2020-2021

STUDENT HANDBOOK

M.Ed. Special Populations

UNIVERSITY of
HOUSTON

COLLEGE of EDUCATION
Educational Leadership & Policy Studies
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Welcome to the M.Ed. in Special Populations Program, offered through the Department of Educational Leadership and Policy Studies (ELPS) in the College of Education (COE) at the University of Houston (UH). We intend for this Handbook to be an important resource and provide you with a detailed but understandable overview of the program’s training philosophy; goals; objectives; expected student competencies; research requirements, and other policies and procedures.

We also expect that the Handbook will serve as an important reference for you as you progress through the Program, providing answers to many of your questions. In order to understand how the M.Ed. in Special Populations Program and its requirements fit within the larger context of the COE and the UH, please use this Handbook in conjunction with The UH Graduate Catalog (http://publications.uh.edu/index.php).

Additional information about the Program can also be obtained at the Program website http://www.uh.edu/education/degree-programs/spec-ed-med/.

Please feel free to consult with your advisor about items that you may be unsure about after you have reviewed the appropriate section(s) of the Handbook and the Guide. Indeed, I would like to encourage you to contact your advisor by email to set up a time to meet face-to-face and begin establishing a relationship with your advisor as soon as possible after you begin your first semester.

Although we have made every effort to ensure the accuracy of the information provided in this Handbook and the Guide, there may be inaccuracies that result from errors or policy or procedural changes at the Departmental, College, University, or national level that we were unaware of at the time these documents were last revised. Thus, this Handbook and the Guide may be best considered to be “works in progress” that will likely be revised on at least an annual basis rather than as final documents.

In closing, the Program faculty trusts that you will find the enclosed information helpful as you complete the M.Ed. in Special Populations. As you matriculate through the Program, please raise any questions and issues you may have with your advisor after you have reviewed this Handbook and the Guide.

Sincerely,

Kristen Hassett, Ph.D.
Clinical Associate Professor and Program Director
INTRODUCTION

PURPOSE OF THIS HANDBOOK
This Handbook is intended for students in the Department of Educational Leadership & Policy Studies (ELPS) in the College of Education (COE) at The University of Houston (UH). It provides an overview of program requirements, policy, rules, and regulations. The information included is designed to facilitate students' progress toward the attainment of their degree objectives. The purpose of this handbook is to supplement and clarify – not supersede – policies and procedures provided at the College of Education or University of Houston level.

GOALS OF THE PROGRAM
The M.Ed. in Special Populations program prepares professionals for the high-needs field of Special Populations. All programs incorporate the professional standards of Council for Exceptional Children organization (http://www.cec.sped.org/Standards). Graduates find abundant opportunities for challenging and rewarding careers. The program offers three tracks:

- **Special Education Emphasis** focuses on obtaining the necessary capacity for working with individuals with disabilities.
- **Special Education Certification Emphasis** focuses on obtaining the necessary capacity for working with students with disabilities, as well as meets most certification requirements to teach special education (EC-12) in the state of Texas. Additional coursework required for certification.
- **Educational Diagnostician Certification Emphasis** prepares students for certification as Educational Diagnosticians in Texas Public Schools. Students in this program currently hold a teaching certificate in the state of Texas. This program extends teachers' special education expertise by developing the necessary skillset to assess and identify learning problems in children, consult with parents and teachers in a multidisciplinary setting, and assume leadership roles. Additional coursework required for certification.
- **Gifted and Talented Emphasis** prepares students for supplemental certification as Gifted and Talented in Texas Public Schools. This program extends teacher’s expertise by developing the necessary skillset to work with gifted/talented students by modifying the depth, complexity, and pacing of the curriculum.
- **Special Education Leadership Emphasis** prepares students who are working with learners with disabilities and other special needs to assume administrative roles* in special education in a K-12 school or at the district level. Develops students into special education leaders* that have the skills to address the complex issues surrounding educating students with challenges related to learning, social, and emotional needs.

*Please note that some districts require Principal certification for designated administrative positions. Students wishing to pursue Principal certification need to (1) apply to the K-12 Leadership certification program, and (2) complete additional requirements (including
coursework and internship, at a minimum).

UNIVERSITY OF HOUSTON GRADUATE AND PROFESSIONAL STUDIES GRADUATE CATALOG
It is important for all students to read the catalog and be familiar with the requirements and policies currently in effect for all graduate students at the University of Houston. The catalog is available online at http://publications.uh.edu/index.php.

