

**SPECIAL EDUCATION STUDENT HANDBOOK  
GRADUATE PROGRAMS  
M.S. SPECIAL EDUCATION DEGREE, EDUCATIONAL DIAGNOSTICIAN PROGRAM,  
& LOW-INCIDENCE DISABILITIES TRANSCRIPTED CERTIFICATE PROGRAM  
ACADEMIC YEAR 2017 – 2018**

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*This handbook is intended to be read in conjunction with the Graduate Catalog: <http://catalog.tamucc.edu/index.php> and the College of Graduate Studies Handbook [http://gradcollege.tamucc.edu/current\\_students/masters\\_students.html](http://gradcollege.tamucc.edu/current_students/masters_students.html).*

## TABLE OF CONTENTS

### **SECTION I. MESSAGE FROM THE PROGRAM FACULTY ..... 3**

### **SECTION II. FACULTY AND STAFF ..... 4**

### **SECTION III. LEARNING OUTCOMES ..... 5**

STUDENT LEARNING OUTCOMES  
PROGRAM ADMISSION REQUIREMENTS  
PROGRAM ADMISSION DEADLINES  
ADMISSION REVIEW PROCESS/TIMELINE

### **SECTION IV. ACADEMIC PROGRESSION ..... 7**

PROGRAM DEGREE REQUIREMENTS  
GRADUATE ADVISORY COMMITTEE  
DEGREE PLAN  
CULMINATING EVENT/EXIT REQUIREMENTS

### **SECTION V. COURSE OFFERING SEQUENCE ..... 11**

### **SECTION VI. PROGRAM SPECIFIC INFORMATION ..... 12**

STUDENT ORGANIZATIONS  
PROGRAM/COLLEGE AWARDS  
CONFERENCES TO ATTEND

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## SECTION I. MESSAGE FROM THE PROGRAM FACULTY

Welcome to the Special Education program!

Our M.S. in Special Education degree provides students with an eclectic program in special education that interfaces theory and pedagogy from both the special education and English learner education fields. Students receive specialized training that is unique and specific to the needs of students receiving special education services, including those from culturally and linguistically diverse communities. Students learn instructional methodology to address the needs of students with high-incidence and low-incidence disabilities. Areas of instruction include domains such as: cognitive, communicative, behavioral, social, and functional. Students also receive training in consultation, collaboration, and family system support areas.

In addition to offering a M.S. in Special Education degree, we also offer programs for those pursuing the Educational Diagnostician certificate or a Low-Incidence Disabilities (LID) Transcribed Certificate.

The Educational Diagnostician certificate program can be taken concurrently with the M.S. Special Education degree program or alone by a certified teacher who has a graduate degree. This coursework prepares students to assess and diagnose learning difficulties of students. To be eligible for the Educational Diagnostician program, the student must be a certified teacher.

To be certified as an Educational Diagnostician, the student must have a master's degree from an accredited institution, have three creditable years of teaching experience as a classroom teacher, successfully complete up to 33 semester hours for Educational Diagnostician Certification, and pass the required TExES #153 exam.

The LID Transcribed Certificate is an interdisciplinary program which prepares graduate students to address and support the needs of students with significant support needs through evidence based practices. This 3-course certificate is offered to educators in the field of special education and other related disciplines, such as: counseling, psychology, general education, and education administration.

We encourage you to engage fully in your learning experience. Collaborate with classmates, connect with your instructors, and intentionally participate in the many activities and opportunities that you will encounter during your professional journey.

We look forward to working with you to pursue your educational goals!

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## SECTION II. FACULTY & STAFF

### **Dr. Karen McCaleb**

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### SECTION III. LEARNING OUTCOMES

One of the primary goals of the M.S. in Special Education degree is to provide students with an eclectic program in special education that interfaces theory and pedagogy from both the special education and English learner education fields. Students receive specialized training that is unique and specific to the needs of students receiving special education services, including those from culturally and linguistically diverse communities. Students learn instructional methodology to address the needs of students with high-incidence and low-incidence disabilities. After successful completion of the program, our students will:

- demonstrate knowledge of individuals with disabilities;
- evaluate the needs of individuals with disabilities;
- demonstrate knowledge of fostering learning and development for individuals with disabilities;
- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator; and
- develop a behavior intervention/change plan.



## **Program Admission Requirements**

- Complete Application:
- Apply for Admission via [Apply Texas Application](#)
  - An applicant may defer admission to an earlier/later semester. Applications are valid for one year. One deferral is allowed per application.

