Generic Special Education

The Special Education Generic concentration DOES NOT fulfill the requirements for initial teaching certification. Candidate applicants who do not possess teaching credentials are encouraged to explore alternative certification or a post-baccalaureate program. Texas Tech University does not offer these program options.

Admission Requirements:

- Fulfill all requirements set forth by the Graduate School
- Bachelor's degree
- 2.75 or higher GPA
- Deadlines for Admission are: August 1 (Fall); December 1 (Spring); and May 1 (Summer).

The Graduate School Catalog specifies the circumstances under which candidates may be placed on probation, suspension or dismissal. Additionally, the Generic Special Education Program Faculty may recommend to probate, suspend or dismiss from the program candidates who do not meet the program's academic requirements, do not make satisfactory progress over time toward completion of the generic special education degree or who display inappropriate behaviors.

Success in the Generic Special Education Program consists of more than grades. Work habits and attitudes play a major role in the success of any generic special education candidate. Any of the following actions will constitute a mandatory meeting with the faculty and possible dismissal from the Generic Special Education Program:

1. Dishonesty (cheating, plagiarism, etc.).
2. Mistreatment of and/or disrespect for fellow candidates or faculty.
3. Abusing a fellow candidate or faculty member (including abusive language or bullying).
4. Violations of the rules, regulations, and principles in the *CEC Code of Ethics* and the *Texas Tech Code of Student Affairs*.
5. Receipt of a Fail grade in EDSP 5093
6. Failure to maintain an overall GPA of 3.0 or higher.
7. Unethical behavior as defined by ethical guidelines and practice (e.g., CEC).
8. Sexual harassment as defined by Texas Tech University.

Trademark Outcome: Engage in collaboration with stakeholders to improve outcomes for students in assessment and classroom settings.

Standards Used:

Council for Exceptional Children (CEC)

- Initial Preparation Standards (IPS)

Performance Skills

Phase One

- **IPS 7:7.1- Collaboration -** Beginning special education professionals use the theory and elements of effective collaboration.

Phase Two

- **IPS 3:3.3- Curricular Content Knowledge -** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Phase Three

- **IPS 4:4.2 – Assessment -** Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

- **IPS 4:4.4 – Assessment –** Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Program of Studies for Generic Special Education Master's Degree with Certification

Core Courses 6 semester hours	EPSY 5379 EPSY 5331	Introduction to Educational Research Human Development in Education
Special Education Core 6 semester hours	EDSP 5300 EDSP 5307	Exceptional Children and Youth Problems and Trends in Special Education
Specialization Courses 24 semester hours	EDSP 5301 EDSP 5303 EDSP 5304 EDSP 5306 EDSP 5308 EDSP 5093 EDSP 5320 EDSP 5330	Educational Appraisal of Exceptional Children Applied Behavior Analysis in Special Education Instructional Strategies for Teaching Students with High Incidence Disabilities Instructional Strategies for Teaching Students with Low Incidence Disabilities Authentic Assessment for Students with Exceptionalities Internship in Special Education Children and Youth with Low Incidence Disabilities Characteristics of Students with High Incidence Disabilities
Total of 36 semester hours		

Scope and Sequence for Generic Special Education

	A&Es	A&Es	A&Es	A&Es	A&Es	Assessment
Phase 1: Communication	EDSP 5300: Exceptional Children and Youth	EDSP 5303: ABA in Special Education	**EDSP 5307: Collaborative consultation methods	EDSP 5320: Low Incidence characteristics	EDSP 5330: High Incidence characteristics	P1 Assessment: Communication skills mastery
Phase 2: Plan and Implement Intervention	EDSP 5301: Educational Appraisal	EDSP 5304: High Incidence Methods	EDSP 5306: Low Incidence Methods	**EDSP 5308: Authentic Assessment		P2 Assessment: Plan & implement mastery
Phase 3: Evaluate and monitor progress	EDSP 5093: Internship					P3 Assessment: Evaluates intervention results and monitors progress
** **End of Phase Assessment**						**Culminating P3 Assessment: Comprehensive Examination demonstrating mastery of all three skills

There is no required course sequence with the exception of EDSP 5093 which must be taken in the final Fall/Spring semester of coursework.

- **The Phase 3 End of Phase Assessment (Comprehensive Examination Project) is taken during the last semester of coursework.**

❖ EDSP 5093 – Coursework includes administration of formal assessments (Woodcock-Johnson, Wechsler, and Kaufman). A limited number of test kits are available from the TTU test closet. Test kits cannot be mailed out of state/country. Candidates residing out of state/country are required to obtain test kits locally to fulfill course requirements.