Specifically: It is the responsibility of students to be aware of rules and regulations. As such, please view the Graduate Catalog to review all policies regarding, but not limited to: Academic Honesty, Dropping Courses, Leave of Absence, Low Grade Policy, Plagiarism (Definition of), and Withdrawal.

UNIVERSITY OF HOUSTON WEBSITE
The UH website available at http://uh.edu/ contains policies regarding student business services including tuition/fees amounts, payment options with due dates, and refunds; academic calendar; enrollment schedules; and more.

COE OFFICE OF GRADUATE STUDIES WEBSITE
The COE Office of Graduate Studies (OGS) provides leadership and continuous support for all graduate programs, faculty and students in the College of Education. COE policy information is available on the OGS website at http://www.uh.edu/education/student-services/graduate-office/.

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES WEBSITE
Please visit http://www.uh.edu/education/departments/elps/ for information about the department, mission, degree programs, faculty and staff, ELPS centers and institutes, testimonials, and more.

MYADVISOR
The MyAdvisor portal is the electronic interface for student services in the College of Education. Students use this online application primarily to document their progress toward the degree and to submit required forms for approvals. Please note that students must use their UH CougarNet credentials to log into the MyAdvisor application by accessing https://www.coe.uh.edu/MyAdvisor/login.cfm. Detailed information pertaining to MyAdvisor usage is provided within the handbook.

MYUH
The University of Houston is a student-focused, yet self-service, academic community. As such, students must complete many administrative actions themselves. Through the myUH portal, students may check admission status, register for classes, reserve parking, reset passwords, add classes, view financial aid, make payments, download 1098Ts, and much more by visiting https://myuh.uh.edu/.
UH EMAIL MAILBOX

Beginning Spring 2020, College of Education students were provided an official UH email mailbox to use during their enrollment at the University of Houston. The email account will be the primary way instructors, UH entities, and support staff communicate with students. The purpose of this action is to: (1) help retain the integrity and privacy of your personal email account by keeping UH related correspondence within its own email mailbox and (2) provide additional course curriculum Office 365 tools and functionality (uh.edu/office365).

There are two ways to access and use your official UH email mailbox.

1. Visit AccessUH (http://accessuh.uh.edu) and click on the “Office 356” icon to gain access to the Outlook web app.
2. Download the free Microsoft Outlook app and follow the appropriate tutorial to check, send, and receive UH emails on mobile devices.

Note that students are initially assigned a forwarding email alias that does not send or store emails. The main purpose of this forwarding email alias is to redirect emails to a personal email address. Currently your alias may be forwarding emails to a personal email address. Therefore, manually update your ‘destination’ email address to redirect to your new official UH email mailbox. Visit the UIT website to learn how to update the destination email (https://uh.edu/infotech/services/accounts/email/update-student-address/) within AccessUH (uh.edu/infotech/services/accounts/email/update-student-address).

Additional assistance can be found at the Get Help (http://www.uh.edu/get-help) page (uh.edu/get-help), by visiting the CITE lab (http://www.coe.uh.edu/cite) Help Desk (coe.uh.edu/cite), or by requesting an official email mailbox (http://www.uh.edu/mailbox) if you believe one was not created for you (uh.edu/mailbox).

ADVISOR AND DEPARTMENTAL STAFF

Your advisor and administrative staff within the Department of Educational Leadership & Policy Studies also serve as resources and will provide guidance on where to go to get more information about particular University of Houston, College of Education, and ELPS policies and procedures. Information about these policies and procedures as well as program requirements not described in this handbook can be discussed with your advisor.

Visit the ELPS website at http://www.uh.edu/education/departments/elps/ to access faculty and staff contact phone numbers and email addresses.
CORE FACULTY
Detailed ELPS core faculty information is available at http://www.uh.edu/education/departments/elps/faculty/.
Note: Adjunct faculty vary by semester given the subject matter of the specific course offered at the time.

ADVISING AND VALID CONTACT INFORMATION
Upon admission to the program, all students are assigned a faculty advisor (certification-only students) or academic advisor (M.Ed. students). The student's relationship with his or her advisor is one of the primary means by which the program monitors and facilitates student progress through the program and professional and personal competency development. Students are expected to maintain regular contact with their advisors throughout their matriculation, keep their advisors apprised of any problems or concerns that may affect their academic work, complete certification plans in close consultation with their advisors, and seek their advisor's consultation and assistance as appropriate. Students must keep their myUH accounts updated with their UH email address and/or destination email address, mailing address, and telephone number that will enable the advisor to reliably contact the student. At this time, students are encouraged to use a destination email that does not end in yahoo.com due to UH emails being rejected by Yahoo servers. Failure to maintain valid contact information is a serious issue since the advisor must be able to have confidence that time-sensitive and/or important information will be delivered to the student. Failure to maintain valid contact information is a serious deficiency that may lead to the development of a Performance Improvement Plan (PIP), at any time that the advisor determines that the contact information is not valid.

