

SPECIAL EDUCATION

Course waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the master's in mathematics and science education by providing evidence of prior equivalent coursework.
2. An elective course must be substituted for a waived course with adviser's approval.
3. Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which prerequisites have been met may be substituted for waived courses with the permission of the program coordinator.

PROGRESS STANDARDS

When 12, 20 and 27 credits have been obtained in the master's in mathematics and science education, the following progress standards will be evaluated:

1. Master's candidates must maintain a GPA of a minimum of 3.0 on all courses taken in the master's in mathematics and science education.
2. Master's candidates with any course grades below B- in program courses will not be allowed to continue in the program.
3. Master's candidates with a grade of Incomplete in any course will be restricted from registering for more than one course.
4. Master's candidates with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.

EXIT STANDARDS

1. Overall GPA of 3.0 or better.
2. A grade of B- or better in EDC 743, in which a culminating research project is completed.

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Hunter's graduate program in special education prepares teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special schools, special classes, resource rooms, pre-schools, early intervention programs and supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs and residential facilities. All special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children (CEC). Completion of one of Hunter's specializations for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education, with an annotation in severe/multiple disabilities (including deafblindness); early childhood special education; early childhood special education with an annotation in severe/multiple disabilities (including deafblindness); deaf and hard-of-hearing; and blind and visually impaired.

Students who enter the childhood special education program with initial/provisional certification in childhood education grades 1-6 or elementary education Pre-K-6 (i.e., students in Hunter's Program 2) and subsequently complete the master's will meet the education requirements for New York State professional teacher certification in both childhood education, Pre-K-6 and childhood special education.

Students who enter the early childhood special education program with provisional certifi-

cation Pre-K-6 or initial certification in early childhood education and subsequently complete the master's degree will meet the educational requirements for New York State professional/permanent certification in both early childhood education or Pre-K-6 and early childhood special education.

The overall program is organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a variety of disabilities, to be applied across a range of educational settings; specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of understandings to effective instruction.

MSED: CHILDHOOD SPECIAL EDUCATION PROGRAMS 1 AND 2

MSED: DEAF AND HARD OF HEARING PROGRAMS 1 AND 2

MSED: BLIND AND VISUALLY IMPAIRED PROGRAMS 1 AND 2

See the section on the MSED – Early Childhood Special Education Programs that is presented separately on p. 116.

Students may be admitted to one of two special education programs. Program 1 is for students without teacher certification in childhood education or Pre-K-Grade 6 (including those with only initial certification in areas other than childhood education); Program 2 is for those with teacher certification in childhood education or Pre-K-Grade 6.

Please note: Meeting minimum admissions requirements for Programs 1 or 2 does not guarantee admission to the graduate program in special education. Admission to either program is also subject to available space and resources.



PROGRAM 1

This program is open to applicants who do not have teacher certification in childhood education or Pre-K–6. Minimum credit requirements for Program 1 are from 40 to 62 credits, depending upon the selected disability-specific specialization and whether the student is exempted from any courses based on prior coursework.

Program 1: Admissions Standards**A. Matriculation Requirements**

1. Undergraduate BA or BS degree from an approved college, with a GPA of 2.8 or better,

OR

1. Graduate degree from an approved college, with a GPA of 3.5 or better,
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits,

PLUS

A general education core in liberal arts and sciences, to include a minimum of 6 credits in English (including a course in English composition with a grade of B or better), 6 credits in social studies (with at least one course in U.S. history or geography), 12 credits in math/science/technology, 6 credits in the arts, and 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement).

B. Conditions of Admission

Applicants who do not meet all of the liberal arts and science prerequisite requirements may be admitted with up to 12 credits of "conditions" that they must take at either the graduate or the undergraduate level. *Note: Although required, these additional "conditioned" courses do not count in the calculation of minimum credits towards the master's degree.*

C. Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations

Students in Program 1 should take the LAST within their first semester. *Note: New York State offers this examination in October, January, April and July. Applications are available in Room 1000 West.* Any students who have not submitted their LAST scores before they complete 12 credits of course work or who score below criteria on the LAST essay (Test #5) are required to enroll in a college-directed writing course (credit or non-credit) in the semester after they reach 12 credits in order to be allowed to continue in the program.

D. Consideration for Nonmatriculant Status

Note: Use matriculation application form. Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5–2.79 may be considered for nonmatriculant status. They are required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification for graduate-level studies. Students may not take more than 12 credits as nonmatriculants, at least 9 of which need to be from the special education (SPED) course offerings.

E. Change in Status from Nonmatriculated to Matriculated

Students must reapply for matriculation at the start of the semester in which they will complete 9–12 credits of special education (SPED) courses. In order to be considered for matriculation, nonmatriculants must maintain a GPA of at least 3.0 in their first 9–12 SPED credits. Further, students with more than one course with a grade below B will not be matriculated. *Note: In addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.*

PROGRAM 2

This program is open to applicants who already have teacher certification in childhood education (or elementary education Pre-K–6). Minimum credit requirements range from 35 to 41, depending upon the selected disability-specific specialization.

