

Special Education MS/MEd

Degree Requirements

For the master's degree programs in Special Education, both thesis and nonthesis options are available. The following are examples of typical tracks:

Master of Education/Master of Science in Special Education - Non-Thesis w/Initial Certification

* Note: Certification courses (noted with a * below) are set up in a cohort schedule. There will be a one year admission window in July every year to begin certification courses in the Fall semester. Passing of the TX PACT exam and acceptance to the alternative certification program must be completed prior to starting the certification section. Students must complete four of the six identified course, pass their content test and complete 30-hours of Early Field Experience (EFE) prior to their teaching assignment. Students will take the PPR (pedagogy) exam after completing four of the certification courses and before they complete their teaching assignment. The final capstone course will be taken when the student enters their teaching assignment (EDCI 515).

Core (15 semester hours)

SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3

Methods (18 semester hours)

EDCI 514	Mgmt & Curr Dev for Div Lnrs *	3
EDCI 515	Evidence-Based Teaching for Diverse Populations (student teaching) *	3
EDCI 517	Rdg & Lrng in K-12 Cont Area *	3
EDCI 519	Response to Intervention Applied to Exceptional Learners *	3
SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
SPED 583	Elementary Instructional Methods To Support Students with Disabilities	3

Research (3 semester hours)

SPED 595	Research Literature & Techniques (3 semester hours required)	3
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Total Hours

36

Master of Education/Master of Science in Special Education -w/emphasis in Assistive Technology Option I Thesis

Core (15 semester hours)

SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3

Methods (6 semester hours)

SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3

Assistive Technology Emphasis (12 semester hours)

SPED 501	Introduction to Assistive Technology	3
SPED 502	Assistive Technology Assessment and Evaluation	3
SPED 503	Strategies for Assistive Technology Implementation	3
SPED 504	Accessibility and Digital Inclusion	3

Thesis (9 semester hours)

SPED 605	Single Subject Designs	3
SPED 518	Thesis (6 semester hours required)	6

Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement

Total Hours**42**

Master of Education/Master of Science in Special Education -w/emphasis in Assistive Technology Option II Non-Thesis

Core Courses (15 semester hours)

SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3

Methods (6 semester hours)

SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3

Assistive Technology Emphasis (12 semester hours)

SPED 501	Introduction to Assistive Technology	3
SPED 502	Assistive Technology Assessment and Evaluation	3
SPED 503	Strategies for Assistive Technology Implementation	3
SPED 504	Accessibility and Digital Inclusion	3

Research (6 semester hours)

SPED 605	Single Subject Designs	3
SPED 595	Research Literature & Techniques (3 semester hours required)	3

Total Hours**39**

Master of Education/Master of Science in Special Education w/emphasis in Applied Behavior Analysis - Option I Thesis

Core (15 semester hours)

SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
or PSY 535	Applied Behavior Analysis	
SPED 540	Assessment and Interventions for Social Communication Impairments	3

Methods (6 semester hours)

SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3

ABA Emphasis (12 semester hours)

PSY 512	Advanced Technologies in Applied Behavior Analysis	3
or SPED 512	Advanced Technologies in Applied Behavior Analysis	
PSY 537	Advanced Therapeutic Intervention	3
PSY 538	Ethics in Clinical Practice	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3

Research (9 semester hours)

SPED 605	Single Subject Designs	3
SPED 518	Thesis (6 semester hours required)	3-6

Total Hours**42**

Master of Education/Master of Science in Special Education w/emphasis in Applied Behavior Analysis - Option II Non-Thesis

Core (15 semester hours)

SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
or PSY 535	Applied Behavior Analysis	
SPED 540	Assessment and Interventions for Social Communication Impairments	3

Methods (6 semester hours)

SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3

ABA Emphasis (12 semester hours)

PSY 512	Advanced Technologies in Applied Behavior Analysis	3
or SPED 512	Advanced Technologies in Applied Behavior Analysis	
PSY 537	Advanced Therapeutic Intervention	3
PSY 538	Ethics in Clinical Practice	3
PSY 672	Multicultural Issues and Diversity in Assessment and Therapy	3

Research (6 semester hours)

SPED 595	Research Literature & Techniques (3 semester hours required)	3
SPED 605	Single Subject Designs	3

Total Hours **39**

Master of Education/Master of Science in Special Education -w/emphasis in Educational Diagnostician Option I Thesis

Core (15 semester hours)

SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3

Methods (6 semester hours)

SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3

Assessment and Evaluation (9 semester hours)

SPED 572	Principles of Assessment and Measurement (grade of B or better)	3
SPED 573	Principles of Cognitive Assessment (grade of B or better)	3
SPED 574	Principles of Psycho-Educational Assessment (grade of B or better)	3

Practicum (3 semester hours)