ONGOING AND ANNUAL REVIEW
The overall progress of all students is evaluated annually by advisors. Students are given feedback each year concerning the outcome of this evaluation. Students are in good standing if they:

- register continuously at the University in courses consistent with the approved degree plan and/or certification plan, or seek a formal leave of absence from the program if they must interrupt their enrollment;
- maintain close contact with their advisor concerning progress toward the certification requirements;
- make adequate progress in accordance with the length of time that the student has enrolled in the program; and,
- maintain adequate progress and performance in their coursework. Adequate progress includes formally resolving all Incompletes received in any course during the previous semesters.

DISMISSAL POLICIES AND PROCEDURES
The dismissal of a student from the program is a significant event for the student, the program, and the program faculty and represents the conclusion of the faculty that the student has not demonstrated appropriate, consistent matriculation; has engaged
in academic dishonesty; has not met multiple program milestones; has been charged with or convicted of a criminal offense; has failed to demonstrate an adequate level of professional or personal competency, or for other serious reasons (e.g., has been disruptive to the education and training process). Dismissal action is typically the outcome of careful inquiry and collection of data from multiple sources as well as communication with the student regarding his or her unsatisfactory performance in basic or, where appropriate, remedial work, as outlined in a Performance Improvement Plan. However, immediate dismissal may occur under dangerous (e.g., threat of bodily harm, slander, libel), unusual, or other serious circumstances.

**GRIEVANCE POLICY AND PROCEDURES**

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the College of Education Student Grievance Policy and in the UH Graduate Studies Catalog.

**COURSEWORK & BENCHMARK REQUIREMENTS**

**COURSE INFORMATION**

**UH Course Listing**

The UH Course Listing allows students to search for, and receive, information regarding available courses for each semester. It is available at [http://www.uh.edu/academics/courses-enrollment/class-schedule/](http://www.uh.edu/academics/courses-enrollment/class-schedule/).

**Course and Benchmarks Inquiries**

Contact your advisor regarding questions related to course content, course sequence, and benchmarks.

**Course Registration via MyUH Assistance**

Contact the Office of Graduate Studies at coegrad@central.uh.edu regarding assistance with course registration in MyUH. Students need to ensure to make payment in order to register if a financial hold is posted in MyUH. Contact the Office of Student Business Services at [http://www.uh.edu/about/offices/enrollment-services/student-business-services/](http://www.uh.edu/about/offices/enrollment-services/student-business-services/) with questions related to financial holds. Students may register once the financial hold is cleared.

**Enrollment Schedule**

ACADEMIC AND ADMINISTRATIVE BENCHMARKS

The M.Ed. in Special Populations is designed to enable students to complete their degree in two years. Specifically, students will take thirty (30) credit hours of coursework to complete the degree (additional coursework required for certification). Since degree plans are enhanced periodically to support continuous improvement planning objectives, students will follow their approved degree plan that is in place at the time in which they complete an official, approved degree plan. Students are encouraged to work closely with their academic advisor to plan a sequence of courses. The most current sample degree plan and academic benchmarks are provided below.

### Academic and Administrative Benchmarks for M.Ed. in Special Populations

(30 Credit Hours, plus 9-12 additional hours for certification)

<table>
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<tr>
<th>Semester One</th>
<th>Orientation</th>
<th>Final Semester</th>
<th>Apply for Comps</th>
<th>Apply for Graduation</th>
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<td></td>
<td>Discuss Degree Plan</td>
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<td>Approval for TExES*</td>
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<td></td>
<td>Certification Application*</td>
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*If applicable.