Program 2: Admissions Standards**A. Matriculation Requirements**

1. An undergraduate BA or BS degree from an approved college, with a GPA of 2.8 or better,

OR

1. A graduate degree from an approved college with a GPA of 3.5 or better,
2. New York State initial/provisional teacher certification in childhood education grades 1–6 or elementary education Pre-K–6*

B. Consideration for Nonmatriculant Status
Note: Use matriculation application form. The following applicants may be considered for nonmatriculant status as resources permit:

1. Applicants with appropriate certification from another state, who meet the GPA requirement (2.8 or better) and apply for New York State teacher certification in childhood education;
2. Applicants with an undergraduate degree from an approved college who meet the GPA requirement (2.8 or better) and have completed a New York State-approved childhood education program within the prior two years, but who have not yet passed the required New York State Teacher Certification Examinations;
3. Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5–2.79 and who have New York State initial teacher certification. These applicants will be required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification for graduate-level studies.

* *Those entering before February 4, 2004, must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.*

C. Change in Status from Nonmatriculated to Matriculated

Students must reapply for matriculation at the start of the semester in which they will complete 9–12 credits of special education (SPED) courses. In order to be considered for matriculation, Program 2 nonmatriculants must provide evidence of New York State initial teacher certification in childhood education. Also, they must maintain a GPA of at least 3.0 in their first 9–12 SPED credits. Further, students with more than one course with a grade below B will not be matriculated.

Note: In addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.



**Programs 1 and 2:
Progress Standards**

A. 12-Credit Benchmark for Matriculated Students

1. Students must maintain an overall GPA of at least 3.0. In addition, students with more than one course grade below B in the first 12 credits will be dropped from the program.
2. Students must demonstrate consistently satisfactory written English in course-work.
3. Students with one grade of IN within the first 12 **SPED** credits are restricted from registering for more than one course.

B. Restrictions Because of Incompletes

At any point in the program, a student with two or more INs is prohibited from registering for any courses. *Note: It is recommended that, when not enrolled in any course, students take an official leave of absence.*

C. Entry into Student Teaching or Supervised Practicum

In order to enroll in student teaching or supervised practicum, students must:

1. Complete at least 15 **SPED** credits, including the pre-student teaching field placements that are part of **SPED 700, 701, 702**.
2. Have taken or be registered concurrently for one methods course (e.g., one of the following: **SPED 706, 731, 751, 781, 781.50**).
3. Have an overall GPA of at least 3.0.
4. Have no outstanding INs.

**Programs 1 and 2:
Exit Standards**

A. Grade Point Average

Students must attain an overall GPA of at least 3.0 to be recommended for the degree.

B. Written Language

Students must demonstrate consistently satisfactory written English in all course work.

C. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

1. Students are required to attain a minimum grade of B in all student teaching, practica, and clinical teaching lab courses. *Note: No grade less than B is acceptable for these teaching-skill courses. Students receiving B-, C+, or C for any*

one of these courses must apply to the department chairperson for permission to reregister for that course, which may be repeated only once. Those who receive an F will be dropped from the program.

2. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing any minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

D. Culminating Activity

Students must perform satisfactorily on a two-part culminating activity (partial requirements of **SPED 707**, Research Seminar: Issues in Special Education):

1. A comprehensive research-based oral presentation on a current special education issue

AND, EITHER

2. An original written research proposal

OR

A written proposal for competitive grant funding.

Childhood Special Education: Learning Disabilities

PROGRAM 1 – for students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K–6)

TOTAL Program 1 credits: 42-56

Includes 7-19 credits of general education courses with prefixes **EDF, EDC** and **HED**. See p. 121 for specific list of general education course requirements. Plus, the **SPED** courses listed below

PROGRAM 2 – for students entering with initial New York State childhood education or provisional Pre-K–6 certification

TOTAL Program 2 credits: 35-37

Consists of the **SPED** courses listed below

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (20 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 703	Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders (includes 10 hours of field experience)	3
SPED 704	Issues in Teaching English-Language Learners with Special Education Needs	1
SPED 705	Use of Instructional Technology in Special Education	1
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education (taken in final semester)	3
LEARNING DISABILITIES SPECIALIZATION (15-17 cr)		
SPED 780	The Study of Learning Disabilities	3
SPED 781	Reading and Writing for Students with Learning Disabilities: Methods 1 (includes 10 hours of field experience)	3
SPED 782	Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (includes 20 hours of field experience)	2
SPED 783	Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2	3
SPED 784	Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (includes 20 hours of field experience)	2
STUDENT TEACHING/PRACTICUM: LEARNING DISABILITIES		
SPED 785	Student Teaching: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs. seminar, plus conferences, plus 40 days of student teaching)	4
OR		
SPED 785.50	Supervised Practicum: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs. seminar, plus conferences)	2
OR Both of the following:		
SPED 785.51	Student Teaching: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs. seminar, plus conferences, plus 20 days of student teaching)	2
SPED 785.52	Student Teaching: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs. seminar, plus conferences, plus 20 days of student teaching)	2

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MSED: EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS 1 AND 2

MSED: EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS 1 AND 2 WITH AN ANNOTATION IN SEVERE/MULTIPLE DISABILITIES

The early childhood programs were designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in these programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in grade 1 and 2 teaching should apply to the childhood education program, which encompasses grades 1-6.

MSED: Early Childhood Special Education

Students may be admitted to one of three early childhood special education programs.

