



TEXAS TECH UNIVERSITY  
**College of Education™**

## Special Education

*Master of Education Program and Application  
and  
Certification Preparation Programs  
Handbook*

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# Special Education

## *Master of Education and Certification Programs Handbook*

### Program Overview

The general goal of the master's degree program in special education is to prepare professional educators with advanced competencies related to a field of special education. Students are prepared to practice in accordance with the Code of Ethics adopted by the Council for Exceptional Children (see Attachment 1). The following areas of specialization are offered:

- Generic special education
- Professional educational diagnostician
- Visual impairment
- Deafblind
- Orientation and mobility
- Gifted and talented
- Deaf and hard of hearing

Students may elect to complete a certification or endorsement-only program at the graduate level in generic special education, visual impairment, and deaf and hard of hearing. The other areas require a master's degree as part of the specialization requirements. If you already hold a master's degree you may pursue certification as an educational diagnostician. See Attachment 2 for specific requirements in each area.

### Graduate Faculty

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Amy Parker, Ed.D. <a href="mailto:amy.parker@ttu.edu">amy.parker@ttu.edu</a>	Visual Impairment/ Multiple Disabilities	Ed. 223	Ext. 248
Rona Poggrund, Ph.D. <a href="mailto:Rona.poggrund@ttu.edu">Rona.poggrund@ttu.edu</a>	Visual Impairment	Austin TSBVI	512-206-9213
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### Admissions Procedure for M.Ed. and/or Certification Students

- A. Apply through the Office of Graduate Admissions in Holden Hall for “General Admission” to the Graduate School or online at <http://www.depts.ttu.edu/gradschool>. Read the *Graduate Catalog* of the University for admission requirements. A Bachelor’s Degree from Texas Tech University or any other university does not guarantee admission to the Master’s Degree program.
- B. Complete the Graduate Record Examination (GRE). Applications may be obtained from the Testing and Evaluation Center in West Hall on the Lubbock campus or other authorized testing centers. Students may enroll as a “Graduate Temporary” graduate student for one semester while awaiting test results. Students applying for certification ONLY are not required to take the GRE.

The College of Education (COE) has established a holistic approach to the admission process. If a student does not gain full admission within one semester, he or she will not be permitted to register for the second semester.

- C. Complete the application materials (located on pages 21-28) and submit to the address provided. At this time you will designate which specific area of special education you prefer. You will also indicate if you are seeking a Master’s degree and/or certification. You may choose both.

When these two steps have been met successfully, the Graduate Dean will send a letter granting admission to graduate study toward the master’s degree in education and/or certification. The Special Education program faculty will review the student’s application. The student should then meet with a special education program advisor in the area of interest to create a degree plan or certification program.

Note: For students who wish to seek certification ONLY in special education, application is a two-step process. First step is complete the TTU Graduate School online application applying as a CERT (non-degree seeking) student at [www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool). Second, complete the College of Education online certification application at <http://www.educ.ttu.edu/certification/>. The Graduate School will send notification of the admission decision.

For a TTU Graduate School Certificate in Autism or Dual Sensory Impairments, prospective students must: Apply through the Office of Graduate Admission Holden Hall for “General Admission” to the Graduate School as a GCERT student or online at [www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool) Read the Graduate Catalog of the University for Admission Requirements. A Bachelor’s Degree from Texas Tech University or any other university does not guarantee admission to the Certificate programs.

**Appeal process.** Applicants who are not accepted into the Master’s Degree in Special Education may appeal the Special Education program faculty’s decision. The first level of appeal is to reapply to the program, addressing the program faculty’s reasons for rejection, as delineated in the notification of the rejection letter. If an applicant is still rejected by the Special Education Program faculty, the next level of appeal is the College of Education Graduate

Academic Affairs Committee (GAAC). In making an appeal to the GAAC, the applicant must address the Special Education Program faculty's reasons for rejection as defined in the two previous letters. If the applicant's appeal is denied by the College of Education Graduate Academic Affairs Committee, there is no further recourse for admission.

### **Advisement Procedures**

Each Master's degree or certification student in the special education program is assigned an advisor by the Program Coordinator. The student's advisor will advise the student when registering for classes each semester and in completing a degree plan and/or certification plan. The student must contact the assigned advisor in advance to arrange a time for advisement during pre-registration or registration week.

New students entering the special education program should contact the Program Coordinator who will assign an advisor. The student may opt to attend open advisement during pre-registration or registration week to meet with a temporary advisor for the purposes of enrolling in classes for the upcoming semester. However, a permanent advisor will be assigned immediately thereafter by the Program Coordinator.

The certification plan and/or degree plan (for graduation) are the primary advisement tools. Both are completed early in the student's matriculation, ideally in the first semester, and provide the listing of courses needed for graduation and an expected graduation date. The student is responsible for keeping the certification and/or degree plan updated and for bringing the plan to advisement sessions. Students need to file degree plan changes with the Graduate School when necessary or when your expected graduation date changes.

The student's advisor will provide other forms of guidance as requested by the student. This assistance includes providing suggestions for preparing for the comprehensive evaluation.

## Program of Studies for Master's Degree in Education (M.Ed.)

### A. Tool Subjects and Foundations Requirements – 6 hours

EPSY 5379 Introduction to Educational Research

*plus 1 of the following:*

EPSY 5310 Philosophy of Education  
EPSY 5314 The History of Education in the United States  
EPSY 5323 Cultural Foundations of Education  
EPSY 5331 Human Development in Education  
EPSY 5332 Educational Psychology

### B. Basic Special Education Core – 6 hours

EDSP 5300 Exceptional Children and Youth  
EDSP 5307 Problems and Trends in Special Education

C. Students have a choice of a 30-semester-hour program with a master's thesis or a 36-hour non-thesis program with a comprehensive evaluation and/or comprehensive evaluation paper. Some specializations require more than 36 hours.

