Stephen F. Austin State University
College of Education

Department of Human Services
Special Education Program

Dean, College of Education
Dr. Judy Abbot

Associate Dean for Student Affairs
Dr. Lisa Mize

Chair, Department of Human Services
Dr. Robbie Steward

Graduate Program Coordinator
Dr. Paige Mask

Department of Human Services
Special Education Program
P.O. Box 13019
Nacogdoches, Texas 75962

(936) 468-2906 or 468-1076
(936) 468-5837 FAX
maskp@sfasu.edu
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COE VISION

The Perkins College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

COE MISSION

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
- Prepare teachers, support personnel, and educational leaders for Texas.
- Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
- Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
- Maintain resources and facilities that allow each program to meet its expected outcomes.
- Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
- Engage in outreach services
  - To address specific needs in the broader community,
  - To enhance student learning,
  - To instill commitment to service, and
  - To promote the reputation of the University, and to
- Conduct research to advance knowledge and to contribute to the common good.

CORE VALUES

In the Perkins College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.
HUMAN SERVICES MISSION

The mission of the Department of Human Services is to prepare candidates for leadership and service roles across the state of Texas and the global community. The department is committed to the incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of candidates’ personal and professional development.

SPECIAL EDUCATION PROGRAM OVERVIEW

Special education programs at SFA are aligned with national and state standards for beginning special education teachers and educational diagnosticians. The Special Education program further aligns with the mission, goals and values of the Perkins College of Education. Additionally, all Texas educators are responsible for knowing the Texas Administrative Code that defines the Educators’ Code of Ethics.

A performance based assessment system is used in which candidate performance is rated on key assessments in various classes in order to provide data for accreditation and for program improvement. The general goal of the masters degree program in special education is to prepare professional educators and practitioners with advanced competencies related to the field of special education.

The Special Education Program at SFA is located in the Human Services/Telecommunications Building (HSTC) Room #313. Numerous school districts in the area cooperate with the program in placing special education teaching and educational diagnostician candidates for field experiences. Additionally, a Special Education Advisory Board comprised of Region VII practitioners, special education directors, educational diagnosticians, and teachers provide input and feedback to the faculty.

Program Accreditations

The College of Education (COE) is fully accredited by the the National Council on Accreditation of Teacher Education, and the Special Education Program is nationally recognized by the Council for Exceptional Children. All educator preparation programs in the COE are accredited by the State of Texas.

PROFESSIONAL STANDARDS FOR SPECIAL EDUCATION TEACHERS

The term “standard” is used to describe what a teacher must know and be able to do. The special education program at SFA is aligned with both national and state standards for special education teachers. There are two sets of standards that form the foundation of our program. First, are the national standards set forth by the Council for Exceptional Children (CEC) which is the national professional association for special educators. Second, are the Texas State Board for Educator Certification (SBEC) Standards. The SBEC and CEC standards are complimentary to each other and serve to guide the program.

Our curriculum has been directly aligned with these standards and we share accountability with our candidates for their performance on the Texas Examination of Educator Standards (TExES)
certification exams in the Accountability System for Educator Preparation (ASEP). Based on an outstanding pass rate, our program is fully accredited by the State.

**CEC STANDARDS FOR BEGINNING SPECIAL EDUCATORS**

**Initial Content Standard 1: Foundations**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

**Initial Content Standard 2: Development and Characteristics of Learners**

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

**Initial Content Standard 3: Individual Learning Differences**

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

**Initial Content Standard 4: Instructional Strategies**

Special educators possess a repertoire of evidence-based instructional strategies to individualize
instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Instructional Planning

Individualized decision making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic
factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual’s learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

**Initial Content Standard 8: Assessment**

Assessment is integral to the decision making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **nonbiased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to **identify supports and adaptations** required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with exceptional learning needs in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

**Initial Content Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive**
to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Initial Content Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

From: What Every Special Educator Must Know, p. 47-50

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR SPECIAL EDUCATION TEACHERS

Standard I. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II. The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V. The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII. The special education teacher understands assistive technology as defined by state and federal regulations.
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Standard IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X. The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI. The special education teacher promotes students’ performance in English language arts and reading.

Standard XII. The special education teacher promotes students’ performance in mathematics.

PROFESSIONAL STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

The term “standard” is used to describe what a educational diagnostician must know and be able to do. The special education program at SFA is aligned with both national and state standards for educational diagnosticians. There are two sets of standards that form the foundation of our program.

First, are the national standards set forth by the Council for Exceptional Children (CEC), the national professional association for special educators. Second, are the Texas State Board for Educator Certification (SBEC) Standards. The SBEC and CEC standards are complimentary to each other and serve to guide the program.

Our curriculum has been directly aligned with these standards and we share accountability with our candidates for their performance on the Texas Examination of Educator Standards (TExES) certification exams in the Accountability System for Educator Preparation (ASEP). Based on an outstanding pass rate, our program is fully accredited by the State.

