

# EDUCATION, GRADUATE EDUCATOR CERTIFICATION

This program is designed for individuals who seek certification in General Special Education by the New Hampshire Department of Education in General Special Education (K-12).

Through this program, students may pursue initial teacher certification in General Special Education alone or in conjunction with a master's degree. Those pursuing certification only (without a master's degree) will not need to complete the "Demonstration of Professional Leadership" component of the Master of Education degree.

The program begins in the summer and can be completed in one year. This portfolio-based program blends special education content knowledge courses with a yearlong internship experience. The internship may be conducted on the job (for students employed as a teacher in an appropriate special education setting) or in a field experience approved by the faculty coordinator(s) of this program. This program follows standards set forth by the National Council for Accreditation of Educator Preparation (NCATE), the Council for Exceptional Children (CEC), and the New Hampshire Department of Education.

## Admission Criteria-Graduate Educator Certification

Candidates for admission to the Graduate Educator Certification Program must submit an Application for Graduate Study in Education, including required materials, to the KSC Graduate Studies Office.

The preferred candidate must demonstrate an appropriate foundation in education. Individuals who possess a recognized form of teacher certification have demonstrated this required competency. Those who were previously certified or successfully completed an approved educator preparation program may also qualify for admission.

Candidates who do not have the required educational foundation may be encouraged to complete a Post-Baccalaureate Teacher Certification program in order to demonstrate competency in education.

Graduates from the Keene State College early childhood, elementary, or secondary education programs who seek certification in General Special Education (K-12) are encouraged to apply to the M.Ed. Special Education Option during their senior year.

## Graduate Educator Certification

### Graduate Special Education (grades K-12)

Code	Title	Credits	Completed
<b>Major Requirements (27 credits)</b>			
EDUCSP-601	Foundations Special Ed.	3	_____
EDUCSP-602	Curriculum & Instruct. Design	3	_____
EDUCSP-603	Positive Behavior Supports	3	_____
EDUCSP-604	Assessment Special Education	3	_____
EDUCSP-605	Transition Planning	3	_____

EDUCSP-660	Internship in Special Ed I	6	_____
EDUCSP-665	Internship in Special Ed II	6	_____
<b>Total Credits</b>		<b>27</b>	_____

## Upon completion of the Education Graduate Certificate in Special Education, students will fulfill:

- Standard 1: Learner and Learner Development Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- Standard 2: Learning Environments Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- Standard 3: Curricular Content Knowledge Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- Standard 4: Assessment Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
- Standard 5: Instructional Planning and Strategies Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- Standard 6: Professional Learning and Ethical Practice Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- Standard 7: Collaboration Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.