D. During the last semester of study, students are required to pass a comprehensive evaluation which will consist of a written exam, or an approved research paper, or by completion of the Master's thesis. Contact your program of study graduate advisor early in your matriculation for guidance to complete your degree requirements.

E. Specializations and Certifications: The number of hours required for the specializations and certifications may vary according to the area of specialization. See Attachment 2 for specific requirements in each area of specialization.

## The Master's Degree Thesis Option

Each Master's Degree student will have an option of completing a thesis as part of the requirements for the Master's Degree in Special Education. Under this option, students enroll in 6 semester hours of EDSP 6000, and this becomes part of the minimum of 36 semester hours on the degree plan. Students completing a Master's thesis are exempt from taking the comprehensive evaluation. However, students must complete a final oral defense.

If interested in completing a Master's thesis, students should discuss these plans with their advisor. A thesis committee of at least two full-time faculty members of the College of Education will be recommended by the advisor and approved by the Graduate School. This committee will provide ongoing guidance as the student prepares the proposal, carries out the research project, and completes the written document. The process of planning the thesis, ideally, should begin in the semester in which the student takes *Introduction to Educational Research*.

The final copy of the thesis is prepared in accordance with the requirements in *Instructions for Preparing and Submitting Theses and Dissertations*, available online and in the Texas Tech Bookstore.

### Evaluation for the Master Degree Thesis

1. Check with your advisor, and with your advisor's help, choose a 3 member thesis committee. This committee should match your degree plan.
2. Set up a meeting with your thesis committee to talk about your selection for an appropriate topic.
3. Your thesis committee should guide you through the process, including the need for Human Subject approval. However, it is the responsibility of the student to fill out and submit paperwork to his/her advisor.

4. Thesis defenses should be completed by early November or late March to file the thesis with the Graduate School. Remember that the Graduate School has deadlines for submission and students must adhere to these guidelines. It is the student's responsibility to keep track of all deadlines. Should a student miss the deadlines or fail the thesis defense, he or she has one semester to complete and successfully defend the thesis. Otherwise a failing grade will be recorded.

## **The Master's Degree Comprehensive Evaluation**

The comprehensive evaluation is administered in the *last semester* of the student's coursework to assess the student's level of knowledge gained throughout the Master's Degree program. Students must be enrolled in course work during the semester in which the evaluation is taken. High grades in courses do not necessarily guarantee success on the comprehensive evaluation. There are two options for the comprehensive evaluation – a written exam or an approved research paper.

The student is required to complete and submit an application the last semester of coursework to register for the comprehensive evaluation at <https://educfmk.educ.ttu.edu/SSL/Applications/mcompapp/>. At this time, please indicate your option of a written exam or an approved paper option. Students have an option of writing the evaluation by hand or by computer; the preferred mode for taking the evaluation must be specified on the application. Computer software will be Microsoft Word. The use of spell-check and grammar check programs are permissible when taking the exam by computer. A dictionary and thesaurus are provided for those hand-writing the exam. If you choose a research paper as your comprehensive evaluation option, then you must receive prior approval from your advisor regarding your chosen topic.

The four-hour comprehensive exam contains two essay questions. One question is on a general topic in special education and the other question is on a topic in the student's specialty area. Students will be given two or more possible questions from which to choose for each part of the evaluation. Four hours are scheduled for the evaluation, with two hours given to each question. If requested by the student, the assigned advisor will provide suggestions on major topical areas in which to prepare for the evaluation. The student's advisor is not responsible for the student's preparation. An online comprehensive evaluation review is available to students who want further information. This review is located at [http://www.educ.ttu.edu/docs/handbooks/Review\\_Pkt\\_Mas\\_Comp\\_EDSP.pdf](http://www.educ.ttu.edu/docs/handbooks/Review_Pkt_Mas_Comp_EDSP.pdf). See Attachment 3 for other options for the comprehensive evaluation (Comprehensive Exam Paper and Action Research Project).

Any student, because of a disabling condition, who may require special arrangements in order to take the comprehensive evaluation for the Master of Education Degree, should register with Student Disability Services at <http://www.depts.ttu.edu/studentaffairs/sds/default.asp>. For more information please call or go by their office to find out what forms they require you fill out to verify proof of a disability. Student Disability Affairs is located in Room 214 of West Hall and their phone number is (806)742-2405. Special arrangements will be provided for students with disabilities and upon notification on the online application and to the College of Education Graduate Education and Research Office, Room 105. The student should also discuss individual needs with his/her advisor to arrange the needed accommodations.

Two faculty members in special education will assess the student's evaluation independently using the evaluation scale in Attachment 4. The evaluators will determine the level of effectiveness that the student has demonstrated in responding to the components of the questions and how the papers are supported with current references from professional literature. The responses will then be rated on a pass/fail basis. If the evaluators disagree on whether a response merits a pass, another full-time special education faculty member will provide an independent assessment. The faculty may request an oral evaluation when additional information is needed to determine if the student passed or failed.

If the student fails the evaluation, the student's advisor will provide suggestions for remediation. The student may retake the evaluation, one time, after a lapse of four months.

The approved research paper is due the same date as the comprehensive evaluation exam. The student must register online, as stated above, for the Master's comprehensive evaluation specifying the research paper option.

## Additional Information

### Internship Experience in Teaching Fields

All students seeking a Master's degree and/or certification in generic special education, visual impairment, orientation and mobility, deaf and hard of hearing, and deafblind must complete an internship experience in a field-based setting. Field experiences are governed by the following policies adopted by the special education faculty on September 9, 1998.