CEC STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.
Advanced Standard 2: Program Development and Organization

Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Individual and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence-based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.
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Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

From: What Every Special Educator Must Know, p. 152-154

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students’ behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

INTRODUCTION TO SPECIAL EDUCATION FACULTY

Dr. Paige Mask
maskp@sfasu.edu
936-468-1076
HSTC 313A

I joined the faculty at SFA in 2006. Prior to this date, I taught at the University of Texas at Brownsville for one year. My public and correctional school experience included teaching both special and regular education at the secondary level. I have also served as an Educational Diagnostician for children ages 3-21 and a Transition Specialist for children with behavior problems who were returning to their
I am a proud Longhorn, having earned my bachelors, masters and doctoral degrees from the University of Texas at Austin. Before becoming a professor, I taught early childhood special education in Lockhart ISD and later became Program Director at the Capital Area Easter Seals Rehabilitation Center in Austin. I joined the faculty at SFA in 1989 and taught Special Education courses for eleven years before becoming Associate Dean for Educator Certification in the College of Education in 2000. After serving as Associate Dean for five years, I returned to teaching as a full-time faculty member in the fall of 2005. I am a certified online instructor and I enjoy teaching online. I currently teach Survey of Exceptionalities (SPE 329), Early Childhood Special Education (SPE 464/564), Consulting with Parents and Professionals (SPE 463) and Introduction to Human Services (SPE 120). I also serve as the Coordinator of the Online Special Education Degree Completion Program. I am online most of the time, so the best way to reach me is by email although I am happy to meet face-to-face with students in my office by appointment or in a scheduled Elluminate session.
I am an adjunct instructor of Special Education at Stephen F. Austin State University (SFA) in the Department of Human Services. I grew up in Nederland, Texas in the Gulf Coast area between Beaumont and Port Arthur. I lived in Nacogdoches for 30 years before moving to San Antonio a year and a half ago. I'm a Lumberjack - Ax ‘em Jacks! I earned both my bachelors and masters degrees from SFA. In my career I taught 4th through 12th grade in Douglas, Texas; 6th, 7th and 8th grade special education for Nacogdoches Independent School District and was an Educational Diagnostician for NISD. I have worked with professionals, teachers and families of children with disabilities from birth to 21 years of age. I came to SFA as an instructor and was Director of Disability Services. In recent years, I have been an adjunct instructor for face-to-face and online classes. I feel very fortunate to have had many, varied experiences. I enjoy teaching online. I love teaching and interacting with my SFA students. I hope to impart my knowledge and enthusiasm to others who are called to serve in a helping profession and want to make a difference.
A CAREER IN SPECIAL EDUCATION

According to U.S. News & World Report, being a special education teacher is one of the Best Careers of 2011, and should have strong growth over the next decade. Employment of elementary and preschool special-education teachers is expected to jump by 44,300 jobs, or 20 percent, between 2008 and 2018--well above average for all occupations.

Read the entire article: Best Careers 2011: Special Education Teacher

SPECIAL EDUCATION PROGRAM ADMISSION REQUIREMENTS

Admission to any of the graduate special education programs is contingent upon admission to the Graduate School; therefore, a student applying to the Special Education graduate program must first apply to the Graduate School. Criteria for Clear Admission to the Graduate School include a 2.5 overall GPA for Provisional admission and 2.8 overall GPA for Clear admission. A satisfactory GRE score must also be obtained. See GRE details below.

The General Test of the GRE is an objective and written essay examination requiring approximately three to four hours and yielding three scores-Verbal Factor (vocabulary and reading comprehension); Quantitative Factor (logical mathematical reasoning); and Analytical Writing. Note: The Special Education Program does not require that you take the Analytical Writing portion of the GRE. When you come to this section simply type in, “Not required for my program of study”.

Each applicant is individually responsible for making arrangements for taking the General Test of the GRE and for having the scores sent to the Graduate Office, P.O. Box 13024, SFA Station, Nacogdoches, Texas 75962. All of the Graduate Record Examinations, of which the General Test is merely one, are prepared and scored by the Educational Testing Service, P.O. Box 6000, Princeton, N.J., 08541-6000. Information about the GRE and registration instructions is available from the Educational Testing Service. For general inquiries, the Educational Testing Service can be contacted by phone (1-609-771-7670), by Fax (1-610-290-8975), by e-mail (GRETestQuestionInquiries@ets.org or by Internet www.gre.org

The General Test of the GRE is available through the Computer-Based Testing (CBT) Program of the Educational Testing Service. There are CBT test centers located throughout the United States, U.S. territories, Puerto Rico and Canada. The CBT Program also is being offered outside the United States. Stephen F. Austin State University is a designated CBT site. The applicant may register for the GRE by calling the CBT test center directly (at SFA, the number is 936-468-3958) or the GRE registration number, 1-800 473-2255 to schedule an CBT examination date. Under the CBT Program, the examinee is able to view the scores of the verbal and quantitative sections immediately. Paper score reports are available to the examinee and the designated score recipients approximately 15 days after the test date.
Additional Requirements for Special Education Program

In addition to meeting the Graduate School admission criteria, a Special Education Program applicant will obtain a combined score of 750 - 800 on the Graduate Record Exam, GRE (Verbal section - 400 recommended and Quantitative section 400 recommended) which leads to a GRE and factor score of at least 2000. Factor scores are obtained by multiplying the combined verbal and quantitative GRE scores by the GPA of the candidates’s last 60 undergraduate hours. The following items must also be submitted the Graduate Program Coordinator: three letters of recommendation, a current resumé, and a typed double-spaced written statement (minimum 3-5 pages in length) describing his/her experience in the field of special education, his/her philosophy on educating students with special needs, and how personal qualities and educational experience would make one an exceptional candidate for the special education program.

