

**University of Nebraska-Lincoln**  
**Department of Special Education and Communication Disorders**  
**Application to take Exit Examination**  
**to Fulfill Requirements for Master's Degree**

Exam Year: \_\_\_\_\_

Exam Term: ☐ Spring ☐ Fall

Exam Attempt: ☐ First ☐ Second

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Student @huskers email address: \_\_\_\_\_

Specialization: ☐ ECSE    ☐ VI    ☐ DHH    ☐ O&M    ☐ SPED K-6    SPED 7-12

Academic Advisor Name: \_\_\_\_\_

**Please read and attest to the following:**

- ☐ I met with my academic advisor in preparation for this exam on \_\_\_\_\_. We discussed possible topics/directions for my exam paper and the expectations for completing and submitting my exam paper.
- ☐ I have carefully read each of the following:
  - the Exit Exam information in the [Master's Degree Program Requirements section](#) of the Master's Degree Handbook, which I received upon admission to the program.
  - the [Exit Exam instructions](#) and [Grading rubric](#).
- ☐ I understand that I must submit the [Final Examination Report form](#) to my advisor by: \_\_\_\_\_
- ☐ I understand that I will receive my exam topic/direction from Jill England via email by: \_\_\_\_\_, indicating the start of the **3-week** exit exam writing process.
- ☐ I understand that I must submit my exit exam paper to the Exit Exam Canvas course no later than: \_\_\_\_\_
- ☐ I understand that I will receive notification of either a **Pass, Revise, or No Pass** on this exit exam attempt by \_\_\_\_\_
- ☐ I understand that if I receive notification of a **Revise**, I have **one week** from the notification date to edit and resubmit my paper to the Exit Exam Canvas course.
- ☐ I understand that if this is my first attempt and I receive notification of a **No Pass**, I have the opportunity to complete a second attempt of the exit exam in the following Fall or Spring semester.
- ☐ I understand that if this is my second attempt and I receive notification of a **No Pass**, I will be recommended for termination from my master's program.
- ☐ I understand that I must email a completed copy of **this form** to Jill England ([jill.english@unl.edu](mailto:jill.english@unl.edu)) **AND** my advisor by **September 5** if taking the exit exam in Fall or **December 5** if taking the exit exam in Spring.

\_\_\_\_\_  
Student Signature                      Date

\_\_\_\_\_  
Advisor Signature                      Date

**University of Nebraska-Lincoln**  
**Department of Special Education and Communication Disorders**  
**Master's Exit Exam Student Topic Application**  
**(To be submitted with the Exit Exam Application)**

**Student Name:**

**Advisor:**

**Exam Attempt:**      **First**      **Second**

- 1. Intervention, practice, assessment, or policy that your exit exam paper will address:**
  
- 2. Population of students with exceptionalities your exit exam paper will focus on:**
  
- 3. Target audience for your exit exam paper:**
  
- 4. The “problem” or “need” that your exit exam paper will address:**
  
- 5. The purpose of your exit exam paper (*Note: Your purpose statement should directly address the problem/need you listed in #4 and incorporate the practice, intervention, assessment, or policy you listed in #1; population of students with exceptionalities you listed in #2; and the target audience you identified in #3. See table below for examples*):**
  
- 6. Provide the topic of your systematic review paper, research question(s) it addressed, and briefly explain how this paper will be different than your systematic review paper:**

<b>Examples</b>				
<b>Intervention, Practice, Assess or Policy</b>	<b>Population of Students with Exceptionalities</b>	<b>Target Audience</b>	<b>Problem or Need</b>	<b>Purpose of Exit Exam Paper</b>
AAC – speech generating devices	Students on the autism spectrum	Paraeducators	Paraeducators are often tasked with assisting students on the spectrum who are learning to use AAC speech-generating devices. However, they often lack training in how to use these devices themselves and how to support their students in learning to use the device.	The purpose of this paper is to provide an overview of speech-generating AAC devices and outline how to use three evidence-based strategies (i.e., modeling, time delay, and prompting) to support students with autism in learning to use their AAC speech-generating devices.
Routines-based interviews	Young children with developmental delays	New early childhood special educators	Routines-based interviews can be an effective assessment to help identify goals for young children with	The purpose of this paper will be to provide simple tips and an implementation guideline to assist new early childhood

			delays and their families and routines during their normal days to incorporate training and support. However, new early childhood educators have difficulty translating the results into functional outcomes and actionable strategies for families.	educators in using routines-based interview data to write functional goals and actional strategies for families.
Visual phonics	Students who are DHH	General education teachers	General education teachers are not prepared to carryover visual phonics instruction and strategies for their students who are DHH.	The purpose of this paper is to provide an implementation guide for general education teachers to carryover visual phonics instruction and strategies for their students who are DHH.