1. A total of 350 hours must be completed for a Master's Degree.
2. The internship requirements will be developed cooperatively between a faculty member and the student to provide the best educational experience possible and to allow students to develop and grow professionally.
3. The internship requirements should be responsive to licensing/certifying organization requirements so that upon completion of the special education program, graduate students will be eligible for certification or licensure.
4. Since the majority of students are employed full-time, they may accomplish the requirements in two or more of the following ways as determined by their supervising faculty member. Examples of activities could include:
  - 150 documented hours of placement in a full or part-time capacity for a school or service agency.
  - Completion of a project under the mentorship/supervision of the supervising faculty member.
5. The internship will be supervised by a university faculty member.

Students are placed full-time or part-time in programs that comply with standards established for educational programs by the Texas Education Agency (TEA), CEC, ACVREP and NCATE (or other recognized accrediting body). Students work under the direction of a mentor/supervisor who is an experienced educator of students with disabilities and who must:

- Be appropriately certified by the Texas Education Agency or other recognized accrediting agency to teach where the student is assigned for the field experience.
- Demonstrate professional practices that are consistent with the program in special education.
- Be assigned no more than one internship student for a given period.
- Have 3 years of teaching experience in teaching students in the area of emphasis.
- Be recognized by his or her supervisor as exemplary.

Daily, ongoing guidance will be provided by the student's on-site mentor/supervisor. The role of Texas Tech in supervision of the intern is as follows:

- Interns will be supervised by a university professional with appropriate preparation in the area of emphasis.
- Supervisor will contact the intern at the internship site at least three times during the semester.
- Contacts should be initiated by the student periodically throughout the semester.
- Written and verbal feedback on the student's performance will be provided.

Students should contact a professor in the area of emphasis to ascertain the specific requirements for internship in their specific exceptionality area. Semester and clock hour requirements and specific criteria for evaluating the

internship student are contained in the course outline used by the individual professor. To demonstrate satisfactory performance at the internship site, the intern must:

- carry out responsibilities specified by the supervisor with a high level of competence,
- demonstrate creativity, problem solving, and critical thinking in carrying out specified practicum responsibilities,
- demonstrate professionalism and ethical practices in compliance with the CEC Code of Ethics,
- contribute meaningfully to the classroom or program to which the practicum student is assigned.

### **Internship Experiences for Educational Diagnosticians**

Internship requirements are uniquely designed to prepare personnel for the challenging role of the educational diagnostician. Each practicum and internship requires a combination of assessment and in-class experiences including actual testing experience, in-class activities, and assignments.

- A total of 350 hours must be completed for a Master's Degree.
- Practicum assignments are based on TEA and CEC guidelines.
- In-class and out of class assignments constitute extensive hours of preparation, testing, and analysis of assessment data.
- All experiences and internship requirements must be approved by the university supervisor.
- General criteria for satisfactory performance in the internships are provided in the individual course syllabi.
- The internship requirements will be developed cooperatively between a faculty member and the student to provide the best educational experience possible and to allow students to develop and grow professionally.
- The internship requirements should be responsive to licensing/certifying organization requirements so that upon completion of the special education program, graduate students will be eligible for certification or licensure

## Attachment 1

### CEC Code of Ethics

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Special education professionals:

- are committed to developing the highest educational and quality of life potential of exceptional individuals
- promote and maintain a high level of competence and integrity in practicing their profession
- engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects
- exercise objective professional judgment in the practice of their profession
- strive to advance their knowledge and skills regarding the education of exceptional individuals
- work within the standards and policies of their profession
- seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession
- do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

## Attachment 2

### Program of Studies for Deaf and Hard of Hearing Education

<b>Core Courses</b>	EPSY 5379	Introduction to Educational Research
<b>plus 1 of</b>	EPSY 5310	Philosophy of Education
	EPSY 5314	History of Education
	EPSY 5323	Cultural Foundations of Education
	EPSY 5331	Human Development in Education
	EPSY 5332	Educational Psychology
<b>Special Education Core</b>	EDSP 5300	Exceptional Children and Youth
	EDSP 5307	Problems and Trends in Special Education
<b>Specialization Courses</b>	AHSL 5344*	Basics of Audiology Development of Oral Communication for Students Who Are Deaf or Hard of Hearing
	AHSL 5345*	Aural Habilitation
	EDSP 5350*	Foundations and Psychosocial Aspects of Students Who Are Deaf or Hard of Hearing
	EDSP 5351*	Emergent Language and Literacy for Students Who Are Deaf or Hard of Hearing
	EDSP 5352*	Oral Communication for Students Who Are Deaf or Hard of Hearing
	EDSP 5353*	Educational Strategies for Advanced Language and Literacy For Students Who Are Deaf or Hard of Hearing
	EDSP 5354*	Accessing the General Education Curriculum for Students Who Are Deaf or Hard of Hearing
	EDSP 5093*	Internship in Special Education

#### **Total of 36 Credit hours**

\*Required for TEA endorsement; TExES examination required.

This degree plan leads to a M. Ed. in Special Education.

## Program of Studies for Generic Special Education

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<b>Core Courses</b>	EPSY 5379	Introduction to Educational Research
	EPSY 5331	Human Development in Education
<b>Special Education Core</b>	EDSP 5300*	Exceptional Children and Youth
	EDSP 5307	Problems and Trends in Special Education
<b>Specialization Courses</b>	EDSP 5301*	Educational Appraisal of Exceptional Children
	EDSP 5303*	Applied Behavior Analysis in Special Education
	EDSP 5304*	Instructional Strategies for Teaching Students with High Incidence Disabilities
	EDSP 5306*	Instructional Strategies for Teaching Students with Low Incidence Disabilities
		or
	EDSP 5308*	Authentic Assessment for Students with Exceptionalities
	EDSP 5093*	Internship in Special Education
plus 3 of		
	EDSP 5320	Children and Youth with Low Incidence Disabilities
	EDSP 5330	Children and Youth with High Incidence Disabilities
	EDSP 7000	Independent Research (up to 6 credits)

\* Required for TEA endorsement; TExES examination also required.

