Requirements for undergraduate students in teacher education who wish to add a
Provisional Endorsement in Special Education

Currently, there are four options available for special education endorsement at KU: Adaptive, Functional and Deaf Education through the Department of Special Education and Gifted Education through the Department of Curriculum and Teaching. We also license students in Early Childhood Special Education as part of our Early Childhood Unified program.

KU students may begin taking a few special education courses as undergraduates and also may take 1-2 courses at graduate level during the fall of the professional year, as time permits. By completing the courses listed below, students become eligible for the provisional endorsement, allowing them to work as a special education teacher before completion of the entire program, which is typically 25-32 hours total. A provisional license is effective for two years, providing time to finish the remaining courses while working full-time as a special education teacher. Most teachers who complete our special education programs will take the few additional graduate courses required to finish the master’s degree, as well. The master’s degree is an important goal for many teachers and substantially increases teacher pay.

Adaptive K-6 or PK-12
(endorsement for working with special needs students who have mild-moderate learning disabilities, behavior disorders, mental retardation and autism)

SPED 326: (required for all students; includes both adaptive and functional characteristics)
SPED 641/741: (641 is the undergraduate level and 741 is the graduate level.) This course substitutes for the professional year fall requirement of SPED 706 (elementary) or 707 (secondary) so no additional cost is involved. Rather, students will have a more in-depth methods class for teaching students with adaptive disabilities.

SPED 775: This is the first of two SPED practica required for Adaptive program completion. SPED 775 should be taken at the same time the student is taking the spring C&T internship, for a total of 12 weeks, full-time in the field placement. Students simply split the credits, enrolling for 3 credits in each course for a total of 6 credits so there is no additional cost. The nature of the practicum is flexible and developed specific to the needs of each student, their faculty advisor, the school, and other circumstances. It is critical that students work closely with faculty members from the Adaptive area prior to this placement to ensure they are placed in an appropriate school environment to address both general and special education requirements.

Functional PK-12
(endorsement for working with special needs students with severe cognitive and multiple disabilities including students with mental retardation, multiple and profound disabilities, and some students with autism)

SPED 326: (required for all students, includes both adaptive and functional characteristics)
SPED 742: (assessment and methods: life skills and community-based instruction; get permission number) This course substitutes for the professional year fall requirement of SPED 706 (elementary) or 707 (secondary) so no additional cost is involved. Rather, students will have a more in-depth methods class for teaching students with functional disabilities.

SPED 775: This is the first of two SPED practica required for Functional program completion. SPED 775 should be taken at the same time the student is taking the spring C&T internship, for a total of 12 weeks, full-time in the field placement. Students simply split the credits, enrolling for 3 credits in each course for a total of 6 credits so there is no additional cost. The nature of the practicum is flexible and developed specific to the needs of each student, their faculty advisor, the school, and other circumstances. It is critical that students work closely with faculty members from the Functional area prior to this placement to ensure they are placed in an appropriate school environment to address both general and special education requirements.
Deaf Education PK-12
(endorsement for working with students who are deaf or hard of hearing)

SPED 326: (required for all students)
SPED 633/733 (characteristics; 633 is the undergraduate level and 733 is the graduate level.)
SPED 644/744: (methods; 644 is undergraduate level and 744 is graduate level.) This course substitutes for the professional year fall requirement of SPED 706 (elementary) or 707 (secondary) so no additional cost is involved. Rather, students will have a more in-depth methods class for teaching students who are deaf or hard of hearing.

SPED 775: This is the first of two SPED practica required for Deaf Ed program completion. SPED 775 should be taken at the same time the student is taking the spring C&T internship, for a total of 12 weeks, full-time in the field placement. Students simply split the credits, enrolling for 3 credits in each course for a total of 6 credits so there is no additional cost. The nature of the practicum is flexible and developed specific to the needs of each student, their faculty advisor, the school, and other circumstances. It is critical that students work closely with the faculty advisor from the Deaf Education area prior to this placement to ensure they are placed in an appropriate school environment to address both general and special education requirements.

Gifted Education K-6, 5-8 or 6-12
(endorsement for working with students identified as gifted and talented)

SPED 326: (required for all students)
C&T 630/730 (characteristics; 630 is the undergraduate level and 730 is the graduate level.)
C&T 631/731: (methods: 631 is the undergraduate level and 731 is the graduate level.) This course substitutes for the professional year fall requirement of SPED 706 (elementary) or 707 (secondary) so no additional cost is involved. Rather, students will have a more in-depth methods class for teaching students who are gifted and talented.

C&T 733: This is the first of two practica required for Gifted program completion. C&T 733 practicum may be taken at the same time the student is taking the spring C&T regular education internship, for a total of 12 weeks, full-time in the field placement. Students simply split the credits, enrolling for 3 credits in each course for a total of 6 credits so there is no additional cost. The nature of the practicum is flexible and developed specific to the needs of each student, their faculty advisor, the school, and other circumstances. It is critical that students work closely with the faculty advisor from the Gifted area prior to this placement to ensure they are placed in an appropriate school environment to address both general and special education requirements.

All students interested in special education endorsements should contact a faculty advisor listed below. These faculty members are happy to talk with you about the program, the course schedule, how other students have completed the classes and degree requirements, employment options, and more. Email is usually the best way to contact faculty and make an appointment. Let us know if you have questions!

Adaptive Special Education advisor:
Sean J. Smith – seanj@ku.edu
Department of Special Education
1122 W Campus Road, 538 JRP
785.864.0693

Functional Special Education advisor:
Michael Wehmeyer – wehmeyer@ku.edu
Department of Special Education/ Beach Center
1122 W Campus Road, 537 JRP
785.864.0723

Deaf Education advisor:
Sally Roberts - slroberts@ku.edu
Department of Special Education/ Assoc. Dean
JRP Dean’s offices, check in 208 JRP
785.864.0553

Gifted Education advisor:
Reva Friedman-Nimz – revacfi@ku.edu
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