Master's Comprehensive Examination Project:

Standards Used:

Council for Exceptional Children (CEC)

- Initial Preparation Standards (IPS)

Comprehensive Examination Project

1. Register electronically with the College of Education Graduate Office for the Comprehensive Examination Project.

2. Submit your Intent to Graduate electronically with the Graduate School.

3. Candidates are required to complete a Comprehensive Examination Project to evaluate the impact of a behavioral or instructional intervention developed through the collaborative consultation process using data gathered from assessment procedures. You have practiced for this project across a variety of courses including EDSP 5303 and EDSP 5307. The procedure should include:
    a. An initial consultation with parents and/or teachers to plan an intervention based on the assessment data. Select only one behavior or academic skill to change during this process.
    b. The intervention plan should include the exact methodology that you will use.
    c. Baseline and intervention data collection concerning student changes as a result of the intervention will be presented in graph format.
    d. The results of the intervention will be discussed in a final collaborative consultation meeting.
    e. A new plan for intervention based on intervention data collected should be developed.

4. Complete the Comprehensive Examination Project by gathering data to demonstrate mastery of the goals. See Comprehensive Examination Project Rubric.

5. Steps for completion of the Comprehensive Examination Project:
    a. You will create one document that will include the following sections:
        i. Completed Evidence Template in bulleted format
        ii. Baseline and Intervention graph
        iii. Assessment Report
        iv. Intervention plan
    b. You will upload the videos that show the evidence of mastery for each of the 4 required skills.
        i. Video evidence of the candidate actually performing the skills
        ii. Instructions to submit Videos via Unlisted You – Tube
            1. First, you must register for your own YouTube account. (http://www.youtube.com). Click on “Sign In” and then “Create an Account.” Follow the instructions to set up a YouTube account with a user name and pa$$word.

               After you have recorded your video, you need to upload it to YouTube.
            2. You will be asked to give a title, description, tags (education, consulting, etc) and a category.
            3. Then it will ask you how you want to publish it. The options are Public (everyone sees) Unlisted (only those with a link can view) and then Private - only you can view it.
            4. Select "UNLISTED."
            5. After it is uploaded to YouTube, you go to "My Videos" and click on the video that you want to share. There is a share button. When you click it, you will be given a URL that you can copy and paste into the Report document. Only people with that URL can view your video. It is not “searchable” on YouTube.

    c. **Submit a finished product**:

i. Written summaries of behaviors that provide specific evidence of each descriptor on the Comprehensive Examination Project Rubric using the Scoring and **Evidence Template** for the Comprehensive Examination Project.
    1. Write the evidence in bulleted form not sentences.
    2. Describe exactly what is taking place in the video that provides evidence of mastery
    3. Avoid general descriptions like ("I'm nice to them.")

ii. **3-4 video clips (no more than 10 to 15 minutes total)** which provide direct visual evidence of the candidate's mastery of the each subskill.
    1. Areas for the video clips will include:
        a. Communicating in an initial team meeting
        b. Developing or modifying individualized assessment strategies in a team meeting
        c. Implementing the chosen intervention with an individual (brief video of you only working with subject)
        d. Explaining the effectiveness of the intervention and collaborating to plan for further intervention in a final team meeting
    2. Mark the evidence by stating the exact time that it takes place on each video using the time stamp.
    3. The entire segment of video clips may not exceed 10-15 minutes.

iii. Include the **assessment and/or intervention report**

iv. Include an **intervention plan**

v. Include both the baseline and intervention **graphs**

d. Email the finished project to College of Education (COE) Graduate School Coordinator and your graduate advisor by the Comprehensive Examination Project due date for the semester.

6. A passing score for the Comprehensive Examination Project will reflect the candidate's ability to perform and describe the descriptors for the collaborative consultation skills in the four areas at the "Meets Expectations" level.

Important: You must file with the Graduate School an intent to graduate and application to take the Master's Comprehensive Exam. You will receive an email notice from the COE Graduate School Coordinator containing instructions pertaining to graduation requirements prior to your final semester.

P 3 Comprehensive Examination Project Rubric

Trademark Outcome: Engage in collaboration with stakeholders to improve outcomes for students in assessment and classroom settings.