Program of Studies for Board Certified Behavior Analyst (BCBA®) and  
a Masters of Education in Special Education

<b>Core Courses</b>	EPSY 5379	Introduction to Educational Research
	EPSY 5331	Human Development in Education
<b>Special Education Core^</b>	EDSP 5307	Problems and Trends in Special Education
<b>Specialization Courses</b>	EDSP 5301	Educational Appraisal of Exceptional Children
	EDSP 5320	Children and Youth with Low Incidence Disabilities
	EDSP 5303*	ABA I: Applied Behavior Analysis in Special Education
	EDSP 5306	Instructional Strategies for Low Incidence Disabilities
	EDSP 5345*	ABA II: Single Subject Design
	EDSP 5346*	ABA III: Functional Behavior Assessment
	EDSP 5347*	ABA IV: Behavior Change Procedures
	EDSP 5348*	ABA V: Advanced Issues in ABA
	EDSP 5093	Internship in Special Education

^EDSP 5300 Exceptional Children and Youth may be required as a leveling course.

"The Behavior Analyst Certification Board, Inc.® has approved the following course sequence\* as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination. Applicants will have to meet additional requirements to qualify."

The course sequence approval number for Texas Tech University is CS118.

\*Required for **BCBA®** certification; Standards for the Behavior Analyst Certification Board also required. To access these standards please visit: <http://www.bacb.com/>.

## **Behavior Analyst Certification Board Requirements**

In order to obtain certification as a Board Certified Behavior Analyst (BCBA®) you must take the required graduate courses. Texas Tech University is now accredited to offer these graduate courses through an online program. In addition to the five courses listed below, you are required to have a Master's degree from an accredited institution. The Master's of Education (M.Ed.) from Texas Tech University fulfills that requirement.

"The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® Examination. Applicants will have to meet additional requirements to qualify."

EDSP 5303: ABA I: Applied Behavior Analysis in Special Education	Fall and Spring
EDSP 5345: ABA II: Single Subject Design	Spring
EDSP 5346: ABA III: Functional Behavior Assessment	Summer
EDSP 5347: ABA IV: Behavior Change Procedures	Fall
EDSP 5348: ABA V: Advanced Issues in ABA	Fall

All courses are offered online. The course sequence approval number for Texas Tech University is CS118.

EDSP 5346, 5347, and 5348 have prerequisites. All five courses must be taken through Texas Tech University. You cannot transfer prerequisite courses in from another university. EDSP 5346, 5347, and 5348 may not be taken without enrollment in our program.

Please remember that you should check for the latest requirements of the Behavior Analyst Certification Board, Inc.® to ensure that you are completing all elements. The website is located at <http://www.bacb.com/>.

1. The completion of 225 classroom hours at the graduate level.
2. Supervised Independent Field Work: Supervised independent field work consists of 1500 hours in behavior analysis with a total of 75 of those hours supervised. You are responsible to finding a qualified BCBA® supervisors and documenting these hours with them.
3. You must submit the application, located at <http://www.bacb.com/>. (The above requirements must be completed, documented, and included in the application packet before an application will be reviewed to take the examination.)
4. Successful completion of the national certification exam. You must complete the national boards on your own.

The completion of the certification process is independent of the University. We do not provide mentoring or supervisory roles for individuals completing the standards for certification. The student can access information in regards to available mentors through the Behavior Analyst Certification Board, Inc.®. If you have any further questions regarding certification through the Behavior Analyst Certification Board, Inc.®, please visit their website at <http://www.bacb.com/>.

# Program of Studies for Educational Diagnostician

(Master's with Certification)

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<b>Prerequisite or Leveling Course</b>	EDSP 5300*	Exceptional Children and Youth
<b>Required Courses</b>	EDSP 5301*	Educational Appraisal of Exceptional Children
	EDSP 5303*	Applied Behavior Analysis in Special Education
	EPSY 5331*	Human Development in Education
	EPSY 5389*	Individual Intelligence Testing
	EDSP 5390*	Seminar in Special Education for Educational Diagnostics
	EDSP 5093	Internship in Special Education
	EDSP 5094	Advanced Internship in Special Education
<b>Nine* hours from:</b>	EDSP 5307*	Problems and Trends in Special Education
		or
	EDSP 5306	Instructional Strategies for Teaching Students with Low Incidence Disabilities [if Master's Degree is already completed]
	EDSP 5320*	Children and Youth with Low Incidence Disabilities
	EDSP 5330*	Children and Youth with High Incidence Disabilities
<b>Six* hours from:</b>	EDSP 5304*	Instructional Strategies for Teaching Students with High Incidence Disabilities
	EDSP 5308*	Authentic Assessment for Students with Exceptionalities

\*Required for TEA endorsement. Diagnostician certification also requires TExES examination, Master's Degree, 2 years of teaching experience, and a valid Texas teaching certificate. The Master's Degree also requires EPSY 5379.

Diagnostic testing/evaluation courses should be taken in the following order:

EDSP 5301, EDSP 5093 in one semester

EPSY 5389, EPSY 5094 in the Spring semester

EDSP 5390 Seminar in Special Education for Educational Diagnostics and EDSP 5308 in the Fall semester after EPSY 5389

## Program of Studies for Visual Impairment

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<b>Core Courses</b>	EPSY 5379	Introduction to Educational Research
<b>plus 1 of</b>	EPSY 5310	Philosophy of Education
	EPSY 5314	History of Education
	EPSY 5323	Cultural Foundations of Education
	EPSY 5331	Human Development in Education
	EPSY 5332	Educational Psychology
<b>Special Education Core</b>	EDSP 5300*	Exceptional Children and Youth
	EDSP 5307	Problems and Trends in Special Education
<b>Specialization Courses</b>	EDSP 5380*	Programs and Services for Individuals with Visual Impairments
	EDSP 5381*	Instructional Strategies for Individuals with Visual Impairments
	EDSP 5382*	Communication Skills for Individuals With Visual Impairments
	EDSP 5383*	Anatomy and Functions of the Visual System
	EDSP 5384*	Basic Orientation and Mobility Skills
	EDSP 5389*	Methods and Materials for Teaching Students with Dual Sensory Impairments
	EDSP 5093*	Internship in Special Education (3 hrs.)
Elective	3 hours	

\* Required for TEA endorsement; TExES examinations in Braille and visual impairment are required.