- Application Fee:
- \$50 for US citizen, \$70 for International Students
    - Pay during application process
    - Pay fee online: [Pay Online](#)
    - Pay fee on campus to [Business Office](#)

Please Note: Applicants who wish to apply for a different program will be required to submit a new application. The application processing fee is required for each application submitted.

- General Requirements:
- Official transcripts from all undergraduate and graduate course work taken at any accredited college or University attended (Foreign College credits/transcripts require an official foreign evaluation.) TAMU-CC transcript is not required.
  - Essay (Approximately 300-400 words in length which includes information about their reasons for pursuing graduate study and for choosing this specific graduate program).

\*Please allow 3-5 business days to receive Student ID before submitting additional supporting documents.

Submit all supporting documents [online](#).

- Additional International Applicant Requirements:
- Copy of current Visa (if applicable)
  - English Language Proficiency. TAMUCC currently accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the last 2 years :
    - Official TOEFL score minimum paper-based score of 550 or internet-based score of 79-80
    - Official IELTS score minimum 6.5

**Program Admission Deadlines**

Domestic Students:

<b>Fall</b>	<b>Spring</b>	<b>Summer I</b>	<b>Summer II</b>
July 15	November 15	April 15	May 15

International Students:

<b>Fall</b>	<b>Spring</b>	<b>Summer I</b>	<b>Summer II</b>
May 1	September 1	February 1	February 1

**Admission Review Process/Timeline**

Degree program applications are reviewed by program faculty. Educational Diagnostician applications are reviewed by the Certification Office. Admission decisions are typically made within one week of the program’s receipt of application materials.

**SECTION IV. ACADEMIC PROGRESSION**

**Program Degree Requirements**

**M.S. in Special Education**

The M.S. in Special Education prepares educators to gain advanced expertise in culturally and linguistically responsive special education services to support students with both high-incidence and low-incidence disabilities.

In conjunction with the Special Education Master's Degree, opportunities are available to earn additional credentials:

**Educational Diagnostician Certification**

**§239.84. Requirements for the Issuance of the Standard Educational Diagnostician Certificate.**

To be eligible to receive the standard Educational Diagnostician Certificate, a candidate must:

- (1) successfully complete an educational diagnostician preparation program that meets the requirements of §239.82 of this title (relating to Preparation Program Requirements) and §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate);

(2) successfully complete the examination based on the standards identified in §239.83 of this title;

(3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;

(4) hold a valid classroom teaching certificate; and

(5) have three creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

*Source: The provisions of this §239.84 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg*

In addition to successful completion of all courses required for graduation, all students are required to successfully complete a 160 clock-hour practicum experience. Prior to the school field experience, students will need to submit to a criminal background check as required by each school district.

Prior to taking the state #153 Educational Diagnostician Certification exam, students are required to work with our Certification Office in preparation for the exam.

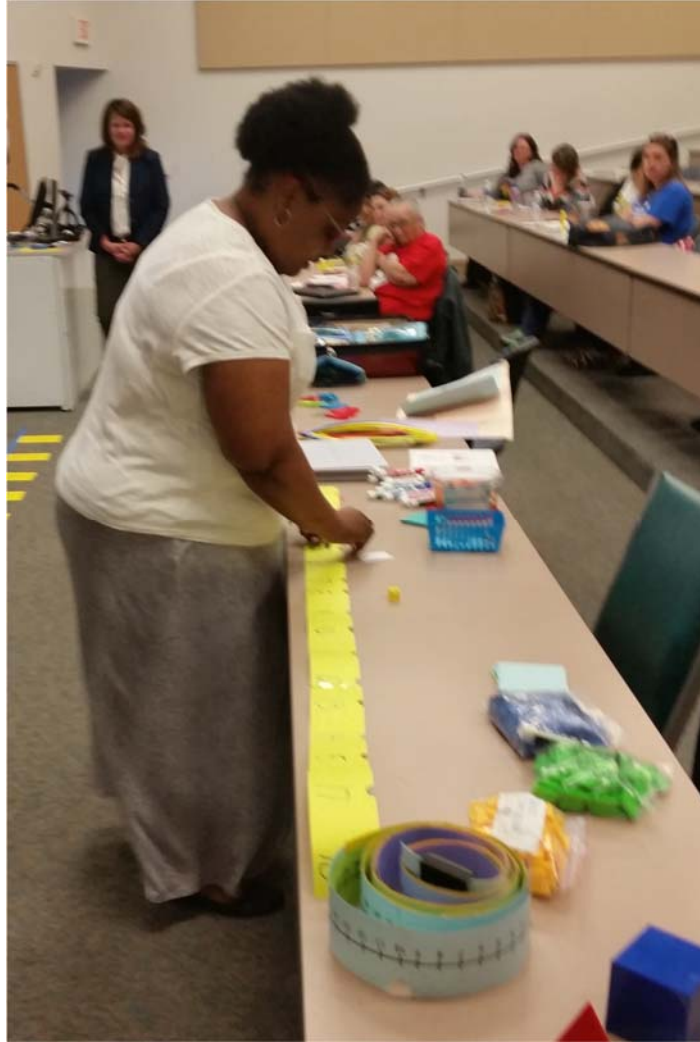
### **Low-Incidence Disabilities Transcribed Certificate**

