

MASTER OF EDUCATION IN SPECIAL EDUCATION

The Master of Education in Special Education is designed to prepare professional educators with advanced competencies related to the field of special education. This is a 36-hour degree plan that originates in the School of Teaching and Learning. The candidate must successfully complete a departmental comprehensive examination. Candidates must be enrolled in coursework during the semester they take the comprehensive examination. The Master of Education (M.Ed.) in Special Education is accredited by CAEP, CEC, and SBEC.

The **M.Ed. in Special Education (Online)** course of study advances their students' knowledge and expertise in innovative research and teaching practices for learners with disabilities. This online program seeks to examine and refine disability policies informed by current research, implement and evaluate research-based practices, seek solutions to systemic injustice, and explore diverse cultural perspectives on disability. Students enrolled in the online M. Ed. Special Education program maximize their professional competence, career advancement, leadership roles, advocacy and systems' change competencies. This online program offers the convenience of studying at one's own pace and in comfortable spaces.

The **M.Ed. in Special Education with Transition Services Certificate (Online)** course of study is aligned with the Council for Exceptional Children's Advanced Special Education Transition Specialist standards and is designed to meet the growing need for a specialized skilled set in transition services for special education teachers and professionals working in the field of special education transition services. Students enrolled in the online M.Ed. in Special Education with Transition Certificate program maximize their professional competence, career advancement, leadership roles, and advocacy and systems' change competencies in the field of transition. This online program offers the convenience of studying at one's own pace and in comfortable spaces.

The **M.Ed. in Special Education with Educational Diagnostician Certification** course of study provides the academic foundations necessary for the Standard Educational Diagnostician Certification. This program provides students with the knowledge, skills, and dispositions needed to apply research, methods, and recommended practices for the effective assessment and instruction of learners with special needs in diverse school and community settings. Courses are taught online, seven (7) asynchronous online courses and five (5) synchronous online courses.

The **M.Ed. in Special Education with Educational Diagnostician Certification and Bilingual Diagnostician Certificate** course of study provides the academic foundations necessary for the Standard Educational Diagnostician Certification. This program provides students who have Spanish and English language proficiency the ability to evaluate English Learners (ELs) as well as students who are monolingual English speakers. Graduate students learn to establish language dominance and proficiency in Spanish and English, conduct assessments, interpret results, and make educational recommendations for learners in school settings. Courses are taught online, seven (7) asynchronous online courses and five (5) synchronous online courses.

To be eligible to receive the Standard Educational Diagnostician Certification, a candidate must:

- Successfully complete an educational diagnostician preparation program that meets the requirements of TAC §239.82 (complete all the requirements on the SHSU Course Plan) and TAC §239.83.
- Successfully complete the examination based on the standards identified in TAC §239.83.
- Hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating board.
- Hold a valid classroom teaching certificate.
- Have three creditable years of teaching experience as a classroom teacher (2 years of service may be earned while enrolled in the program)

The **M.Ed. in Special Education with Principal Certification (Online)** is designed specifically for the educator who is obtaining a Master's Degree in Special Education and wishes to obtain Principal Certification, also. Principal Certification requires the completion of fifteen hours of graduate credit as well as independent work modules to ensure candidates possess knowledge of the principal standards upon completion. The Principal Certification program complies with current standards for professional certification. This study plan originates in the Department of Educational Leadership.

Applicants seeking admission to the Principal Certification program must submit the following directly to the Office of Graduate Admissions (<https://www.shsu.edu/dept/graduate-admissions/prospective-students.html>):

1. Graduate Admissions Application (<https://www.shsu.edu/admissions/applications/>)
2. Application Fee (<https://www.shsu.edu/dept/graduate-admissions/application-fee.html>)
3. Pay the \$35 Texas Education Accountability System for Educator Preparation Programs Fee (https://secure.touchnet.com/C21329_ustores/web/product_detail.jsp?PRODUCTID=1601) (paid to the TEA as required by TEA 229.9.7 ([http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=229&rl=9%E2%88%9A](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=229&rl=9%E2%88%9A))))
4. Official Transcript from the baccalaureate degree-granting institution with a GPA of 3.0 or higher AND an official transcript from the **master's degree** granting institution with a GPA of a 3.5 or higher. If an applicant does not meet the minimum GPA expectations, official GRE scores must be submitted that meet the requirements. Minimum scores required are listed in the table below.
5. Copy of Teacher Service Record from your school district's Human Resource Department with 2 years of creditable teaching experience preferred; however, we will consider applicants with 1 year of certified teaching experience. (Applicant must be working at a Texas Education Agency accredited school.)

6. Copy of valid Teacher Certificate
7. Two recommendations, one from the school principal and one from an assistant principal
8. Document of Intent
9. Current Resume
10. Interview video.