# Program of Studies for Deafblind

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<b>Core Courses</b>	EPSY 5379	Introduction to Educational Research
<b>plus 1 of</b>	EPSY 5310	Philosophy of Education
	EPSY 5314	History of Education
	EPSY 5323	Cultural Foundations of Education
	EPSY 5331	Human Development in Education
	EPSY 5332	Educational Psychology
<b>Special Education Core</b>	EDSP 5300	Exceptional Children and Youth
	EDSP 5307	Problems and Trends in Special Education
<b>Specialization Courses</b>	EDSP 5383	Anatomy and Functions of the Visual System
	EDSP 5384	Basic Orientation and Mobility Skills
	EDSP 5388	Programs and Services for Students with Dual Sensory Impairments
	EDSP 5389	Methods and Materials for Teaching Students with Dual Sensory Impairments
	EDSP 5390	Seminar in Special Education: Physical Aspects of Hearing Impairment
	EDSP 5093	Internship in Special Education (6 hrs.)
Electives	3 hours	

Note: The program in Deafblind is a Master's Degree program only and does not lead to a specific TEA endorsement.

# Program of Studies for TTU Deafblind Graduate Certificate

administered by TTU Graduate School and Master's Special Education

## **Required Courses:**

- EDSP 5383 Anatomy and Functions of the Visual System
- EDSP 5384 Basic Orientation and Mobility Skills
- EDSP 5388 Programs and Services for Students with Dual Sensory Impairments
- EDSP 5389 Methods and Materials for Teaching Students with Dual Sensory Impairments
- EDSP 5390 Seminar in Special Education: Physical Aspects of Hearing Impairment
- EDSP 5093 Internship in Special Education (6 hrs.)

Course	Frequency of Offering	Prerequisites	Taught by Distance
EDSP 5383	once per year	None	Yes
EDSP 5384	once per year	None	Yes
EDSP 5388	once per year	None	Yes
EDSP 5389	once per year	None	Yes
EDSP 5390	once per year	None	Yes
EDSP 5093	twice per year	With instructor permission	Yes

Note: The program in Deafblind is a TTU Certificate program only and does not lead to a specific state endorsement.

Total of 21 Credit hours

# Program of Studies for Orientation and Mobility

(Master's with Certification)

<b>Core Courses</b>	EPSY 5379	Introduction to Educational Research
Plus 1 of	EPSY 5310 EPSY 5314 EPSY 5323 EPSY 5331 EPSY 5332	Philosophy of Education History of Education Cultural Foundations of Education Human Development in Education Educational Psychology
<b>Special Education Core</b>	EDSP 5300 EDSP 5307	Exceptional Children and Youth Problems and Trends in Special Education
<b>Specialization Courses</b>	EDSP 5384*  EDSP 5386*  EDSP 5390*  EDSP 5387*  EDSP 5390*  EDSP 5093*	Basic Orientation and Mobility Skills  Intermediate Orientation and Mobility Training for Multihandicapped and Blind  Seminar in Special Education: Intermediate Seminar in Orientation and Mobility  Advanced Orientation and Mobility Training for Multihandicapped and Blind  Seminar in Special Education: Advanced Seminar in Orientation and Mobility  Internship in Orientation and Mobility (3 hrs)
<b>Vision Courses:</b>	EDSP 5380*  EDSP 5389*  EDSP 5383*	Programs and Services for Students with Visual Impairments  Methods and Materials for Teaching Students with Dual Sensory Impairments  Anatomy and Functions of the Visual System

Total of 36 Credit hours  
(rev. 12/01)

\*Required for student to be eligible for Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) Orientation and Mobility Specialist Certification.

This degree plan leads to a M. Ed. in Special Education. For certification as an Orientation and Mobility Specialist, all of the Specialization and Vision Courses must be completed as well, a total of 39 semester hours.

# Program of Studies for TTU Autism Graduate Certificate

administered by TTU Graduate School and Master's Generic Special Education

## **Required Courses:**

- EDSP 5303 Applied Behavioral Analysis in Special Education  
EDSP 5306 Instructional Strategies for Teaching Students With Low Incidence Disabilities  
EDSP 5320 Children and Youth with Low Incidence Disabilities  
EDSP 5390 Seminar in Special Education: Augmentative and Alternative Communication Systems  
EPSP 5345 Data Collection  
(Methods and Simple Subject Designs)

Course	Frequency of Offering	Prerequisites	Taught by Distance
EDSP 5303	twice per year	None	Yes
EDSP 5306	once per year*	None	Yes
EDSP 5320	twice per year	None	Yes
EDSP 5345	once per year	None	Yes
EDSP 5390	once per year	None	Yes

\*and alternating summers

## Attachment 3

# Comprehensive Evaluation Options for Special Education

### Option 1: The Four-hour Written Comprehensive Exam

1. This option is a four-hour long written and proctored comprehensive exam
2. File with the Associate Dean for Graduate Studies to take the Master's Comprehensive Exam.
3. Download the exam study packet from the special education website.
4. If further guidance is needed, check with your advisor.