- Program 1A** is for applicants with no prior NYS teacher certification; **Program 1B** is for applicants with prior NYS certification in an area other than early childhood education; **Program 2** is for applicants with initial certification in early childhood education. The total number of credits for the degrees is as follows:
- Program 1A: 48–54 credits**
Program 1B: 36–54 credits
Program 2: 36 credits

MSED: Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities

Students may be admitted to one of three early childhood special education programs with an annotation in severe/multiple disabilities.

- Program 1A** is for applicants with no prior NYS teacher certification; **Program 1B** is for applicants with prior NYS certification in an area other than early childhood education; **Program 2** is for applicants with initial certification in early childhood education. The total number of credits for the degrees is as follows:
- Program 1A: 54–60 credits**
Program 1B: 42–60* credits
Program 2: 42 credits
** Pending state approval*

Matriculation Requirements for Program 1A

Please note that the admission criteria listed below are minimum requirements and do not guarantee admission, which is also subject to available space and resources.

A. Matriculation Requirements

- Undergraduate BA or BS degree from an approved college, with a GPA of 2.8 or better
- OR**
- Graduate degree from an approved college, with a GPA of 3.5 or better

- A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits

PLUS

A general education core in liberal arts and sciences, to include a minimum of 6 credits in English (including **ENGL 120** or **220** or an equivalent with a grade of B or better), 6 credits in social studies (with at least one course in U.S. history or geography), 12 credits in math/science/technology, 6 credits in the arts, and 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement).

B. Conditions of Admission

Applicants who do not meet all of the liberal arts and science prerequisite requirements may be admitted with up to 12 credits of “conditions” that they must take at either graduate or the undergraduate level. *Note: Although required, these additional “conditioned” courses do not count in the calculation of minimum credits towards the master’s degree.*

C. Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certification Examinations

Students in Program 1 should take the LAST within their first semester. *Note: NYS offers this examination in Oct., Jan., April, and July.*

Childhood Special Education: Behavior Disorders

PROGRAM 1 – for students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K–6)

TOTAL Program 1 credits: 43-55

Includes 7-19 credits of general education courses with prefixes **EDF**, **EDC** and **HED**. See p. 121 for specific list of general education course requirements. Plus the **SPED** courses listed below. 36 cr

PROGRAM 2 – for students entering with initial New York State childhood education or provisional Pre-K–6 certification

TOTAL Program 2 credits: 36

Consists of all **SPED** courses listed below

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (20 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 703	Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders (includes 10 hours of field experience)	3
SPED 704	Issues in Teaching English Language Learners with Special Education Needs	1
SPED 705	Use of Instructional Technology in Special Education	1
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
BEHAVIOR DISORDERS SPECIALIZATION (12 cr)		
SPED 750	The Study of Behavior Disorders (includes 20 hours of field experience)	3
SPED 751	Methods and Materials for Teaching Students with Behavior Disorders (includes 20 hours of field experience)	3
SPED 781.50	Reading and Writing for Students with Learning Disabilities (for those not in LD specialization) (includes 10 hours of field experience)	3
SPED 783.50	Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in LD specialization)	3
STUDENT TEACHING/PRACTICUM: BEHAVIOR DISORDERS (4 cr)		
SPED 752	Student Teaching: Behavior Disorders, Grades 1-3 and 4-6 (30 hours of seminar, plus conferences, plus 40 days of student teaching)	4
OR two of the following (must include two different grade levels):		
SPED 752.50	Student Teaching: Behavior Disorders, Grades 1-3 (30 hours of seminar, plus conferences, plus 20 days of student teaching)	2
SPED 752.51	Student Teaching: Behavior Disorders, Grades 4-6 (30 hours of seminar, plus conferences, plus 20 days of student teaching)	2
SPED 752.52	Supervised Practicum: Behavior Disorders, Grades 1-3 (30 hrs. of seminar, plus conferences)	2
SPED 752.53	Supervised Practicum: Behavior Disorders, Grades 4-6 (30 hrs. of seminar, plus conferences)	2

Applications are available in HC 1000W. Any students who have not submitted their LAST scores before they complete 12 credits of coursework or who score below criterion on the LAST essay (test 5) are required to enroll in a college-directed writing course (credit or non-credit) in the semester after they reach 12 credits in order to be allowed to continue in the program.

D. Consideration for Nonmatriculant Status

Note: Use matriculation application form. Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5 and 2.79 may be considered for nonmatriculation status as resources permit. They are required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification for graduate-level studies. Students may not take more than 12 credits as nonmatriculants, at least 9 of which need to be from the special education (SPED or SPEDE) course offerings.

E. Change in Status from Nonmatriculant to Matriculant

Students must reapply for matriculation at the start of the semester in which they will complete 9–12 credits of special education (SPED or SPEDE) courses. In order to be

considered for matriculation, nonmatriculants must maintain a GPA of at least 3.0 in their first 9–12 SPED or SPEDE credits. Further, students with more than one course with a grade below a B will not be matriculated. *Note: In addition, no course with a grade of less than B will transfer from nonmatriculant to matriculant status, except by special permission of the dean.*

Matriculation Requirements for Program 1B

1. Any New York State teacher certificate. However, applicants with initial certification in early childhood education should apply to Program 2
2. An undergraduate BA or BS from an approved college, with a GPA of 2.8 or better

OR

A graduate degree from an approved college, with a GPA of 3.5 or better

Consideration for Nonmatriculant Status

Note: Use matriculation application form. The following applicants may be considered for nonmatriculant status as resources permit:

1. Applicants with teacher certification from another state, who meet the GPA requirement (2.8 or better) and have applied or will apply for NYS teacher certification;
2. Applicants with an undergraduate degree from an approved college who meet the GPA requirement (2.8 or better) and have completed a NYS-approved teacher education program within the prior year, but who have not yet passed the required NYS teacher certification examinations;
3. Applicants with an undergraduate degree from an approved college whose GPAs fall between 2.5–2.79 and who have NYS initial or provisional teacher certification. These applicants will be required to provide on-site writing samples, interviews and other academically relevant evidence of qualification for graduate level studies.

