early Childhood Special Education (**can be your first teaching license**)

\_\_\_\_ Advanced Studies in Behavioral Interventions

\_\_\_\_ Advanced Studies in Learning and Behavior Disorders

Master's of Education with Thesis Option

\_\_\_\_ Intellectual Disabilities with Moderate to Intense Intervention Needs

\_\_\_\_ Advanced Studies in Behavioral Interventions

\_\_\_\_ Advanced Studies in Learning and Behavior Disorders

\_\_\_\_ Autism and Related Disorders

\_\_\_\_ Early Intervention / Early Childhood Special Education

\_\_\_\_ Other program of individual interest: \_\_\_\_\_

Name of Preferred Academic Advisor (if known) \_\_\_\_\_

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Date

# MASTER'S STUDENT PROFESSIONAL BEHAVIORS AND DISPOSITIONS

College of Education  
University of Nevada, Reno

All professional educators are expected to adhere to a professional code of conduct. Any educator pursuing graduate studies serves as a model for others. The faculty members of the College of Education at the University of Nevada, Reno have adopted a set of professional behaviors or dispositions that are crucial for master's level students. These dispositions apply to the university setting, courses, practicum, and field experiences. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant that do not appear on the list, but which could be considered in an evaluation of readiness to continue in master's study. Candidates are to read and sign this form and attach it to their application for admission to one of the master's programs in the College of Education.

| <b>Reflective Practitioner</b>   |
|--|
| Professional Ethics.<br>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.  |
| Collaboration/Collegiality<br>The candidate works effectively with colleagues and contributes to a professional collegial atmosphere.  |
| Commitment to Teaching.<br>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.  |
| Emotional Maturity.<br>The candidate responds to frustration and stress appropriately.   |
| Professional Demeanor & Responsibility<br>The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.<br>The candidate is poised and professional in his or her demeanor.           |
| Professional Feedback<br>The candidate is receptive and responsive to professional feedback, incorporating suggestions into practice.  |
| Self-Reflection<br>The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions. |

|  |
|--|
| <b>Multicultural and Democracy</b>   |
| <p><b>Student Focus</b><br/>The candidate recognizes and respects students as valued and unique individuals.</p>   |
| <p><b>Commitment to Diversity</b><br/>The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural and linguistic backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</p> |
| <b>Love of Learning &amp; Strong Fund of Knowledge</b>   |
| <p><b>Initiative</b><br/>The candidate is independent and goes beyond minimum expectations.</p>  |
| <p><b>Problem Solving</b><br/>The candidate is an active and effective problem solver.</p>   |
| <p><b>Commitment to Learning</b><br/>The candidate is curious and interested in learning more about students and content areas.</p>  |
| <p>The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</p>  |
| <p>The candidate recognizes and assumes increasing responsibility for directing and contributing to his/her own educational development.</p>   |
| <b>Research and Scholarship</b>  |
| <p><b>Ethical Researcher</b><br/>The candidate understands and adheres to accepted practices regarding acknowledging and referencing other's ideas, writings, and data.</p>  |
| <p>The candidate understands and adheres to requirements for the protection of human subjects as set forth through the Institutional Review Board.</p>   |
| <p>The candidate recognizes, appreciates and applies the research literature for current practice.</p>   |

I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in graduate programs in the College of Education at the University of Nevada, Reno. I further understand that if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Candidate Signature \_\_\_\_\_ Date: \_\_\_\_\_

**RECOMMENDATION FORM**  
Special Education Graduate Programs  
College of Education / Mail Stop 299  
University of Nevada, Reno

Applicants are requested to provide all references with an addressed stamped envelope for returning the recommendation form. Materials should be addressed to: Special Education Program, College of Education / 299, University of Nevada, Reno, NV 89557-0251. Recommendations may also be faxed to (775) 784-4384. Individuals completing the recommendation form should not be family members or personal friends of the applicant.

**1. TO BE COMPLETED BY THE APPLICANT**

Applicant name: \_\_\_\_\_ SS# \_\_\_\_\_  
(last name) (first name) (middle name)

Degree in which you are applying:

- M.Ed.       M.A.       Professional First Time Licensure       Ed.D.

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing the recommendations may attach more significant statements to them if it is known that the recommendation will remain confidential. It is your option to waive your right to access the recommendation or to decline to do so.

- I waive my right to review the contents of this recommendation.  
 I do not waive my right to review the contents of this recommendation.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**2. RECOMMENDER'S COMMENTS**

**A. Knowledge of the applicant**

1. I have known the applicant for \_\_\_\_\_ years, \_\_\_\_\_ months.
2. I know the applicant \_\_\_\_\_ slightly, \_\_\_\_\_ fairly well, \_\_\_\_\_ very well.
3. I have known the individual
  - as an undergraduate student       as a graduate student
  - as an education administrator       as an employee
  - as a professional colleague       other: \_\_\_\_\_

**B. We are interested in your estimate of the applicant's promise as a graduate student. Please rate the following items by circling the number that best reflects your estimate. If you have not observed the applicant in any of these activities, please circle **NO (Not Observed)**.**

|                                  | Excellent | Good | Fair | Concerning | Weak |    |
|----------------------------------|-----------|------|------|------------|------|----|
| Intellectual independence        | 5         | 4    | 3    | 2          | 1    | NO |
| Capacity for analytical thinking | 5         | 4    | 3    | 2          | 1    | NO |
| Ability to organize              | 5         | 4    | 3    | 2          | 1    | NO |
| Ability to express ideas clearly |           |      |      |            |      |    |
| -Verbal communication            | 5         | 4    | 3    | 2          | 1    | NO |
| -Written communication           | 5         | 4    | 3    | 2          | 1    | NO |
| Motivation                       | 5         | 4    | 3    | 2          | 1    | NO |
| Potential for teaching           | 5         | 4    | 3    | 2          | 1    | NO |
| Professionalism                  | 5         | 4    | 3    | 2          | 1    | NO |
| Ability to collaborate           | 5         | 4    | 3    | 2          | 1    | NO |

C. In my opinion, at the graduate level this student will be:

- Highly successful  
 Successful  
 Average  
 Below average

D. Faculty in the Special Education Program will appreciate any additional comments you may want to include.

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Your name \_\_\_\_\_ Phone \_\_\_\_\_  
 Title \_\_\_\_\_ e-mail \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Signature \_\_\_\_\_ Date \_\_\_\_\_

Please return the recommendation in the attached envelope or fax the form to (775) 784-4384. Thank you.