When the Graduate Program Coordinator receives the applicant’s Graduate School Application, the application and its components parts are reviewed and a decision is made regarding the type of program admission. An applicant is then notified of the committee’s recommendation on his/her application. Candidates for admission will only be considered following the submission of a completed application packet. The packet is not complete until all the admission criteria are received. The review of all graduate applicants involves consideration of multiple factors. In addition to criteria set by the Graduate School, the department considers the following:

- GPA
- Match between professional goals and the department’s mission
- Letters of reference
- Professional development, experience, and accomplishments
- Bilingual/multilingual proficiency
- GRE Scores
- Evidence of leadership potential
- Personal Interviews

Note: Program Application Deadline - Thirty (30) days prior to the end of each semester.

Four Types of Graduate School Admission

1. Clear Admission

In general, clear admission to a degree program is met by an applicant having an overall undergraduate grade point average of 2.5 on a 4.0 scale and a 2.8 on the last 60 hours of undergraduate work. Additionally the prospective Clear Admission graduate candidate will obtain a combined score of 800 on the Graduate Record Exam, GRE (Verbal section - 400 recommended and Quantitative section 400 recommended) and submit 3 letters of recommendation, an essay, and current resume. **Note: Most financial aid programs will require Clear Admission to a program in order to qualify for the aid.**

2. Probationary Admission

An applicant failing to achieve clear admission to graduate study may be considered for
Probationary Admission by having an overall grade point average of 2.3 on a 4.0 scale and consent of the program advisor. The departmental graduate program coordinator may require test scores and/or a combination of other factors, such as professional experience, to meet the requirements for probationary admission. Three letters of recommendation, an essay, and current resume are also required.

3. Provisional Admission

For all graduate degree-seeking students, applicants unable to supply all the required documentation prior to the first semester of enrollment, but who, based on previous academic performance, appear to meet the requirements for clear admission, may be considered for provisional admission. This status requires the recommendation of the appropriate department and the approval of the dean. It is valid for one regular semester or two summer sessions only. Complete and satisfactory credentials must be received by the Graduate School and reviewed by the department prior to the beginning of the following semester of work. If this does not occur, the person will not be permitted to continue as a degree-seeking student. A maximum of 12 hours of graduate level course work taken under provisional status may be applied toward a degree.

4. Overlap Program Admission

The Overlap Program permits qualified undergraduates to pursue a limited amount of graduate study concurrently with undergraduate study. A maximum of 12 credit hours is allowed. Graduate courses taken in the program, however, are not applicable toward the baccalaureate degree. To be eligible for the Overlap Program, a student must be enrolled at SFA and must have achieved at least 95 semester hours of undergraduate credit. A student with fewer than 115 hours of undergraduate credit must present a 3.0 grade point average both overall and in the major field. A student with 115 hours or more of undergraduate credit, however, may be admitted to the Overlap Program by presenting a 2.5 grade point average overall and a 2.8 grade point average in the major field. Any student admitted to the Overlap Program must meet the admission requirements of the graduate program including the GRE.

Steps For Admittance to the Overlap Program
1. Apply to the Graduate School,
2. Complete an Overlap Application,
3. Obtain the recommendation of the graduate program advisor in the major department.
4. Obtain the recommendation of the appropriate academic dean.

Graduate School Application Fees

A $35 application fee is to be included with the application materials. A fee of $75 must accompany the application of all foreign applicants, except those under university-sponsored exchange programs.
**Appeal Process**

An applicant may appeal an admission decision to the Graduate Council. The appeal should be made in writing and routed through the Dean of Graduate School. The Graduate School web site may be viewed at [http://www2.sfasu.edu/graduate/ProspStudents/apply_reg.html](http://www2.sfasu.edu/graduate/ProspStudents/apply_reg.html). A copy of the graduate school application may be completed and submitted electronically for a fee from [https://www.applytexas.org/adappc/gen/c_start.WBX?s_logon_msg=Y](https://www.applytexas.org/adappc/gen/c_start.WBX?s_logon_msg=Y).

**PROGRAM COSTS**

Stephen F. Austin State University reserves the right to change tuition and fees in keeping with acts of the Texas Legislature or the University Board of Regents. All charges are subject to correction. For the most current information regarding tuition and fees, go to [www.sfasu.edu/go/costs](http://www.sfasu.edu/go/costs).

**DEGREE REQUIREMENTS**

A minimum of 36 hours of specified coursework is required for the M.Ed. in Special Education degree. An additional 3 hours may be required for students who do not have the prerequisite course SPE 439 or SPE 539 or an equivalent.