Change in Status from Nonmatriculant to Matriculated

Students must reapply for matriculation at the start of the semester in which they will complete 9–12 credits of special education (SPED and/or SPEDE) courses. In order to be considered for matriculation in Program 1B, nonmatriculants must provide evidence of NYS initial teacher certification, and must have established

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness)

PROGRAM 1 – for students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K–6)

TOTAL Program 1 credits: 44-56

Includes 7-19 credits of general education courses with prefixes **EDF**, **EDC** and **HED**. See p. 121 for specific list of general education course requirements. Plus the **SPED** courses listed below 37cr

PROGRAM 2 – for students entering with initial New York State childhood education or provisional Pre-K–6 certification

TOTAL Program 2 credits: 37

Consists of all **SPED** courses listed below

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (12 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hrs. of field experience)	3
SPED 702.50	Classroom Management in Special Education and Inclusive Settings (includes 20 hrs. of field experience)	3
SPED 706.50	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hrs. of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
SEVERE/MULTIPLE DISABILITIES (INCLUDING DEAFBLINDNESS) SPECIALIZATION (21 cr)		
SPED 790	Foundations and Educational Implications of Severe/Multiple Disabilities	3
SPED 791	Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (includes 15 hrs. of field placement)	3
SPED 792	Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities Including Deafblindness (includes 15 hrs. of field experience)	3
SPED 793	Total Communication for Learners with Severe/Multiple Disabilities (includes 10 hrs. of field experience)	2
SPED 794	Functional Language and Culture of Learners with Low Incidence Disabilities (includes 5 hrs. of field experience)	1
SPED 746	Educational Implications of Learners who are Deafblind (includes 10 hrs. of field experience)	3
SPED 781.50	Reading and Writing for Students with Learning Disabilities (for those not in LD specialization) (includes 10 hrs. of field experience)	3
SPED 783.50	Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in LD specialization)	3
Student Teaching/Practicum: Severe/Multiple Disabilities (4 cr.)		
SPED 795	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 1-6 (30 hr seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
OR two of the following (must include two different grade levels):		
SPED 795.50	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 1-3 (30 hr seminar, plus conferences, plus 20 days student teaching)	2
SPED 795.51	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 4-6 (30 hr seminar, plus conferences, plus 20 days student teaching)	2
SPED 795.52	Supervised Practicum: Severe/Multiple Disabilities including Deafblindness, Grades 1-3 (30 hr seminar, plus conferences)	2
SPED 795.53	Supervised Practicum: Severe/Multiple Disabilities including Deafblindness, Grades 4-6 (30 hr seminar, plus conferences)	2

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a GPA of at least 3.0 in their first 9-12 credits of **SPED** re **SPEDE** courses. Further, students with more than one course with a grade below B will not be matriculated. (Note- in addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.)

Matriculation Requirements for Program 2

1. NYS initial teacher certification in early childhood education
2. An undergraduate BA or BS from an approved college, with a GPA of 2.8 or better

OR

A graduate degree from an approved college, with a GPA of 3.5 or better

Consideration for Nonmatriculant Status

Note: Use matriculation application form. The following applicants may be considered for nonmatriculant status as resources permit:

1. Applicants with early childhood education certification from another state, who meet the GPA requirement (2.8 or better) and have applied or will apply for NYS teacher certification in early childhood education.
2. Applicants with an undergraduate degree from an approved college who meet the GPA requirement (2.8 or better) and have completed a NYS-approved early childhood education program within the prior year, but who have not yet passed the required NYS teacher certification examinations;

3. Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5 –2.79 and who have NYS initial early childhood teacher certification. These applicants will be required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification.

Change in Status from Nonmatriculant to Matriculant

Students must reapply for matriculation at the start of the semester in which they will complete 9-12 credits of special education (**SPED** and/or **SPEDE**) courses. In order to be considered for matriculation, Program 2 nonmatriculants must provide evidence of NYS initial teacher certification in early childhood education. Also they must maintain a GPA of at least 3.0 in their first 9–12 **SPED** and/or **SPEDE**

Early Childhood Special Education

PROGRAM 1A – For students with no prior New York State teacher certification

Required courses:

General education from the Early Childhood Education sequence. See p. 122	12-18
SPEDE and SPED courses listed below	36
TOTAL program 1A credits:	48-54

PROGRAM 1B(a) – For students with prior New York State teacher certification in Pre-K–Grade 6 or in childhood education

ECC 703	Early Childhood Curriculum: Birth through Grade 2*	3
ECC 712	Pre-Student Teaching Field Placements in Early Childhood*	1
<i>* may be exempted from one or both of these courses based on an analysis on applicant's prior coursework</i>		