The LID Transcribed Certificate is an interdisciplinary program which prepares graduate students to address and support students with significant support needs through evidence-based practices. This 3-course certificate is offered to educators in the field of special education and other related disciplines, such as: counseling, psychology, general education, and education administration.

To receive a LID transcribed certificate, the student must complete 9 semester hours of coursework consisting of the following 3 courses in sequence:

- SPED 5319 - Introduction to Low-Incidence Disabilities
- SPED 5320 - Application of Learning Principles
- SPED 5321 - Supporting Access for Students with Low-Incidence Disabilities





### **Graduate Advisory Committee**

Upon admittance to the program, students will be assigned a faculty advisor. Students must meet with their advisor to develop their graduate degree plan. If students are pursuing only the Educational Diagnostician program, the student will meet with our Certification Office.

### **Degree Plan**

All M.S. Special Education students must successfully complete no less than 36 semester credit hours to include: 9 semester credit hours of Foundation Courses, 15-21 (depending on past course work) semester credit hours of Core Courses, and 6-12 semester credit hours of Elective Courses which can include the educational diagnostician certificate option (if eligible) and/or the low-incidence disabilities transcribed certificate option.

Students must meet with a faculty advisor to develop degree plan.

M.S. Special Education Degree with Elective Options:

	<b>Foundation Courses</b>	<b>SCH 9</b>
EDFN 5301	Introduction to Research	3
BIEM 5345 or BIEM 5346	Developmental Linguistics Pedagogic Implications of Bilingual-ESL	3
SPED 5385	Foundations in Language Minority Special Education	3
	<b>Core Courses</b>	<b>SCH 15-21</b>
SPED 5315*	Individuals with Exceptionalities in the Schools	3
SPED 5320**	Application of Learning Principles	3
SPED 5340	Individuals with Multiple Disabilities	3
SPED 5380	Students with Behavior Disorders	3
SPED 5386	Reading and Language Strategies for Students with Exceptionalities	3
SPED 5387	Content Area Strategies for Students with Exceptionalities	3
SPED 5397 (for non-ed diag students)	Special Education Field Experience	3
SPED 5399 (for ed diag students)	Individualized Programs for Students with Disabilities: Practicum	3
	<b>Electives</b>	<b>SCH 6-12</b>
	Students may choose the educational diagnostician coursework, the low-incidence disabilities certificate, or other relevant electives.	
<b>Ed Diag. Cert. Courses</b>		
SPED 5310	Psychoeducational Testing	3
SPED 5311	Advanced Assessment	3
CNEP 5371	Psychometrics	3
CNEP 5374	Individual Intelligence Testing	3
<b>LID Cert. Courses</b>		
SPED 5319	Introduction to Low-Incidence Disabilities	3
SPED 5321	Supporting Access for Students with Low- Incidence Disabilities	3

Educational Diagnostician Certificate Only:

	<b>Special Education &amp; Foundation Courses</b>	<b>SCH 12-18</b>
BIEM 5345 or BIEM 5346	Developmental Linguistics Pedagogic Implications of Bilingual-ESL	3
SPED 5315*	Individuals with Exceptionalities in the Schools	3
SPED 5320**	Application of Learning Principles	3
SPED 5380	Students with Behavior Disorders	3

SPED 5386	Reading and Language Strategies for Students with Exceptionalities	3
SPED 5387	Content Area Strategies for Students with Exceptionalities	3
	<b>Educational Diagnostician Courses</b>	<b>SCH 15</b>
SPED 5310	Psychoeducational Testing	3
SPED 5311	Advanced Assessment	3
SPED 5399	Individualized Programs for Students with Disabilities: Practicum	3
CNEP 5371	Psychometrics	3
CNEP 5374	Individual Intelligence Testing	3

\* Required course for students who have no certification or endorsement in special education

\*\* If not pursuing the LID certificate option, SPED 5320 may be waived if student took SPED 4335 as an undergraduate

Electives. Elective courses are to be selected in consultation with faculty advisor.