To be considered for regular admittance to the Graduate School and the educational diagnostician certification program, applicants must submit the following to the Office of Graduate Admissions:

1. Graduate application (<http://www.shsu.edu/admissions/apply-texas.html>)
2. Application fee (<http://www.shsu.edu/dept/graduate-studies/application-fee.html>)
3. **Educational Diagnostician or Transition:** Official transcripts from all colleges and universities attended, both undergraduate and graduate, that reflect a 2.75 GPA overall or in the last 60 hours.
4. **Principal Certification:** Official transcript from the baccalaureate degree-granting institution with a GPA of 3.0 OR an official transcript from the **master's degree** granting institution with a GPA of a 3.5 or higher. If an applicant does not meet the minimum GPA expectations, official GRE scores must be submitted that meet the requirements. See table below.
5. Contact information for two references. **Principal Certification** applicants must obtain references from their current principal and assistant principal.
6. Writing sample (https://www.shsu.edu/academics/school-of-teaching-and-learning/documents/Writing_Sample_Instructions.pdf)
7. Interview video
8. **Educational Diagnostician or Principal Certification:** Copy of applicant's Teaching Certificate
9. **Educational Diagnostician or Principal Certification:** Pay the \$35 Texas Education Accountability System for Educator Preparation Programs Fee (https://secure.touchnet.com/C21329_ustores/web/product_detail.jsp?PRODUCTID=1601) (paid to the TEA as required by TAC 229.9.7)
10. **Educational Diagnostician or Principal Certification:** Teacher Service Record with at least 1 year of creditable service as a teacher of record
11. Official GRE (<http://www.ets.org/gre/>) scores, if GPA in last 60 hours is below a 2.75 (Minimum scores required are listed in the table below.)

GRE revised General Test Score Bands to be used for Admission to an Educator Preparation Program under the 10% Exception Rule in 19 TAC §227.10(a)(3)(B):

| Self-reported Undergraduate GPA | GRE Verbal Reasoning ¹ | GRE Quantitative Reasoning ¹ | GRE Analytical Writing ² |
|---------------------------------|-----------------------------------|-----------------------------------------|-------------------------------------|
| B-(2.7 GPA) | 143-157 | 140-155 | 3.0-4.5 |

¹ GRE Verbal and Quantitative scores are reported on a 130 to 170 scale.

² GRE Analytical Writing scores are reported on a 0 to 6 scale in half-point increments.

Under these circumstances, the GRE may not be waived.

Master of Education in Special Education (Online)

| Code | Title | Hours |
|-------------------------------------------------|----------------------------------------------------------------|-------|
| Master of Education in Special Education | | |
| Specified Courses | | |
| BESL 5302 | Soc Cult Lang Infl On Learning | 3 |
| BESL 5304 | 2nd Lang Acquisition & Develop | 3 |
| CIED 5370 | Research In Teaching | 3 |
| ECHE 5349 or READ 5313 | Lang & Lit Dev In Young Child Digital Literacy and Pedagogy | 3 |
| READ 5335 | Cognition & Emergent Literacy | 3 |
| SPED 5301 | Ed Of IndvdlS Wth Disabilities | 3 |
| SPED 5303 | Stdy-Cogntve/Low Incidn Dsblty | 3 |
| SPED 5304 | Tch Mthd-Lrnrs/Mild-Mod Dsblty | 3 |
| SPED 6304 | In-Home Training & Family Iss | 3 |
| SPED 6311 | Smnr Special Education | 3 |
| SPED 6313 | Seminar-Language/Learning Dis | 3 |

| | | |
|--------------------|-----------------------------|-----------|
| SPED 6321 | Outcomes in Behav Intervent | 3 |
| Total Hours | | 36 |

Master of Education in Special Education (Transition Certificate Track - Online)

| Code | Title | Hours |
|--------------------------------------------------------------------------------|--------------------------------|-----------|
| Master of Education in Special Education (Transition Certificate Track) | | |
| Specified Courses | | |
| COUN 5370 | Career Cnslng Across Lifespan | 3 |
| SPED 5301 | Ed Of Indvcls Wth Disabilities | 3 |
| SPED 5303 | Stdy-Cogntve/Low Incidn Dsblty | 3 |
| SPED 5304 | Tch Mthd-Lrnrs/Mild-Mod Dsblty | 3 |
| SPED 5306 | Transition Services Ind w Dis | 3 |
| SPED 5307 | Transition Assessment and Inst | 3 |
| SPED 5309 | Leadership in Transition Serv | 3 |
| SPED 6304 | In-Home Training & Family Iss | 3 |
| SPED 6308 | Practicum 1 | 3 |
| SPED 6311 | Smnr Special Education | 3 |
| SPED 6313 | Seminar-Language/Learning Dis | 3 |
| SPED 6321 | Outcomes in Behav Intervent | 3 |
| Total Hours | | 36 |