Subskill	Meets/Exceeds Expectations -5	4	Minimal/Acceptable Expectation-3	2	Unacceptable-1
IPS 7:7.1- Beginning special education professionals use the theory and elements of effective collaboration.	__Always pays close attention to speaker and maintains eye contact with speaker	___	____Sometimes pays close attention to speaker	___	____Rarely pays attention to speaker
	___Always summarizes or asks questions for clarification	___	___Sometimes offers advice, direction or labeling	___	____Often engages in directing, advising and labeling without regard
	___Clearly states problem in an objective manner	___	____Somewhat clearly states problem in objective manner	___	____Does not ask direct questions
	____Always asks direct, informational questions	___	____Asks few direct questions	___	____Does not define the problem discussed
	___Always keeps meeting focus on the target problem	___	____Sometimes keeps group focused on target problem	___	____Allows the group to stray from discussing the target problem
IPS 3:3.3- Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	___Analyzes targeted problem to determine intervention w/group input	___	___Analyzes targeted problem to determine intervention needs w/minimal group input	____	____ Vague analysis of problem, intervention needs with little to no evidence of group input
	___Develops and implements a detailed written step by step intervention plan based on problem identified	___	___Develops and implements a general plan for intervention based on problem	____	___Unclear intervention plan, not linked to problem, no implementation
IPS 4:4.2 – Assessment Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	____Provides complete written report of intervention &progress monitoring data collected	___	____Provides brief written report of intervention and progress monitoring data collected	___	____Provides minimal evidence of intervention &progress monitoring data collected
	____Clearly/correctly communicates results/report of intervention data to the group	___	____Somewhat clearly/correctly communicates results/report of intervention data to the group	___	____Unclear or incorrect reporting of results of intervention to the group
IPS 4:4.4 – Assessment – Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	____Makes all decisions/recommendations about future goals based on data w/group input	___	_____Makes most decisions/recommendations about future goals based on data	___	____Makes decisions based on opinions rather than data

The grade is Pass/Fail for the Comprehensive Examination Project using the Rubric ratings of at least two faculty members. Ratings must average overall a Minimal/Acceptable or above to receive a Pass for the project.

Thesis Option

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

If interested in completing a Master's thesis, candidates 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 candidate 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 candidate 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 at least a 2-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 candidate to fill out and submit paperwork to his/her advisor.
4. Thesis defenses should be completed by early November for fall or late March for spring to file the thesis with the Graduate School. Remember that the Graduate School has deadlines for submission, and candidates must adhere to these guidelines. It is the candidate's responsibility to keep track of all deadlines. Should a candidate 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.

Specializations and Certifications

TExES Examination
TEA Certification Application

Useful Resources

Required Steps for Master's Degree
Master's Degree Plan

Additional Information:

CEC Code of Ethics
Graduate College Website
CEC Initial Preparation Standards (IPS)

TEXAS TECH UNIVERSITY
College of Education

Generic Special Education

TRADEMARK OUTCOME

Engage in collaboration with stakeholders to improve outcomes for students in assessment and classroom settings.

PERFORMANCE SKILLS

The Candidate Can…

Phase 1

- Demonstrate competency in collaboration with stakeholders
- **IPS 7:7.1- Collaboration -** Beginning special education professionals use the theory and elements of effective collaboration.

Phase 2

- Demonstrate competency in collaboraton with stakeholders to plan and implement instruction
- **IPS 3:3.3- Curricular Content Knowledge -** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Phase 3

- Demonstrate competency in collaboration with sakeholders to plan, implement, and interpret formal assessment
- **IPS 4:4.2 – Assessment -** Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- **IPS 4:4.4 – Assessment –** Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Phase 1 A&E

Communication Skills

EDSP 5300: Exceptional Children and Youth

EDSP 5303: ABA in Special Education

EDSP 5307*: Collaborative Consultation Methods

ESDP 5320: Low Incidence characteristics

EDSP 5330: High incidence characteristics

*End of Phase Assessment

Phase 2 A&E

Plan & Implement An Intervention

EDSP 5301: Educational Appraisal

EDSP 5304: High Incidence Methods

EDSP 5306: Low Incidence Methods

EDSP 5308*: Authentic Assessment

*End of Phase Assessment

Phase 3 A&E

Evaluate Client Change & Monitor Progress to Make Recommendations

EDSP 5093: Internship

End of Phase Assessment in the last semester of coursework in the form of a Comprehensive Examination Project.