Ed. Diag. Cert. SPED 5310 requires the following prerequisites: CNEP 5371 & CNEP 5374; SPED 5399 requires the following prerequisites: CNEP 5371, CNEP 5374, SPED 5310, SPED 5311, SPED 5315, SPED 5387.

LID Cert. SPED 5319, SPED 5320, and SPED 5321 (in sequence) are required for the LID Transcribed Certificate.

COURSEWORK MUST BE NO MORE THAN SEVEN (7) YEARS OLD.

### **Culminating Event/Exit Requirements**

Students pursuing the M.S. in Special Education degree are required to pass a comprehensive written examination taken during their final semester of enrollment.

Any student seeking state certification, must complete a test preparation process with our Certification Office.

## **SECTION V. COURSE OFFERING SEQUENCE**

The M.S. in Special Education program consists of a minimum of 36 semester credit hours. Students may pursue the Educational Diagnostician certificate (must meet TEA requirements), the Low-Incidence Disabilities (LID) transcribed certificate, or choose other relevant electives – in consultation with their advisor - as part of their specially designed degree plan. Students must work with their faculty advisor to develop the degree plan scope and sequence.

The following course schedule is tentative. Course offerings may vary by semester. Check the catalog each semester for course offerings and additional information.

	<b>Foundation Courses</b> 9 Semester Credit Hours	<b>SCH</b>	<b>FA</b>	<b>SPR</b>	<b>SU I</b>	<b>SU II</b>
EDFN 5301	Introduction to Research	3	X	X		X
BIEM 5345 or BIEM 5346	Developmental Linguistics Pedagogic Implications of Bilingual-ESL	3		X		X
SPED 5385	Foundations in Language Minority Special Education	3				X
	<b>Core Courses</b> 15-21 Semester Credit Hours	<b>SCH</b>				
SPED 5315*	Individuals with Exceptionalities in the Schools	3	X	X		
SPED 5320	Application of Learning Principles	3		X		
SPED 5340	Individuals with Multiple Disabilities	3			X	
SPED 5380	Students with Behavior Disorders	3		X		
SPED 5386	Reading and Language Strategies for Students with Exceptionalities	3	X			
SPED 5387	Content Area Strategies for Students with Exceptionalities	3		X		
SPED 5397	Special Education Field Experience	3		X		
SPED 5399	Individualized Programs for Students with Disabilities: Practicum	3	X			
	<b>Program Electives</b> <b>6-12 Semester Credit Hours</b>	<b>SCH</b>				
	Students may choose the educational diag coursework, the low-incidence disabilities certificate, or other relevant electives.					
<b>Ed Diag. Cert. Courses</b>						
SPED 5310	Psychoeducational Testing	3		X		
SPED 5311	Advanced Assessment	3		X		
CNEP 5371	Psychometrics	3	X	X		X
CNEP 5374	Individual Intelligence Testing	3	X			
<b>LID Cert. Courses</b>						
SPED 5319	Introduction to Low-Incidence Disabilities	3	X			
SPED 5321	Supporting Access for Students with Low-Incidence Disabilities	3			X	

## SECTION VI. PROGRAM SPECIFIC INFORMATION

**Student Organizations.** Students are encouraged to fully participate in our University organizations and professional field. Our University hosts Chapter #328 of the Phi Kappa Phi Honor Society ( <http://pkp.tamucc.edu/index.html> ). The Graduate Resource and Opportunity Workspace (GROW), through the College of Graduate Studies, provides professional development activities, resources, and events for graduate students.

**Program/College Awards.** The College of Graduate Studies sponsors annual awards including the Outstanding Master's Student Award.

**Conferences to Attend.** Students are encouraged to attend and present at local, state and national conferences. Conference attendance and proposal submissions are discussed and supported throughout the program courses. Funding support may be available.



*We are looking forward to our journey together!*