SPEDE and SPED courses listed below	36
TOTAL program 1B(a) credits:	36-40

PROGRAM 1B(b) – For students with prior New York State teacher certification in an area other than Pre-K–Grade 6 or childhood education

Required courses:

Number of credits and specific courses in early childhood education will be determined by analysis of student's prior coursework	4-18
SPEDE and SPED courses listed below	36
TOTAL program 1B(b) credits:	40-54

PROGRAM 2 – For students with initial New York State teacher certification in early childhood education

SPEDE and SPED courses listed below	36
TOTAL Program 2 credits:	36

Course No.	Course Title	Credits
ALL STUDENTS (PROGRAMS 1A, 1B(a), 1B(b) AND 2): SPEDE and SPED courses		
SPEDE 714	History and context of Early Intervention and Early Childhood Special Education	1
SPEDE 768	Characteristics and Developmental Problems of Infants and Young Children with Special Needs (includes 2.5 hrs. of field experience)	3
SPEDE 769	Assessment of Development and Learning in Infants and Young Children with Special Needs (includes 5 hrs. of field experience)	3
SPEDE 770	Curriculum Models and Methods in Early Intervention and Early Childhood Special Education (includes 5 hrs. of field experience)	3
SPEDE 771	Autistic Spectrum Disorders: Characteristics Implications for Intervention, and Educational Strategies (includes 5 hrs. of field experience)	3
SPEDE 772	Behavioral Theory and Its Applications to Young Children with Special Needs (includes 5 hrs. of field experience)	3
SPEDE 773	Developing Partnerships with Families for Their Child's Development and Learning (includes 2.5 hrs. of field experience)	1
SPEDE 774	Reading and Writing for Students with Special Education Needs — Grades K-6 (includes 5 hrs. of field experience)	3
SPEDE 775	Mathematics for Students with Special Education Needs, Grades K-2	1
SPEDE 776	Field Experience in Early Childhood Special Education, 30 hr seminar plus 60 hrs. of fieldwork	2
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
SPED 792	Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities, including Deafblindness (includes 15 hrs. of field experience)	3
Early Childhood Special Education Practicum/Student Teaching		
SPEDE 777	Student Teaching: Early Childhood Special Education, 40 days 30 hr seminar plus 40 days	4
OR		
SPEDE 778	Student Teaching in Early Childhood Special Education, 20 days 30 hr seminar plus 20 days	2
PLUS		
SPEDE 779	Practicum in Early Childhood Special Education 30 hr seminar plus conferences	2

credits. Further, students with more than one course with a grade below B will not be matriculated. *Note: In addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.*

Progress Standards for all Early Childhood Special Education Programs

A. 12-Credit Benchmark for Matriculated Students

1. Students must maintain an overall GPA of at least 3.0. In addition, students with more than one course grade below B in the first 12 credits will be dropped from the program.

2. Students must demonstrate consistently satisfactory written English in course-work.
3. Students with one grade of IN within the first 12 **SPED** and/or **SPEDE** credits are restricted from registering for more than one course

B. Restrictions Because of INs

At any point in the program, a student with two or more INs is prohibited from registering from any course. *Note: It is recommended that, when not enrolled in any course, students take an official leave of absence.*

Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities		
PROGRAM 1A – For students with no prior New York State Teacher certification		
Required courses:		
General education from the Early Childhood Education sequence. See p. 122	12-18	
SPEDE and SPED courses listed below	42	
TOTAL Program 1A credits:	54-60	
PROGRAM 1B(a) – For students with prior New York State teacher certification in Pre-K–Grade 6 or in childhood education		
Required courses:		
ECC 703 Early Childhood Curriculum: Birth through Grade 2*	3	
ECC 712 Pre-Student Teaching Field Placements in Early Childhood*	1	
* may be exempted from one or both of these courses based on an analysis on applicant's prior coursework		
SPEDE and SPED courses listed below	42	
TOTAL Program 1B(a) credits:	42-46	
PROGRAM 1B(b) – For students with prior New York State teacher certification in an area other than Pre-K–Grade 6 or childhood education		
Required courses:		
Number of credits and specific courses in early childhood education will be determined by analysis of student's prior coursework	4-18	
SPEDE and SPED courses listed below	42	
TOTAL Program 1B(b) credits:	46-60	
PROGRAM 2 – For students with initial New York State teacher certification in early childhood education		
SPEDE and SPED courses listed below	42	
TOTAL Program 2 credits:	42	
Course No.	Course Title	Credits
SPEDE and SPED courses		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 706.50	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 790	Foundations and Educational Implications of Severe/Multiple Disabilities	3
SPED 791	Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (includes 15 hrs. of field placement)	3
SPED 792	Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities Including Deafblindness (includes 15 hrs. of field experience)	3
SPED 793	Total Communication for Learners with Severe/Multiple Disabilities (includes 10 hrs. of field experience)	2
SPED 746	Educational Implications of Learners who are Deafblind (includes 10 hrs. of field experience)	3
SPEDE 770	Curriculum Models and Methods in Early Intervention and Early Childhood Special Education (includes 5 hrs. of field experience)	3
SPEDE 771	Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies (includes 5 hrs. of field experience)	3
SPEDE 772	Behavioral Theory and Its Applications to Young Children with Special Needs (includes 5 hrs. of field experience)	3
SPEDE 773	Developing Partnerships with Families for Their Child's Development and Learning (includes 2.5 hrs. of field experience)	1
SPEDE 774	Reading and Writing for Students with Special Education Needs (Grades K-6) (includes 5 hrs. of field experience)	3
SPEDE 775	Mathematics for Students with Special Education Needs, Grades K-2	1
SPED 707	Research Seminar: Issues in Special Education	3
SPEDE 767	Field Experience in Early Childhood Special Education with an Annotation in Severe Disabilities (includes 15 hr seminar plus 30 hrs field experience)	
Student Teaching/Practicum: Severe/Multiple Disabilities		
SPEDE 777.50	Student Teaching: Early Childhood Special Education with an Annotation in Severe Disabilities, 40 days (30 hr seminar plus 40 days)	4
OR		
SPEDE 778.50	Student Teaching in Early Childhood Special Education with an Annotation in Severe Disabilities, 20 days (30 hr seminar plus 20 days)	2
PLUS		
SPEDE 779.50	Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities (30 hr seminar plus conferences)	2