### Option 2: Comprehensive Exam Paper

1. Prior to your final semester, choose a topic of interest regarding special education. Consult your advisor regarding the topic for approval. Fill out the **Comprehensive Exam Paper Proposal Form** (See Attachment 5), and submit it to your advisor for approval. The paper must be submitted by the date of the comprehensive evaluation each semester. If work is not satisfactory or is not turned in by the deadline, the student will have to re-enroll for the following semester and meet those specific deadlines. Students have two trials for successful completion of the comprehensive exam paper for their M.Ed.
2. Write a comprehensive exam paper over the body of research you have collected. Include a review of literature, a concluding section over practical implication of the research for the field of special education and your classroom and a complete reference page. The exam paper should be approximately 20 to 25 pages in length, have a minimum of 20 sources, and adhere to APA guidelines. Materials should be presented electronically and in hard copy. These materials will be available for public view on the special education website for professional development of other educators. For more information refer to the rubric located in Attachment 6.

### Option 3: Action Research Project

1. In the long semester preceding your final semester of course work, choose a topic of interest regarding special education and research in your own classroom setting. Meet with your advisor regarding the topic. Draw up an action plan. It must be noted that work must be submitted by the dates of the comprehensive examinations each semester. If work is not satisfactory or is not turned in by the deadline, the student will have to re-enroll for the following semester and meet those specific deadlines. Students have two trials for successful completion for their M.Ed.
2. File the appropriate Human Subject paper work with the Office of Research Services and with your advisor. It is the student's responsibility to fill out the paper work and submit it to your advisor.

3. The Action Research Project will include:
  - a. Review of literature
  - b. Focus of the project
  - c. Significance of the project
  - d. Research questions
  - e. Method
  - f. Results
  - g. Application of the results within your classroom
  - h. Implications for the field of special education

The action research project should be approximately 30 to 40 pages in length and adhere to APA guidelines. Materials should be presented electronically and in hard copy. These materials will be available for public view on the special education website for professional development of other educators.

## Attachment 4

# Evaluation Form for Written Comprehensive Exam

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Student Test Number \_\_\_\_\_ Question Number \_\_\_\_\_ Reader Code \_\_\_\_\_

**Topic area question addresses:** *Check appropriate area(s).*

- \_\_\_\_\_ generic special education
- \_\_\_\_\_ gifted and talented
- \_\_\_\_\_ educational diagnostician
- \_\_\_\_\_ visual impairment
- \_\_\_\_\_ deafblind
- \_\_\_\_\_ orientation and mobility
- \_\_\_\_\_ **general special education (answered by all students)**

**Directions:** Using the point scales provided in each of the three areas below, circle the number to the left of each item that reflects the student's performance.

**Writing style:** (low) 0 1 (high)

- 0 1 Introduction and major points of the paper are stated early.
- 0 1 Spelling, punctuation, grammar, sentence structure, vocabulary, and design of paragraphs are appropriate for a first draft paper.
- 0 1 Ideas and paragraphs are tied to the topic sentences.
- 0 1 A reflective concluding paragraph is provided.

**Accuracy:** (low) 0 1 2 (high)

- 0 1 2 Statements are accurate and appropriate to the content of the question.
- 0 1 2 Responses are supported by adequate documentation.

**Completeness:** (low) 0 1 2 (high)

- 0 1 2 All aspects of the questions are addressed.
- 0 1 2 For the major area there is a demonstrated knowledge of major contributors in field including the most recent research.
- 0 1 2 The most recent research is included as appropriate.
- 0 1 2 The paper demonstrates reflective synthesis of the literature.

**Total Score:** \_\_\_\_\_

The total maximum score is 16 points, with a minimum passing score of 12 (75%) points. If a passing score is not attained, a third reader will evaluate the evaluation.

**Student's Rating:** *Please circle either pass or fail* **Pass** **Fail**

**Comments:** (Required if score of 0 points is given for an item. State why this score was given.)



## Attachment 6 Evaluation Form for Comprehensive Exam Paper

Student Name \_\_\_\_\_ Reader Code: \_\_\_\_\_

**Directions to the student:** Submit two hard copies of paper, 20-25 pages in length, and an electronic copy in APA style to the two faculty members who will evaluate the paper. If there is a disagreement between the two readers, a third reader will also evaluate the paper.

**Directions to the readers:** Using the point scales provided in each of the following areas, circle the number to the left of each item that reflects the student performance.

0 = absent; 1 = unacceptable; 2 = needs improvement; 3 = acceptable; 4 = exemplary

### Components

#### Writing Style:

Introduction and major points stated clearly	0	1	2	3	4
Writing mechanics (spelling, punctuation, sentence structure, etc.)	0	1	2	3	4
Cohesiveness	0	1	2	3	4
Comprehensiveness	0	1	2	3	4
Use of APA style	0	1	2	3	4

#### Annotated bibliography:

Minimum of 20 sources	0	1	2	3	4
Rigor and appropriateness of sources	0	1	2	3	4

#### Conclusions and Implications for classrooms:

Research based implications	0	1	2	3	4
Practical implications	0	1	2	3	4

TOTAL SCORE \_\_\_\_\_

Total maximum score is 36 points, with a minimum passing score of 28 points (80%).

**Student's Rating:** Please circle.                      **Pass**              **Fail**

**Comments:** (Required if a Score of 0 or 1 point is given for an item, state reason.)

## Attachment 7

### Evaluation Form for Action Research Paper

Student Name: \_\_\_\_\_ Reader Code: \_\_\_\_\_

**Directions to the student:** A minimum of two semesters is needed to complete this project. Prior to beginning this research project, Human Subjects forms must be completed and submitted to TTU Office of Research Services in a timely manner. Submit two hard copies of the project, 30-40 pages in length, and an electronic copy in APA style, to the two faculty members who will evaluate the paper. If there is a disagreement between the two readers, a third reader will also evaluate the paper.

**Directions to the readers:** Using the point scales provided in each of the following areas, circle the number to the left of each item that reflects the student's performance.