SPED 691	Educational Diagnostician Practicum	3
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Students must have a B or better in SPED 572, SPED 573, and SPED 574 to enroll; approval needed to register

Thesis (9 semester hours)

SPED 605	Single Subject Designs	3
SPED 518	Thesis (6 semester hours required)	6

Only 6 semester hours of credit for 518 per degree will be given upon satisfactory completion of the requirement

Students must maintain an Overall GPA of 3.5 on ALL coursework in the Diagnostician Certification/Degree Plan;

Total Hours **42**

Master of Education/Master of Science in Special Education -w/emphasis in Educational Diagnostician Option II Non-Thesis

Coree (15 semester hours)

SPED 524	Characteristics of Students with Mild Disabilities	3
SPED 526	Characteristics of Students with Moderate to Severe Disabilities	3
SPED 528	Special Education Law	3
SPED 535	Applied Behavior Analysis	3
SPED 540	Assessment and Interventions for Social Communication Impairments	3

Methods (6 semester hours)

SPED 563	Secondary Instructional Methods To Support Students with Disabilities	3
or SPED 583	Elementary Instructional Methods To Support Students with Disabilities	
SPED 586	Collaboration, Transition, and Diversity	3

Assessment and Evaluation (9 semester hours)

SPED 572	Principles of Assessment and Measurement (grade of B or better)	3
SPED 573	Principles of Cognitive Assessment (grade of B or better)	3
SPED 574	Principles of Psycho-Educational Assessment (grade of B or better)	3

Practicum (3 semester hours)

SPED 691	Educational Diagnostician Practicum	3
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Students must have a B or better in SPED 572, SPED 573, and SPED 574 to enroll; permission needed to register

Research (6 semester hours)

SPED 605	Single Subject Designs	3
SPED 595	Research Literature & Techniques (3 semester hours required)	3

Students must maintain an Overall GPA of 3.5 on ALL coursework in the Diagnostian Certification/Degree Plan;

Total Hours **39**

Notes

In addition to the course requirements, students must satisfactorily complete a comprehensive examination prior to graduation. Application to take the comprehensive examination should be submitted upon completion of 18 semester hours in Special Education. Comprehensive examinations are scheduled once each fall and spring semester through the special education secretary.

Students will be approved for graduation and the degree after they have completed all degree requirements satisfactorily and been approved by the Graduate Committee of the department and the Graduate School.

SPED 501 - Introduction to Assistive Technology

Hours: 3

SPED 501 offers a comprehensive introduction to the field of assistive technology. Topics includes categories such as no tech, low tech, and high tech, as well as areas of assistive technology (communication, physical, sensory, independent living, etc.) Students will learn about basic concepts of service delivery and models of assistive technology.

SPED 502 - Assistive Technology Assessment and Evaluation

Hours: 3

SPED 502 provides an in-depth look at the consideration, assessment, and evaluation of assistive technology. Students will become familiar with available vendors for procurement of equipment, the laws that govern provision and service delivery, and the documentation of decision making.

SPED 503 - Strategies for Assistive Technology Implementation

Hours: 3

SPED 503 provides a focus on instructional strategies and techniques for assistive technology training in schools and other environments. Instructional planning and procedures will be covered. Students will also learn where to locate resources specific to assistive technology options.

SPED 504 - Accessibility and Digital Inclusion

Hours: 3

SPED 504 provides comprehensive of concepts related to accessibility and digital inclusion. Students will learn to address accessibility barriers inherent in electronic systems of all kinds (learning management systems, instructional materials, etc.) Adaptation of materials for accessibility and digital inclusion will be discussed for people across a range of different needs.

SPED 512 - Advanced Technologies in Applied Behavior Analysis

Hours: 3

This course provides an in-depth analysis of applied behavior analytic techniques. Content will be specifically focused on the philosophical underpinnings and advanced concepts and principles in applied behavior analysis. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. Prerequisites: PSY 535 or SPED 535. Crosslisted with: PSY 512

SPED 518 - Thesis

Hours: 3-6

Thesis. Six semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science (Option I) degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis.

SPED 524 - Characteristics of Students with Mild Disabilities

Hours: 3

SPED 524 examines the characteristics of students with mild disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

SPED 526 - Characteristics of Students with Moderate to Severe Disabilities

Hours: 3

SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

SPED 526A - Characteristics of Students with Moderate to Severe Disabilities

Hours: 3

(Same as SPED 526) SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support. Crosslisted with: SPED 526.

SPED 528 - Special Education Law

Hours: 3

SPED 528 provides students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students will be exposed to issues of diversity and become familiar with how such factors have shaped federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEPs), free appropriate education (FAPE), and least restrictive environment (LRE).