**EDUCATIONAL DIAGNOSTICIAN CERTIFICATION SEEKING ONLY REQUIREMENTS**

In order to be eligible for this certificate, an individual must already hold an M.Ed. from an accredited program. The minimum number of hours required for the Educational Diagnostician certificate is usually 18 hours; however, the requirements will vary per student based on a review of both the student’s undergraduate and graduate transcripts. In order to determine exactly how many hours you will need in order to pursue your Educational Diagnostician certificate, send official copies of both your undergraduate and graduate transcripts to the Special Education Graduate Program Coordinator at the address provided below:

Stephen F. Austin State University  
Department of Human Services – Special Education Graduate Program Coordinator  
P.O. Box 13019  
Nacogdoches, Texas 75962

**M.ED. IN SPECIAL EDUCATION PROGRAM OPTIONS (3)**

There are three online program options for candidates seeking a M.Ed. with a major in Special Education. Each of these programs will be described below. Technology requirements for courses within these programs include the following:

Access to a computer that has the following components: webcam/microphone, Powerpoint viewing and creating capabilities, Microsoft Word and Excel, digital camera with video recording capabilities (e.g. iPhone or digital-video camera).
An iPhone or Flip Video Camera can be purchased for approximately $120.00. This type of phone creates an mpeg. file that easily transfers to your computer's hard drive. This is a worthy investment because you will be using this type of recording technology for several special education courses. The Flip Video Camera comes with software for your computer to create the mpeg. file.

If you already possess a high-quality video camera, then you may use this device to capture your testing sessions and/or record your assignments. Before you submit your recordings for credit, you will need to use a software program to convert your video from a tape to a CD-R or DVD-R. Your computer should have software that converts taped video to a CD-R or DVD-R. The MacIntosh Netbook software is called IMovie and the Windows software is called Windows Movie Maker. The directions for these "movie" programs are pretty easy to follow. MPEG, CD-R, or DVD-R recordings will be accepted for credit. Be sure that your recordings are functional and saved appropriately before you submit your assignment for grading. Due to the large size of the recording files, you may need to submit your recordings using DropBox or by DVD or jump drive.

PROGRAM OPTION I:

M.ED. in SPECIAL EDUCATION WITH EC-12 SPECIAL EDUCATION CERTIFICATION

The M.Ed. in Special Education program provides graduate level preparation in the area of disability awareness, instructional strategies, formal and informal assessment, and law. This M.Ed. and its accompanying certification would qualify an individual to teach in a Texas special education PK -12 public or private school setting.

Note: This type of M.Ed. will require both a degree plan as well as a certification plan from the Teacher Education Department. The program consists of master’s level coursework and preparation for certification as a special education teacher. To obtain a professional certification as a special education teacher, an individual person must pass 3 TExES exams: 1) #161 EC-12 Special Education TExES, 2) #160 All-Level Professional Roles and Responsibilities TExES, and 3) an additional content area based on coursework, the candidate interests and career goals, and planned with the graduate program coordinator.

Required courses for the M.Ed. in Special Education with EC -12 Special Education Certification:

- Prerequisite SPE 439 or SPE 539
- SPE 532, 567, 568, 561, 562, 560, 564 (Note: SPE 565 may be substituted for one of the listed SPE courses)
- EPS 585
- plus 12 hours of electives which are used to fulfill the teacher certification courses on your certification plan (SED and RDG courses).

Note: SPE 561 should be taken as one of the last courses due to preparation for the #161 EC-12 Special Education TExES and field experience requirements.
PROGRAM OPTION II:

M.ED. in SPECIAL EDUCATION

The M.Ed. in Special Education program provides graduate level preparation in the area of disability awareness, instructional strategies, formal and informal assessment, and law. Individuals who typically choose this type of M.Ed. are certified teachers who desire to expand on his or her knowledge base and/or and individual who works for a state agency such as Early Childhood Intervention, Mental Health Mental Retardation (MHMR), other state facilities, hospitals, or like agencies. Required courses for the M.Ed. in Special Education

- Prerequisite SPE 439 or SPE 539
- SPE 532, 567, 568, 561, 562, 560, 564 (Note: SPE 565 may be substituted for one of the listed SPE courses)
- EPS 585
- plus 12 hours of electives planned based on student interests, career needs/goals, and in conjunction with the graduate program coordinator.

Note: SPE 561 should be taken as one of the last courses due to preparation for the #161 EC-12 Special Education TExES and field experience requirements.

PROGRAM OPTION III

M.ED. in SPECIAL EDUCATION WITH EDUCATIONAL DIAGNOSTICIAN CERTIFICATION

The Educational Diagnostician program provides graduate level preparation in the area of disabilities, instructional strategies, formal assessment, and law. An educational diagnostician is a master's level professional who works within the public school system to ensure than special education services are provided to eligible students in accordance with all applicable federal laws, regulations, state statutes, Texas Education Agency, and the Commissioner of Education. The program consists of master's level coursework and preparation for certification as an Educational Diagnostician.