0 = absent; 1 = unacceptable; 2 = needs improvement; 3 = acceptable; 4 = exemplary

#### Components

##### Mechanics:

Writing mechanics (spelling, punctuation, sentence structure, etc.)	0	1	2	3	4
Cohesiveness	0	1	2	3	4
Comprehensiveness	0	1	2	3	4
Use of APA style	0	1	2	3	4

##### Components of Project:

Review of Literature	0	1	2	3	4
Significance of Project to Special Education	0	1	2	3	4
Research Questions	0	1	2	3	4
Methods	0	1	2	3	4
Results					
Application of results within worksite	0	1	2	3	4
Recommendations for future					
Research in Special Education	0	1	2	3	4

TOTAL SCORE \_\_\_\_\_

Total maximum score is 40 points, with a minimum passing score of 32 points (80%).

**Student's Rating:** Please circle.                      **Pass**              **Fail**

**Comments:** (Required if a Score of 0 or 1 point is given for an item, state reason).

## Attachment 8

### Application Materials

#### Steps in Application Process for the Master's Degree

- ❑ Submit the Application for Admission to the Graduate School of Texas Tech University to the Graduate School (03 Holden Hall) or online at [www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool)
- ❑ Submit official transcripts of all college work to the Graduate School
- ❑ Submit Graduate Records Exam (Qualitative, Verbal and Writing) scores to the Graduate School
- ❑ International students: Submit Test of English as a Foreign Language (TOEFL) score to the Graduate School
- ❑ Submit the ENCLOSED (Attachment 8) program application form, acknowledgement form, resume, and applicant statement, to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- ❑ Send 2 recommendations using attached program recommendation form to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- ❑ IF YOU RECEIVE AN OFFICIAL LETTER OF ADMISSION from the Graduate School, develop the Program for Master's Degree (degree plan) with a faculty advisor, who will also advise you on course selection and registration.
- ❑ IF YOU RECEIVE A REJECTION LETTER from the Graduate School, contact the Associate Dean of Graduate Education and Research (806) 742-1998, Ext 436 (Ed., Room 110A) for advisement regarding the admissions appeals process.

**Master of Education Degree in Special Education and/or Certification  
Application Cover Sheet**

Name: \_\_\_\_\_ Date:

Thank you for your interest in our Master's level special education program. We currently offer the following professional emphases. Please indicate your area of interest below by checking the applicable box.

1. **Generic Special Education** – 36 semester hours. Provides academic coursework for Master's Degree and application for certification as a Generic Special Education Teacher in Texas. (See program description for additional requirements for certification and Master's degree.)

**1a. Non-degree Generic Special Education Graduate Certification only - see Attachment 2**

2. **Educational Diagnostician** -- 48 semester hours. Meets academic coursework requirements for Master's Degree and certification endorsement as an Educational Diagnostician. (See program description for additional requirements for certification and Master's degree.)

**2a. Non-degree Educational Diagnostician Certification only:** Must have a Master's Degree and teaching certificate to apply.

3. **Visual Impairment** -- 36 semester hours. Meets academic coursework requirements for Master's Degree application for certification as a Teacher of Students with Visual Impairments in Texas. (See program description for additional requirements for Certification and Master's degree.)

**3a. Non-degree Visual Impairment Certification only:** Must have a Bachelor's degree and initial teaching certificate to apply.

4. **Orientation and Mobility Specialist** -- 42 semester hours. Meets academic coursework requirements for Master's Degree and application for certification as an Orientation and Mobility Specialist by ACVREP. (See program description for additional requirements for certification and Master's degree.)

**4a. Non-degree Orientation and Mobility Specialist Certification only**

5. **Deafblind** -- 36 semester hours. Meets academic coursework requirements for a Master's or Doctoral Degree only and does not lead to a specific TEA endorsement.

**5a. Non-degree Dual Sensory Endorsement**

6. **Deaf and Hard of Hearing** -- 36 semester hours. Meets academic coursework requirements for a Master's Degree and application for certification as a teacher of students who are deaf or hard of hearing in Texas. (See program description for additional requirements for certification and Master's degree).

**6a. Non-degree Deaf and Hard of Hearing Certification only.** Must have a Bachelor's degree and initial teaching certificate to apply.

7. **Board Certified Behavior Analyst (BCBA®)** –36 semester hours. Meets academic coursework requirements for a Master's degree. Student should contact the Behavior Analyst Certification Board, Inc.® to ensure completion of all national certification elements. The website is located at <http://www.bacb.com/>. The course sequence approval number for Texas Tech University is CS118.

7a. **Non-degree Board Certified Behavior Analyst (BCBA®)** only—Must have an earned Master's degree and complete all coursework for the Board Certified Behavior Analyst (**BCBA®**) through Texas Tech University. Contact the Behavior Analyst Certification Board **to ensure completion of all national certification elements.** **The website is located at <http://www.bacb.com/>.** The course sequence approval number for Texas Tech University is CS118.

□ 8. GCERT: Autism, Dual Sensory (Details available at [www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool) )

**Completed applications are reviewed on a monthly basis.**

Please return this form, the Special Education Application Form, resume, Acknowledgement Form and your Applicant Statement to the Associate Dean for Graduate Education and Research.