SPED 535 - Applied Behavior Analysis

Hours: 3

SPED 535 provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as PSY 535)

SPED 535A - Applied Behavior Analysis

Hours: 3

SPED 535A provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as PSY 535) Crosslisted with: SPED 535.

SPED 540 - Assessment and Interventions for Social Communication Impairments

Hours: 3

SPED 540 addresses the (a) process of verbal, non-verbal, and paralinguistic communication skills; (b) assessment of communication competence, including social skills; and (c) research-based intervention strategies and effective practices for promoting effective communication for learners with social communication impairments, including Autism Spectrum Disorders. Language development, communication and language-based assessments, social skills training, alternative/augmentative modes of communication, assistive technology devices, and the impact of contextual factors affecting communication competence will be discussed and investigated.

SPED 553 - Cognition, Learning, and Development

Hours: 3

SPED 553 is designed for professionals providing learning and transition services to students with special needs. Consideration is given to cognitive abilities and styles, information processing, memory, and development.

SPED 563 - Secondary Instructional Methods To Support Students with Disabilities

Hours: 3

SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided.

SPED 563A - Secondary Instructional Methods To Support Students with Disabilities

Hours: 3

(Same as SPED 563) SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided. Crosslisted with: SPED 563.

SPED 572 - Principles of Assessment and Measurement

Hours: 3

(Same as PSY 572) SPED 572 is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores. Prerequisite: Graduate standing.. Prerequisites: Graduate standing.

SPED 573 - Principles of Cognitive Assessment

Hours: 3

The purpose of SPED 573 is to introduce students to principles of cognitive assessment. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessments in the context of recent cognitive theories and research. (Same as: PSY 573) Prerequisites: SPED 572 or consent of Department.

SPED 574 - Principles of Psycho-Educational Assessment

Hours: 3

SPED 574 explores a variety of methods to assess students' academic and behavioral achievement. Test administration, scoring, and interpretation of evaluation results are emphasized. Prerequisites: PSY/SPED 572, SPED 528 and Psy/SPED 573 or consent of Department.

SPED 580 - Current Topics in Special Education

Hours: 3

This course addresses current topics and issues in the special education field. The student will develop an understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Emphasis will be placed on the use of research to support practitioner decision-making. Prerequisites: SpEd 520. Depending on program selected ONE or BOTH from 524 and 526.

SPED 583 - Elementary Instructional Methods To Support Students with Disabilities

Hours: 3

SPED 583 provides students with an understanding of effective reading, writing, and math instruction, with emphasis on the challenges faced by children (K-6) with a wide array of disabilities. Major approaches to informal assessment and remediation in reading and math will be reviewed, enabling students to develop diagnostic-prescriptive programs. In addition, this course will provide students with methods of remediation in handwriting, spelling, and conceptual writing.

SPED 586 - Collaboration, Transition, and Diversity

Hours: 3

SPED 586 explores models of inclusion and transition practices to support students with disabilities. Models of consultation and collaboration are presented for effective inclusion and transition practices. Accommodation strategies for supporting the academic/behavioral and social/emotional needs of students with disabilities in inclusive classrooms will be presented. Culturally competent and responsive practices will be emphasized. Home/school/community collaboration to prepare exceptional students for post-secondary environments through transition programming is emphasized.

SPED 586A - Collaboration, Transition, and Diversity

Hours: 3

(Same as SPED 586) SPED 586 explores models of inclusion and transition practices to support students with disabilities. Models of consultation and collaboration are presented for effective inclusion and transition practices. Accommodation strategies for supporting the academic/behavioral and social/emotional needs of students with disabilities in inclusive classrooms will be presented. Culturally competent and responsive practices will be emphasized. Home/school/community collaboration to prepare exceptional students for post-secondary environments through transition programming is emphasized. Crosslisted with: SPED 586.

SPED 589 - Independent Study

Hours: 3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Note: May be repeated when the topic varies. Prerequisites: Consent of department head.

SPED 595 - Research Literature & Techniques

Hours: 3

SPED 595 introduces students to fundamental research concepts, methods, and practices to address problems in the students' field of interest. Emphasis is placed on review and critique of the literature and the role of research in applied settings. Crosslisted with: COUN 595, PSY 595.

SPED 597 - Special Topic

Hours: 3

Organized class. May be repeated when topics vary.

SPED 605 - Single Subject Designs

Hours: 3

SPED 605 is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes. (Same as: PSY 605) Prerequisites: SpEd or PSY 535.

SPED 691 - Educational Diagnostician Practicum

Hours: 3

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent educational diagnostician. Practicum students can expect to assist their mentor in all of the duties of a practicing educational diagnostician. Prerequisites: B or better in PSY 572, PSY 573, and PSY 574. Must be taken in the last six hours of coursework and have an overall GPA of 3.5.