SPECIAL EDUCATION

C. Entry into Student Teaching or Supervised Practicum:

In order to enroll in student teaching or supervised practicum, students must

1. Complete **SPEDE 776**
2. Have an overall GPA of at least 3.0
3. Have no outstanding INs

that course, which may be repeated only once. Those who receive an F will be dropped from the program.

Students must complete all required days of student teaching/practica or will receive a grade of Incomplete for the course, which may delay graduation.

Program 1 and 2 – Exit Standards

A. Grade Point Average

Students must attain an overall GPA of at least 3.0 to be recommended for the degree.

B. Written Language

Students must demonstrate consistently satisfactory written English in all coursework.

C. Field Experience and Student Teaching/Practicum

Students are required to attain a minimum grade of B in **SPEDE 776**, Field Experience in Early Childhood Education, and in student teaching/practicum. Students who receive a grade of B-, C+, or C in any of these courses must apply to the department chairperson for permission to reregister for

Culminating Activity

Students must perform satisfactorily on a two-part culminating activity (partial requirements of **SPED 707 Research Seminar: Issues in Special Education**):

1. A comprehensive research-based oral presentation on a current special education issue

AND, EITHER

2. An original written research proposal

OR

A written proposal for competitive grant funding

REQUIREMENTS FOR THE DEGREE IN CHILDHOOD SPECIAL EDUCATION, DEAF AND HARD OF HEARING, BLIND AND VISUALLY IMPAIRED

Program 1

If you are entering without certification in childhood education, grades 1-6 (or elementary education Pre-K-6) you take an extended course of study that leads to certification in both childhood education and childhood special education of 42-63 credits, depending upon your selected disability-specific specialization.

Required minimum number of special education (**SPED**) course credits:

Childhood Special Education:	
Learning Disabilities	35-37
Childhood Special Education: Behavior Disorders	36
Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness)	36
Deaf and Hard-of-Hearing	38-44

Childhood Special Education: Deaf and Hard-of-Hearing

PROGRAM 1 – For students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K-6)

Includes 7-19 credits of general education courses with prefixes **EDF**, **EDC** and **HED**. See p. 121 for specific list of general education course requirements. Plus, the **SPED** courses listed below

TOTAL Program 1 credits: 45-63

PROGRAM 2 – for students entering with initial New York State childhood education or provisional Pre-K-6 certification

Consists of the **SPED** courses listed below

TOTAL Program 2 credits: 38-44

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (13 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 705	Use of Instructional Technology in Special Education	1
SPED 707	Research Seminar: Issues in Special Education	3
DEAF AND HARD-OF-HEARING SPECIALIZATION (25*-31 cr)		
SPED 720	American Sign Language I	3
SPED 721	American Sign Language II	3
SPED 722	The Study of ASL Educational Linguistics	2
SPED 730	Education of Students Who Are Deaf and Hard-of-Hearing (includes 10 hrs. of field experience at one grade level)	3
SPED 731	Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1 (includes 5 hrs. of field experience)	3
SPED 732	Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 1 (includes 20 hrs. of field experience)	2
SPED 733	Math and Across-the-Curriculum Adaptations for Students Who Are Deaf and Hard-of-Hearing: Methods 2 (includes 5 hrs. of field experience)	3
SPED 734	Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 2 (includes 20 hrs. of field experience)	2
SPED 735	Speech Development and Remediation of Students Who Are Deaf and Hard-of-Hearing	3
SPED 736	Aural Rehabilitation of Students Who Are Deaf and Hard-of-Hearing (includes 10 hrs. of field experience at one grade level)	3
Student Teaching/Practicum: Deaf and Hard-of-Hearing		
SPED 737	Student Teaching: Deaf and Hard-of-Hearing, Preschool-Grade 12 (30 hrs. seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
OR Two of the following (must include two different grade levels):		
SPED 737.50	Student Teaching: Deaf and Hard-of-Hearing, Preschool-Grade 6 (30 hrs. seminar, plus conferences, plus 20 days of student teaching)	2
SPED 737.51	Student Teaching: Deaf and Hard-of-Hearing, Grades 7-12 (30 hrs. seminar, plus conferences, plus 20 days of student teaching)	2
SPED 737.52	Supervised Practicum: Deaf and Hard-of-Hearing, Preschool-Grade 6 (30 hrs. seminar, plus conferences)	2
SPED 737.53	Supervised Practicum: Deaf and Hard-of-Hearing, Grades 7-12 (30 hrs. seminar, plus conferences)	2

*Note: Students entering program with ASL proficiency may be exempted from either or both of the ASL courses, without being required to replace those credits with other course work. Such students would, thus, complete the specialization sequence with either 28 or 25 credits.