## Master of Education Degree in Special Education and/or Certification Application Cover Sheet

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

Date: \_\_\_\_\_

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- 1a. **Non-degree Generic Special Education Graduate Certification only - see Attachment 2**
- 2. **Educational Diagnostician** -- 48 semester hours. Meets academic coursework requirements for Master's Degree and certification endorsement as an Educational Diagnostician. (See program description for additional requirements for certification and Master's degree.)
- 2a. **Non-degree Educational Diagnostician Certification only:** Must have a Master's Degree and teaching certificate to apply.
- 3. **Visual Impairment** -- 36 semester hours. Meets academic coursework requirements for Master's Degree application for certification as a Teacher of Students with Visual Impairments in Texas. (See program description for additional requirements for Certification and Master's degree.)
- 3a. **Non-degree Visual Impairment Certification only:** Must have a Bachelor's degree and initial teaching certificate to apply.
- 4. **Orientation and Mobility Specialist**-- 42 semester hours. Meets academic coursework requirements for Master's Degree and application for certification as an Orientation and Mobility Specialist by ACVREP. (See program description for additional requirements for certification and Master's degree.)
- 4a. **Non-degree Orientation and Mobility Specialist Certification only**
- 5. **Deafblind** -- 36 semester hours. Meets academic coursework requirements for a Master's or Doctoral Degree only and does not lead to a specific TEA endorsement.
- 5a. **Non-degree Dual Sensory Endorsement**
- 6. **Deaf and Hard of Hearing** -- 36 semester hours. Meets academic coursework requirements for a Master's Degree and application for certification as a teacher of students who are deaf or hard of hearing in Texas. (See program description for additional requirements for certification and Master's degree).
- 6a. **Non-degree Deaf and Hard of Hearing Certification only.** Must have a Bachelor's degree and initial teaching certificate to apply.
- 7. GCERT: Autism, Dual Sensory (Details available at [www.depts.ttu.edu/gradschool](http://www.depts.ttu.edu/gradschool) )

**Completed applications are reviewed on a monthly basis.**

Please return this form, the Special Education Application Form, resume, Acknowledgement Form and your Applicant Statement to the Associate Dean for Graduate Education and Research.

## Master of Education Degree in Special Education

### Applicant Statement Instructions

As part of your application process to the Texas Tech University Special Education Graduate Program, which includes certification, the faculty requires completion of a personal statement from you. In order to evaluate your credentials fairly, we need to know about you and your professional goals so that we can determine if a good match potentially exists between what our program offers and what you are seeking in a Master's Degree or Professional Certification as an Educational Diagnostician or an Orientation and Mobility Specialist. Pursuit of other special education certifications do not require the full application. Please respond to the following question:

**Describe your interest or experience with special populations, including why you are interested in the profession of special education.**

We purposely wish to give you wide latitude in deciding what elements to include in your statement. Example of what you may wish to include:

- a profile of your beliefs, values and philosophy,
- a concise narrative about a critical incident in your life that has had an influence on your decision to enter special education,
- an assessment of your strengths and weaknesses,
- an illustration of your creativity in working on a project or facing a challenge, or
- other information that you think is pertinent to helping us to evaluate your application.

The length of the essay should be 1 page, typed, and double-spaced. It is important to keep in mind that this statement will be reviewed for **content**, and your **writing skills** will be judged.

The essay should be **returned with your other completed application materials** by the appropriate deadline.

Department of Educational Psychology and Leadership  
Special Education Program  
College of Education  
Texas Tech University  
Box 41071  
Lubbock, TX 79409-1071  
(806) 742-1997 or 1998  
Fax (806) 742-2179  
[www.educ.ttu.edu](http://www.educ.ttu.edu)



**Master of Education Degree in Special Education or Certification**  
**Texas Tech University**  
**Recommendation Form**

**To the applicant:** Complete the information requested below and give this form to the person serving as a reference along with a stamped envelope addressed to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, TX 79409. Sign the waiver below if you want the recommender's comments to remain confidential.

Applicant's Name: \_\_\_\_\_  
Last First Middle

Recommender's Name: \_\_\_\_\_  
Last First Middle

I waive my rights to ever see this form and any supplementary notes or letters.

\_\_\_\_\_

Signature Date

**Applicant: Do Not Write Below This Line**

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**To the recommender:** The person named above is applying for admission to the graduate program in Special Education at Texas Tech University. We would appreciate having your appraisal of the applicant's qualifications for graduate work. Please respond on this form and attach an additional letter if desired. Thank you for your assistance.

1. How long have you known the applicant? \_\_\_\_\_
2. How well do you know the applicant?     casually     fairly well     very well
3. In what capacity have you known the applicant?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Please rate the applicant on the characteristics shown below. Use the scale provided where 1 = weak, 2 = fair, 3 = good, 4 = strong and NA = not applicable or can't judge. Indicate below to whom you are comparing the applicant.

	<input type="checkbox"/> undergraduates	<input type="checkbox"/> master's level students	<input type="checkbox"/> doctoral level students		
a. Capacity for analytical thinking	1	2	3	4	NA
b. Dependability	1	2	3	4	NA
c. Motivation and enthusiasm	1	2	3	4	NA
d. Organizational ability	1	2	3	4	NA
e. Ability to work cooperatively	1	2	3	4	NA
f. Ability to handle stressful situations effectively	1	2	3	4	NA
g. Possesses integrity	1	2	3	4	NA
h. Written and oral communication	1	2	3	4	NA

5. Do you have knowledge of the applicant ever behaving in an unethical or unprofessional manner?

Yes       No      If yes, please explain in #6 below

6. Please write a few sentences on your estimate of the applicant's chances of successfully completing the program of study in Special Education and your opinion of his or her likely performance as a leader in the profession once the degree is completed. Statements about the candidate's **emotional maturity and stability, character and integrity, and interpersonal effectiveness** are particularly important for persons applying to our program.

7. If you alone were making the decision to accept this applicant as a graduate student, which of the following would best describe your decision?

- Recruit – will be a truly outstanding student and professional
- Definitely accept – will complete the degree at a superior level
- Accept – will complete the degree at an adequate level
- Accept – with reservations about ability or motivation
- Accept – with reservations about potential as a special educator
- Do not accept (please explain in #6 above)

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Office Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Thank you for your assistance.**

**Please return this form to:**

**Associate Dean for Graduate Education and Research**

**College of Education**

**Box 41071**

**Lubbock, Texas 79409-1071**