Note - Certification Seeking Only Candidates: To obtain a professional certification as an educational diagnostician, a master’s degree from an accredited institution of higher education must be completed; the person must pass the TExES #153 exam, and have two years of classroom teaching experience in a public or accredited private school. An individual possessing a master’s degree in a related field may be eligible for the option of seeking certification for the Educational Diagnostician certificate. Additional information regarding the certification only option may be obtained by contacting the Special Education Graduate Program Coordinator at (936) 468-1076.

Required courses for the M.Ed. in Special Education with Educational Diagnostician Certification:

- Prerequisite SPE 439 or SPE 539
- SPE 567, 568, 562, 571, 564, 560, 561 (Note: SPE 565 may be substituted for one of the listed SPE courses. Special consideration may also be given for AED 501 and AED 516 for students who are qualified to take courses that apply towards the Principalship certification.)
- SED 521
- EPS 544, 545, 555, 585

Note: EPS 555 should be taken as one of the last courses due to preparation for the #153 Educational Diagnostician TExES and field experience hours.
At Stephen F. Austin State University, the preparation of teachers and other educational leaders is considered the task of the entire university. A Teacher Education Council (composed of faculty and administrators from each of the Colleges that have teaching fields) makes policy for the programs. Likewise, the Professional Development School (PDS) Advisory Council involves university faculty and administrators from throughout the campus as well as teachers and administrators from PDS and community colleges which review program requirements. Educator Preparation Programs are standard based, learner-centered, and delivered in a collaborative, field-based environment. Technology skills and responsiveness to diversity are integral parts of the programs. As with all teacher preparation in Texas, each program completer has an academic specialization and a common core curriculum as a basis for the professional education sequence. Assessment is benchmarked throughout the program. Recommendation for certification is made by the University to the State Board for Educator Certification (SBEC) when the program, including successful TExES testing in teaching fields and pedagogy, is completed. Students in the various programs have a sequence of field experiences that are delivered in collaboration with partners in the public schools. Multiple schools in the East Texas area serve as sites for early field experiences for graduate students. Additionally, the Houston and Dallas metropolises serve as student teaching sites.

In order to become a certified Special Education teacher in Texas, an individual must:

- have earned a bachelor’s degree
- demonstrate competency on a Preadmission Competency Test (PACT) exam which is the #161 EC-12 Special Education TExES, and/or in the basic skills of reading, writing, and mathematics
- completed an approved educator certification program
- complete a field experience
- pass 3 state certification examinations: Content area - #161 EC-12 Special Education TExES, Pedagogy - #160 All-Level Professional Roles and Responsibilities, and additional content area based on candidates coursework and interests and planned with the graduate program coordinator.
- apply to the State Board for Educator Certification and be recommended by the certification program or entity.

Admission to Teacher Education Program

1. Read the [steps for program admission](#).
2. View available [certification areas](#).
3. Take and pass the Pre-Admission Content Test (PACT) that matches the content area in which you are seeking certification. *Please note that the State Board of Educator Certification (SBEC) has changed the EC-4 Generalist certification to the EC-6 Generalist certification.*
Therefore, we will not accept the EC-4 Generalist PACT. You will need to email the official score report to the Educator Certification Office at edcertpbic@sfasu.edu

- PACT Info & Test Info
- Study Info and here

4. Apply to the Graduate School.
5. The applicant will receive a degree plan and academic advising from the department. The department will indicate if the Graduate Record Examination (GRE) will be required within the first semester. If required the department will request a combination score of 750 from the verbal and quantitative sections.
   1. GRE Info (the GRE is not required for 6-12 certification, or EC-12 Art, Deaf and Hard of Hearing, Health, Music, Physical Education, and Theatre).
   2. After you complete the education coursework for certification, you will be required to take the Pedagogy and Professional Responsibilities (PPR) state exam. What is field experience? Student Teaching or the One-Year Teaching Internship on a Probationary Certificate
   3. Field Experience Info
   4. Student Teaching Info
   5. One-Year Teaching Internship Info
6. Once you complete the Texas Standard Teaching Certificate, you will have the option to continue coursework to complete a Master’s Degree.
7. Department Contact Information
   - Elementary Education: Dr. Vikki Boatman at vboatman@sfasu.edu
   - Secondary Education: Dr. Heather Olson Beal at olsonbehk@sfasu.edu
   - Special Education: Dr. Paige Mask at maskp@sfasu.edu
   - Educator Certification: Cindy Tillery at cindytillery@sfasu.edu
8. How do I get my Texas Standard Teaching Certificate?
   A Texas Standard Teaching Certificate requires individuals to complete the required coursework, required state exams, and a field experience. After you successfully
complete all three areas, you may apply online to the State Board of Educator Certification for your Texas Standard Certificate.