- Blind and Visually Impaired. 41
- Blind and Visually Impaired with optional Orientation and Mobility sequence. 49
- Plus, 7–19 credits of childhood education (EDF, EDC, HED) courses

Note: Students can be exempted from up to 12 credits of these general education requirements, on the basis of equivalent courses taken at either the graduate or undergraduate level. Even with exemptions, 7 general education credits represent a required minimum and must include EDC 729 Fieldwork in Childhood Education for Special Educators (1 credit)

Note: Students who enter with provisional certification will be required to complete HED 715, unless transcripts of their prior coursework, along with course catalog descriptions from their previous college(s) verify completion of NYS requirements in the area of health (including school violence prevention and education, fire safety, drug education, child abuse and neglect, and nutrition and fitness).

- EDF 706 3
- Social, Historical, Philosophical Foundations of Education: The American School

- EDF 709 3
- Child Development (5 hrs. of fieldwork)
- EDC 722.50* 2
- Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology
- EDC 703.50 3
- Teaching Science in the Elementary School
- EDC 704 3
- Teaching Developmental Reading (10 hrs. of fieldwork)
- EDC 705 3
- Mathematics Curriculum and Methods
- EDC 729 1
- Fieldwork in Childhood Education for Special Educators (50 hrs., plus 15 hrs. seminar)
- HED 715 1
- Health Education in Childhood Education for Special Educators (15 hrs.)

Program 2

(For students entering with initial New York State certification in childhood education.)

- Required minimum number of special education (SPED) course credits:
- Childhood Special Education: Learning Disabilities 35–37
- Childhood Special Education: Behavior Disorders 36
- Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) 37
- Deaf and Hard-of-Hearing 38–44
- Blind and Visually Impaired. 41
- *.50 designates that the student is not required to take the concurrent field experience (Special Education students only).

REQUIREMENTS FOR THE DEGREE IN EARLY CHILDHOOD SPECIAL EDUCATION AND EARLY CHILDHOOD SPECIAL EDUCATION WITH AN ANNOTATION IN SEVERE/MULTIPLE DISABILITIES

Childhood Special Education: Blind and Visually Impaired (with optional Orientation and Mobility [O&M] sequence)

PROGRAM 1 – For students without prior certification in childhood education, grades 1-6 (or elementary education Pre-K–6)

- TOTAL Program 1 credits – Blind and Visually Impaired: 48-60
- TOTAL Program 1 credits – Blind and Visually Impaired with optional O&M sequence: 56-68
- Includes 7-19 credits of general education courses with prefixes EDF, EDC and HED. See p. 121 for specific list of general education course requirements. Plus, the SPED courses listed below

PROGRAM 2 – For students entering with initial New York State childhood education or provisional Pre-K–6 certification

- TOTAL Program 2 credits – Blind and Visually Impaired: 41
- TOTAL Program 2 credits – Blind and Visually Impaired with optional O&M sequence: 49
- Consists of the SPED courses listed below

Course No.	Course Title	Credits
CROSS-CATEGORICAL CORE COURSES (12 cr)		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 702.50	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 706.50	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
BLIND AND VISUALLY IMPAIRED SPECIALIZATION (29 cr)		
SPED 740	Medical Aspects and Educational Implications of Visual Impairments	3
SPED 741	Education and Rehabilitation of Individuals with Visual Impairments (includes 10 hrs. of field experience)	3
SPED 791	Alternate Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (includes 15 hrs. of field experience)	3
SPED 742	Curriculum and Instructional Strategies for Learners with Visual Impairments (includes 15 hrs. of field experience)	3
SPED 743	Braille Literacy and Communication Skills for Learners with Visual Impairments (includes 10 hrs. of field experience)	3
SPED 744	Assistive Technology for Learners with Visual Impairments	3
SPED 745	Mathematics Literacy and Nemeth Code for Learners with Visual Impairments	1
SPED 746	Educational Implications of Learners who are Deafblind (includes 10 hrs. of field experience)	3
SPED 747	Principles and Practices of Orientation and Mobility for Teachers of Learners with Visual Impairments	3
Student Teaching/Practicum: Blind and Visually Impaired		
SPED 748	Student Teaching: Blindness and Visual Impairment, Preschool-Grade 12 (30 hrs. seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
OR Two of the following (must include two different grade levels):		
SPED 748.50	Student Teaching: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs. seminar, plus conferences, plus 20 days student teaching)	2
SPED 748.51	Student Teaching: Blindness and Visual Impairment, Grades 7–12 (30 hrs. seminar, plus conferences, plus 20 days student teaching)	2
SPED 748.52	Supervised Practicum: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs. seminar, plus conferences)	2
SPED 748.53	Supervised Practicum: Blindness and Visual Impairment, Grades 7–12 (30 hrs. seminar, plus conferences)	2
OPTIONAL SEQUENCE IN ORIENTATION AND MOBILITY (8 cr.)		
SPED 765	Intermediate Orientation and Mobility	3
SPED 766	Advanced Orientation and Mobility	3
SPED 767	Orientation and Mobility: Internship/Seminar	2

SPECIAL EDUCATION

Program 1A

Program 1A is for applicants who do not have any teaching certificate. Program 1B is for applicants who have a teaching certificate in an age level or area other than early childhood education or elementary education Pre K – Grade 6.