Master of Education in Special Education (Educational Diagnostician Certification Track)

| Code | Title | Hours |
|-------------------------------------------------------------------------------------------------|--------------------------------|-----------|
| Master of Education in Special Education (Educational Diagnostician Certification Track) | | |
| Specified Courses | | |
| SPED 5301 | Ed Of Indvcls Wth Disabilities | 3 |
| SPED 5302 | Assessment In Special Edu | 3 |
| SPED 5303 | Stdy-Cogntve/Low Incidn Dsblty | 3 |
| SPED 5304 | Tch Mthd-Lrnrs/Mild-Mod Dsblty | 3 |
| SPED 5305 | Indiv Assessment of Cog Funct | 3 |
| SPED 6304 | In-Home Training & Family Iss | 3 |
| SPED 6308 | Practicum 1 | 3 |
| SPED 6310 | Assmt-Yng Chld/Low Incidnc Pop | 3 |
| SPED 6311 | Smnr Special Education | 3 |
| SPED 6312 | Practicum 2 | 3 |
| SPED 6313 | Seminar-Language/Learning Dis | 3 |
| SPED 6321 | Outcomes in Behav Intervent | 3 |
| Total Hours | | 36 |

Master of Education in Special Education (Educational Diagnostician Certification Track-Bilingual English/Spanish Degree Plan)

| Code | Title | Hours |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------|
| Master of Education in Special Education (Educational Diagnostician Certification Track) Bilingual English/Spanish Degree Plan | | |
| Specified Courses | | |
| BESL 5314 | Sec Lang Acq for Biling Diag | 3 |
| SPED 5301 | Ed Of Indvcls Wth Disabilities | 3 |
| SPED 5303 | Stdy-Cogntve/Low Incidn Dsblty | 3 |
| SPED 5304 | Tch Mthd-Lrnrs/Mild-Mod Dsblty | 3 |
| SPED 6304 | In-Home Training & Family Iss | 3 |
| SPED 6308 | Practicum 1 | 3 |
| SPED 6321 | Outcomes in Behav Intervent | 3 |
| SPED 6310 | Assmt-Yng Chld/Low Incidnc Pop | 3 |

| | | |
|--------------------|--------------------------------|-----------|
| SPED 6311 | Smnr Special Education | 3 |
| SPED 6312 | Practicum 2 | 3 |
| SPED 6319 | Bilingual Cognitive Assessment | 3 |
| SPED 6322 | Bilingual Spec Ed Assessment | 3 |
| Total Hours | | 36 |

Master of Education in Special Education (Principal Certification Track - Online)

| Code | Title | Hours |
|---------------------------------------------------------------------------------|---------------------------------------------|-----------|
| Master of Education in Special Education (Principal Certification Track) | | |
| Specified Courses | | |
| EDAD 5332 | School Leadership | 3 |
| EDAD 6362 | Principal Practicum/Internship ¹ | 6 |
| EDAD 6370 | Campus Business Management | 3 |
| EDAD 6371 | Role of Prin in School Admin | 3 |
| SPED 5301 | Ed Of Indvcls Wth Disabilities | 3 |
| SPED 5303 | Stdy-Cogntve/Low Incidn Dsbly | 3 |
| SPED 5304 | Tch Mthd-Lrnrs/Mild-Mod Dsbly | 3 |
| SPED 6304 | In-Home Training & Family Iss | 3 |
| SPED 6311 | Smnr Special Education | 3 |
| SPED 6313 | Seminar-Language/Learning Dis | 3 |
| SPED 6321 | Outcomes in Behav Intervent | 3 |
| Total Hours | | 36 |

¹ Taken for two semesters.

The Texas Higher Education Coordinating Board (THECB) marketable skills initiative is part of the state's **60x30TX plan** and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.

The **M.Ed. in Special Education (Online)** is designed to provide graduates with the following marketable skills:

- Leadership opportunities in public-private education, non-profit agencies, and foundations.
- Knowledge and expertise in innovative research and teaching practices for learners with disabilities.

The **M.Ed. in Special Education with Transition Certificate (Online)** is designed to provide graduates with the following marketable skills:

- Special Education Transition Services Certificate composed of courses aligned with the Council for Exceptional Children's Advanced Special Education Transition Specialist standards.
- Knowledge, skills, and dispositions to provide transition assessment and services in order to prepare students with disabilities for living, learning, and working in their communities.

The **M.Ed. in Special Education with Educational Diagnostician Certification** is designed to provide graduates with the following marketable skills:

- Educational Diagnostician Certification.
- Knowledge and skills necessary to improve the performance of a diverse student population.
- Currency in best practices and research as related to both assessment and student learning.
- Skills necessary to provide educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from birth through adulthood.

The **M.Ed. in Special Education with Educational Diagnostician Certification and Graduate Certificate in Bilingual (Spanish) Educational Diagnostician** is designed to provide graduates with the following marketable skills:

- Educational Diagnostician Certification.
- Graduate Certificate in Bilingual (Spanish) Educational Diagnostician.
- Knowledge and skills necessary to improve the performance of a diverse student population.

- Currency in best practices and research as related to both assessment and student learning.
- Skills necessary to provide educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from birth through adulthood.

The **M.Ed in Special Education with Principal Certification** (Online) is designed to provide graduates with the following **School Leadership/Instructional Leader** marketable skills to:

- Build trusting relationships.
- Use collaborative decision-making.
- Support data-driven instruction (building capacity of teachers, staff, and students).
- Practice ethical leadership.
- Observe and provide TTESS-aligned feedback .
- Lead effective professional development.