9.  See instruction

**Probationary Certificates/One-Year Teaching Internship**

The Probationary Certificate is aligned with the One-Year Teaching Internship at SFASU. This is how it works:

- Upon Graduation, the individual applies for a Post Baccalaureate Initial Certification Plan.
- The Individual must meet all requirements for clear admission to the Educator Certification Program.
- Upon employment with the school district, the student applies for a one-year Probationary Certificate and pays a fee to the State Board for Educator Certification (SBEC).
- For eligible students, recommendations for Probationary Certificates will be made after the 21th class day at SFASU for the current school year. The time frame will be within a 45 day period from the first day of instruction.
- The school district and intern must complete a packet of forms including a Probationary Certificate Application, an Intern Agreement, and a Principal Agreement.
- All completed forms must be received in the Educator Certification Office before clearance for a permit to register will be given.
- The school district assigns a trained mentor to the teaching intern. SFASU provides mentor training each September and January, free of charge, but will accept mentor training provided by districts or Education Service Centers. SFASU will pay the district mentor $300 per semester, for a total of $600.
- The university assigns a University Mentor who communicates regularly with the intern and provides on-site visits and consultation.
- The Teaching Intern enrolls in an internship course for two consecutive semesters, for a Pass or Fail grade.
- Check the registration schedule for billing dates. Contact the SFASU Business Office to make payment arrangements to avoid an automatic drop for non-payment of fees.
- At the end of the year, the mentors and district principal determine whether the individual receives a passing grade, successfully completing the one-year internship.

Upon successful completion of the internship, all coursework, and all required TExES/ExCET exams, the individual applies for a [Standard Teaching Certificate](#).

**Probationary Certificate**

The Post Baccalaureate Initial Certification Program at SFASU is approved by the State Board for Educator Certification (SBEC) as an acceptable alternative route to certification under the federal "No Child Left Behind" law. This law requires schools that receive Title I funding to employ teachers in core academic subjects who are "highly qualified."
Requirements for Issuance of a Probationary Certificate

An individual employed on a probationary certificate, meeting the following requirements, is considered "highly qualified."

1. Applicant must hold at least a Bachelor's degree from an accredited institution of higher education.
2. Applicant must meet ALL requirements for admission to the Educator Certification Program, including passing the Pre-Admission Content Test.
3. Applicant's teaching assignment by his/her employer must match the teaching field and grade level on the certificate plan.
4. All forms necessary to make a recommendation for a probationary certificate must be on file in the Educator Certification office, including those completed by the employing school district.
5. Probationary certificates are valid for one calendar year from the date of issuance.
   - A certificate may be extended for two one-year terms following expiration of the initial term, if necessary and if approval criteria has been met.
   - An individual may not serve for more than three school years without obtaining an initial standard certification. This time period includes any permits which may have been issued.

How to Apply for a Probationary Certificate

Step 1. Determine whether you are eligible for the program. Carefully read the Requirements for Issuance of a Probationary Certificate (above) to determine if you are eligible.

Step 2. Complete and submit the following forms to the Office of Educator Certification:
Click and print the form below:
   - Probationary Certificate Application and Agreement Forms

Mail the completed forms to:
Stephen F. Austin State University
Office of Educator Certification
Box 6103 - SFA Station
Nacogdoches, TX 75962-6103

Step 3. Go to the SBEC website* www.sbec.state.tx.us and set up an SBEC Online Account [click on "New User for Educators" on the right side of the screen and follow the instructions], and log in. If you already have an SBEC online account, log in

Step 4. After you have logged in to your SBEC Online Account, click on "Applications" on the left side of the Educator Main Menu and select "Probationary Certification," then follow the instructions to apply for your certificate.
After you complete the on-line application -- which includes submitting the appropriate fee and fingerprint fee and forms to SBEC -- a recommendation from SFA for the requested credential will be given. When the credential has been approved by SBEC, it may be viewed by returning to the SBEC website www.sbec.state.tx.us and clicking on "Official Record of Educator Certificates."

Requirements for Extension of a Probationary Certificate

A Probationary Certificate is issued for one year. Under certain circumstances, a Probationary Certificate may be extended for an additional year. Specific requirements for the extension are outlined below:

1. Applicant must be making reasonable progress to complete his/her certificate plan. For example:
   - For a one-year extension, approximately one-half of the hours on the certificate plan must have been completed.
   - An individual may not serve for more than three school years without obtaining an initial standard certificate.
2. Internship must be completed or in progress.
3. The employing school district must make a written request for extension to the SFASU Certificate Officer.
4. Complete and submit the required forms as outlined below.

How to Apply for an Extension of a Probationary Certificate

Step 1. To apply for an Extension to an existing Probationary Certificate, complete and fax to the Educator Certification Office (936) 468-1577 the form on this link: Extension of Probationary Certification Application form.

Step 2. Go to the SBEC website www.sbec.state.tx.us and log in. Choose "Applications" on left side of screen, then "Probationary Certification."

After you complete the on-line application, which includes submitting the appropriate fee to SBEC and sending all necessary documentation to SFASU,** the Certificate Officer will verify the information and make a recommendation for the requested credential. When the credential has been approved by SBEC, it may be viewed by returning to the SBEC website www.sbec.state.tx.us and clicking on "Official Record of Educator Certificates."