Students in program 1A must complete the courses in general early childhood education listed below in addition to the special education sequence listed under Program 2.

Early Childhood Education Sequence

ECF 700	3 cr
Child Development	
ECC 703	3 cr
Early Childhood Curriculum	
ECC 706	3 cr
Language and Literacy: K through Grade 2	
ECC 707	1 cr
Language and Literacy: English Language Learners	
ECC 709	3 cr
Mathematical and Scientific Thinking in Early Childhood	
ECC 712	1 cr
Pre-Student Teaching Field Placements in Early Childhood (15 hrs. seminar plus 50 hrs. fieldwork)	
ECC 713	3 cr
The Expressive Arts in Early Childhood	
HED 715	1 cr
Health Education for Special Educators	
Total	12-18 Credits*

* Students may be exempted from up to 6 credits of this sequence based on prior equivalent coursework.

Course Sequence in Early Childhood Special Education	36 cr
Course Sequence in Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities	42 cr
Total Program 1A Credits:	
Early Childhood Special Education	48-54 cr
Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities	54-60 cr

Program 1B – Early Childhood Special Education

Students in Program 1B who have prior teacher certification in Pre K – Grade 6 or in childhood education will complete a 36-40 credit program that consists of the 36 credit special education sequence in Program 2 plus the two early childhood courses listed below unless a student is exempted from one or both of those courses based on an analysis of the applicant's prior coursework.

ECC 703	3 cr
Early Childhood Curriculum: Birth through Grade 2	
ECC 712	1 cr
Pre-Student Teaching Field Placements in Early Childhood	

Students whose prior certification is in an area other than childhood education or Pre K – Grade 6 (e.g., adolescence education, middle school education, music, dance, TESOL) may well need to do additional coursework in early childhood education. The additional required number of credits and specific courses will be determined by an analysis of the applicant's prior coursework. Therefore, the total number of credits for the degree for students with prior certification in areas other than Pre K – Grade 6 or childhood education will range from 40-54.

Program 1B: Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities

Students in Program 1B in the annotation program who have prior teacher certification in Pre K – Grade 6 or in childhood education will complete a 42-46 credit program that consists of the 42 credit special education sequence in Program 2 plus the two early childhood courses listed below unless a student is exempted from one or both of those courses based on an analysis of the applicant's prior coursework.

ECC 703	3 cr
Early Childhood Curriculum: Birth through Grade 2	
ECC 712	1 cr
Pre-Student Teaching Field Placements in Early Childhood	

Students whose prior certification is in an area other than childhood education or Pre K – Grade 6 (e.g., adolescence education, middle school education, music, dance, TESOL) may well need to do additional coursework in early childhood education. The additional required number of credits and specific courses will be determined by an analysis of the applicant's prior coursework. Therefore, the total number of credits for the degree for students with prior certification in areas other than Pre K – Grade 6 or childhood education will range from 46-60

Requirements for the Degree: Program 2

(For students entering with initial New York State Certification in Early Childhood Education)

Early Childhood Special Education	36 cr
Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities	42 cr

Visual Impairment: Rehabilitation Teaching*

Visual Impairment: Rehabilitation Teaching*	40
Visual Impairment: Rehabilitation Teaching* with optional sequence in O&M	48

CROSS-CATEGORICAL CORE COURSES (3 cr)

SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
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VISUAL IMPAIRMENT: REHABILITATION TEACHING SPECIALIZATION (37 cr)

SPED 740	Medical Aspects and Educational Implications of Visual Impairments	3
SPED 741	Education and Rehabilitation of Individuals with Visual Impairments (includes 10 hrs. of field experience)	3
SPED 743	Braille Literacy and Communication Skills for Learners with Visual Impairments (includes 10 hrs. of field experience)	3
SPED 744	Assistive Technology for Learners with Visual Impairments	3
SPED 747	Principles and Practices of Orientation and Mobility for Teachers of Learners with Visual Impairments	3
SPED 760	Skills and Techniques for Rehabilitation Teaching I	3
SPED 761	Skills and Techniques for Rehabilitation Teaching II	3
SPED 762	Principles of Vocational Rehabilitation and Independent Living: Rehabilitation for Adults with Visual Impairments	3
SPED 763	Internship I: Rehabilitation Teaching for Individuals with Visual Impairments	2
SPED 764	Internship II: Rehabilitation Teaching for Individuals with Visual Impairments	2
COUNR 720	Medical Aspects of Disability	3
COUNR 730	Counseling with the Aging	3
COCO 701	Counseling Skills and Interviewing	3

OPTIONAL SEQUENCE IN ORIENTATION AND MOBILITY (8 cr.)

SPED 765	Intermediate Orientation and Mobility	3
SPED 766	Advanced Orientation and Mobility	3
SPED 767	Orientation and Mobility: Internship/Seminar	2

* The Rehabilitation Teaching program alone does not lead to New York State teacher certification.