For questions concerning extension of a Probationary Certificate, please contact, PBIC Manager (edcertpbic@sfasu.edu), in the Office of Educator Certification in the McKibben Education Building, Room 118, phone (936) 468-1740.
COURSE DESCRIPTIONS FOR M.ED. IN SPECIAL EDUCATION PROGRAMS

- **SPE 532. Educational Appraisal of Exceptional Children.** Fundamental concepts in measurement with emphasis upon the utility of various test and assessment procedures.

- **SPE 539. Principles of Behavior.** Management for classroom and community use with students with disabilities.

- **SPE 560. Children with Behavioral Disorders.** The etiology, characteristics and remediation of behavior disorders in children.

- **SPE 561. Medical and Educational Aspects of Sensory and Motor Disabilities.** The development of basic sensory discrimination and perceptual processes and abnormalities manifested by exceptional children. Prerequisite: SPE 567.

- **SPE 562. Instructional Strategies for Exceptional Learners.** Methods of evaluation and remediation of sensory and perceptual deficiencies. Prerequisite: SPE 567.

- **SPE 564. Early Childhood Special Education.** A comprehensive overview of the field including medical aspects of serving young children with disabilities, methods, technology, transition, and interagency coordination. Prerequisite: SPE 329 or 567.

- **SPE 565. Educational Programming for Students with Autism.** Etiology, research, characteristics, and program components related to children and youth with autism. Traditional and current causation will be discussed with subsequent implications drawn for providing appropriate educational interventions.


- **SPE 568. Seminar in Special Education.** Problems in special education, current research, implications for teaching. Prerequisite: SPE 567.

- **SPE 571. The Educational Diagnostician.** The roles and responsibilities of the educational diagnostician.

- **EPS 544. Individual Academic Assessment.** The administration and interpretation of tests designed to measure achievement, adaptive and maladaptive behavior, and social/emotional behavior for use in educational planning and interventions with disabled students.

- **EPS 545. Individual Intelligence Testing.** The administration and interpretation of intelligence tests, report writing, selection and interpretation of assessment batteries including measures of social/emotional behavior.
- **EPS 555. Practicum In Diagnostic Evaluation.** Supervised experience in administration and interpretation of various psycho-educational instruments resulting in written diagnostic evaluation reports or supervised practicum experience providing instruction to children with disabilities. Prerequisites: EPS 545 and consent of instructor.

- **EPS 585. Advanced Human Growth and Development.** A study of current research related to emotional, social and mental development.

- **SED 521. Learning Theory and Pedagogy.** A survey of major learning and developmental theories and practices related to the instructional process, structures and the learner with emphasis on constructivism.

### Additional Courses for EC-12 Special Education Certification Plan

- **RGD 518. Reading Methods for Early Childhood.** Focus on acquisition and development of reading skills in early childhood. For post-baccalaureate initial certification students only. Prerequisites: Admission to Teacher Education and the Post-Baccalaureate Initial Certification Program.

- **RDG 519. Reading Methods Upper Level.** Focus on literacy instruction for upper level readers. Course includes content related to upper level literacy assessment and instruction. For post-baccalaureate initial certification students only. Prerequisites: RDG 518.

- **ELE 521. Mathematics in the Elementary School, Advanced.** Current trends, practices and research pertaining to the teaching of mathematics in the elementary school. Prerequisites: six hours mathematics and nine hours education and/or psychology.

- **SED 522. Curriculum, Instruction and Assessment.** Emphasis on the application of learner-centered principles for designing and implementing developmentally appropriate instruction and assessment. Analysis of state and national standards.

- **SED 525. Classroom Management and Professional Responsibilities.** Emphasis on discipline theory, ethical responsibilities and legal issues involved in classroom management. Focus on understanding teacher roles, responsibilities, communication and professionalism.

- **SED 543. Synthesis Seminar.** Enables students to apply professional expectations for teachers as expressed through the Pedagogy and Professional Responsibilities (PPR) standards adopted by the state of Texas. The course synthesizes the PPR standards and research-based practices for educators. SED 543 is graded on a pass-fail basis.
TENTATIVE SEMESTER COURSE OFFERINGS

- SPE 532. Educational Appraisal of Exceptional Children. Offered fall only
- SPE 539. Principles of Behavior. Offered fall only.
- SPE 560. Children with Behavioral Disorders. Offered spring only.
- SPE 561. Medical, Educational, Sensory & Motor Disabilities. Offered spring only.
- SPE 562. Instructional Strategies for Exceptional Learners. Offered spring only.
- SPE 564. Early Childhood Special Education. Offered each fall and spring.
- SPE 565. Educational Programming for Students with Autism. Offered spring only.
- SPE 567. Trends in Educating Exceptional Children. Offered fall only.
- SPE 568. Seminar in Special Education. Offered Summer II only.
- SPE 571. The Educational Diagnostician. Offered Summer I only.
- EPS 544. Individual Academic Assessment. Offered Summer I only.
- EPS 545. Individual Intelligence Testing. Offered Summer II only.
- EPS 555. Practicum In Diagnostic Evaluation. Offered fall and spring.
- EPS 585. Advanced Human Growth and Development. Offered fall, spring, and summer I.
- SED 521. Learning Theory and Pedagogy. Offered fall, spring and summer I.

Additional Course Offerings for the EC-12 Special Education Teacher Certification

- RGD 518. Reading Methods for Early Childhood. Offered Fall and Summer I
- RDG 519. Reading Methods Upper Level. Offered Spring and Summer II
- ELE 521. Mathematics in the Elementary School, Advanced. Offered Summer I and II
- SED 522. Curriculum, Instruction, and Assessment. Offered Fall, Spring & either Summer I and II.
• **SED 525. Classroom Management and Professional Responsibilities.** Offered Fall, Spring & either Summer I and II.

• **SED 543. Synthesis Seminar.** Offered Fall, Spring & either Summer I and II.

### ADVISING POLICIES AND PRACTICES

The Graduate Program Coordinator will advise you on courses to take each semester. Advising schedules are as follows:

- Fall semester advising begins August 10th.
- Spring semester advising begins December 1st
- Summer semester advising begins May 1st

In many instances, the graduate program coordinator will create a tentative schedule of courses for the student’s entire program. To be advised for the semester, call (936) 468-1076 or e-mail the graduate program coordinator (maskp@sfasu.edu)

### SCHOLARSHIPS AND FINANCIAL AID

#### Become a Teacher

Receive up to $4,000 per year (full time) with a total of $16,000 for undergraduate study and $8,000 for graduate programs. This grant is available to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. If, after reading the information on the TEACH Grant website you are interested in learning more about the grant, you should contact the SFA Financial Aid office.

#### Troops to Teachers

Troops to Teachers is a U.S. Department of Education and Department of Defense program that helps eligible military personnel begin a new career as teachers in public schools where their skills, knowledge and experience are most needed. If you would like to learn more about this resource you may visit the Troops to Teachers homepage.

#### Financial Aid

Stephen F. Austin State University Office of Student Financial Assistance is committed to helping graduate students meet their financial needs. SFA provides graduate students traditional financial assistance in the form of state grants, work-study programs and student loans. To be considered for these funds, an applicant must complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov.
For priority consideration, applications should be received by the Office of Student Financial Assistance by April 1; however, applications received after this date will be accepted and processed. Once this information is received, graduates will be evaluated for all available funds. Electronic notification of awards will be made within two weeks after receipt of all required documentation. Typically, graduate students qualify for grant funding through the state TPEG and institutional Lumberjack Grant programs, and benefit from elevated federal loan eligibility. For more information or to speak with a counselor, contact the Office of Student Financial Assistance at (936) 468-2403 or e-mail at www.sfasu.edu/aid.

Dropping courses may result in a reduction of financial aid funds for the current term. In order to receive financial assistance for future terms, you must make Satisfactory Academic Progress and dropping courses will affect your Satisfactory Academic Progress standing. For information concerning this policy, visit the office’s Web site at www.sfasu.edu/aid.com

SFA LIBRARY RESOURCES

The Ralph W. Steen Library is the main library at Stephen F. Austin State University and is the university’s primary library and learning resource environment. Steen Library houses almost 1.9 million volumes, subscribes to 47,414 and provides access to 66,585 serials, (27,263 are unique), both print and electronic, and subscribes to 58 over 200 databases, through library subscriptions and consortia participation. The library catalog is available for use on campus and remotely online. Sixty-five percent of the serials collection is available in full-text online. Over 25,000 e-books are listed in the online catalog. Steen Library encompasses 245,000 gross square feet, is ADA-compliant, and has a wireless network throughout. The library is open 106 hours per week when classes are in session. Steen Library is home to the LINC Lab (Library Information and Networking Center), a 135-seat open-access computer laboratory featuring both PC and Macintosh platforms. A total of 200-plus computers are available within the library for open use. Steen Library is home to the Academic Assistance and Resource Center (AARC), a state-of-the-art tutoring center, which is open to all SFA students free of charge. The library also is home to the East Texas Research Center (ETRC), an archive featuring cultural materials indigenous to East Texas and is a designated Federal and State Document Depository. The library also is responsible for the university’s Web site.

The library is a member of TexShare, a Texas State College and University Library Consortium. As a member, the library provides students with free in-house and remote electronic searching of almost 100 databases of full-text articles and more than 27,000 e-books. Students can request a TexShare library card, which gives them borrowing privileges when they visit other TexShare participating Texas state college and university libraries.

UNIVERSITY AND PROGRAM POLICIES

STUDENTS WITH DISABILITIES

To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/
(936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify me and outline the accommodation and/or auxiliary aids to be provided. You will then need to schedule a time to meet with me, discuss your accommodations, and I will sign the Special Accommodation Request Form. For more information, visit Disability Services.

ACADEMIC INTEGRITY

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the Academic Integrity Policy.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Grade Appeals

If you believe there is an error in your final grade, contact me immediately so that your concern can be resolved in a timely manner. The procedure for formal appeals is detailed in the Academic Appeals by Students Policy.
WEBLINKS

- State Standards Special Education (EC-12)
- Educator Testing
- EC-12 TExES Preparation Manual
- Career Opportunities in Special Education