<table>
<thead>
<tr>
<th>Education Core Courses (all students)</th>
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<tbody>
<tr>
<td>SPEC 6360: Individuals with disABILITIES -or- SPEC 6367: Special Education for School Leaders^</td>
</tr>
<tr>
<td>SPEC 6340: Education &amp; Learning Sciences</td>
</tr>
<tr>
<td>SPEC 6327: Introduction to Educational &amp; Psychological Measurement</td>
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<tr>
<th>Special Education/ Special Education Certification</th>
<th>Educational Diagnostician</th>
<th>Gifted &amp; Talented</th>
<th>Special Education Leadership</th>
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<tr>
<td>SPEC 6361: Behavior: Interventions</td>
<td>SPEC 6362: Behavior: Evidence-Based Decisions</td>
<td>SPEC 6363: Instructional Interventions</td>
<td>SPEC 6363: Instructional Interventions</td>
</tr>
<tr>
<td>SPEC 6362: Behavior: Evidence-Based Decisions</td>
<td>SPEC 6363: Instructional Interventions</td>
<td>SPEC 6365: Data-Based Individualization of Instruction</td>
<td>SPEC 6365: Data-Based Individualization of Instruction</td>
</tr>
<tr>
<td>SPEC 6363: Instructional Interventions</td>
<td>SPEC 6365: Data-Based Individualization of Instruction</td>
<td>SPEC 7391: Collaborative Consultation and Coaching</td>
<td>SPEC 7391: Collaborative Consultation and Coaching</td>
</tr>
<tr>
<td>SPEC 6365: Data-Based Individualization of Instruction</td>
<td>SPEC 7341: Assessment of Learning Difficulties</td>
<td>CUIN 6349: Introduction to the Education of Gifted and Talented Students</td>
<td>ELCS 6301: Leadership for Equity in Diverse Schools</td>
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^If applicable.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Course Code</th>
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<tr>
<td>SPEC 7343</td>
<td>Psychological Processes of Reading</td>
<td>SPEC 7343</td>
<td>Psychological Processes of Reading</td>
<td>CUIN 6350</td>
<td>Problems in Educating the Gifted and Talented Student</td>
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<tr>
<td>SPEC 7391</td>
<td>Collaborative Consultation and Coaching</td>
<td>SPEC 7391</td>
<td>Collaborative Consultation and Coaching</td>
<td>CUIN 6355</td>
<td>Creative Problem Solving</td>
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<tr>
<td>CUIN 6350</td>
<td>Problems in Educating the Gifted and Talented Student</td>
<td>ELCS 6304</td>
<td>Law &amp; Policy for School Leaders</td>
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### Additional Coursework Required for Certification*

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<thead>
<tr>
<th>Course Code</th>
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<th>Course Title</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CUIN 6301</td>
<td>The Teaching Profession</td>
<td>SPEC 7340</td>
<td>Assessment of Academic Achievement</td>
<td>n/a</td>
<td>ELCS 6302: Data-Informed Decision Making for School Leaders</td>
</tr>
<tr>
<td>SPEC 6390</td>
<td>Supervised Experience in Special Education</td>
<td>SPEC 7392</td>
<td>Assessment of Intellectual Abilities</td>
<td>n/a</td>
<td>ELCS 6320: Instructional Supervision</td>
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<tr>
<td>SPEC 6395</td>
<td>Clinical Teaching I</td>
<td>SPEC 7394</td>
<td>Educational Diagnostician Internship I</td>
<td>n/a</td>
<td>ELCS 6393: Practicum</td>
</tr>
<tr>
<td>SPEC 63965</td>
<td>Clinical Teaching II</td>
<td>SPEC 7395</td>
<td>Educational Diagnostician Internship II</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Students must apply for formal admission to the specific certification program prior to taking certification coursework.

^ Students in the Special Education Leadership emphasis; and students in the Educational Diagnostician Certification with faculty advisor approval.

### Comprehensive Exam

In addition to completing required coursework, students in the M.Ed. in Special Populations Program may elect to complete either a written Comprehensive Examination or take and pass the relevant TExES Examination as part of a capstone to the program.

The Department of Educational Leadership and Policy Studies regularly schedules written exams that test a student’s comprehensive knowledge of the Special Populations Program area. Students have the option of taking a traditional written comprehensive examination if they are unable to take the relevant TExES exam. Students seeking certification should take the appropriate TExES Certification exam in lieu of the traditional written comprehensive examination. Students should apply for the exam in the last semester of their program through MyAdvisor. To be eligible to take the exam, a student must have:

- An approved degree plan on file with MyAdvisor.
- Completed at least 18 semester hours of course work, and
- Submitted a completed application to take the Master's Comprehensive Examination on time via MyAdvisor. Be sure to indicate the area to be tested (i.e. TExES 153, TExES 161, written exam) and emphasis if taking the written exam (i.e. special education, educational diagnostician, gifted and talented, or special education leadership).

TExES Option
Students seeking certification may take the appropriate TExES Certification exam (i.e. EC-12 Special Education 161 for Special Education emphasis, Educational Diagnostician 253 for Educational Diagnostician emphasis, GT Supplemental 162 for Gifted & Talented emphasis, Principal 268 for Special Education Leadership emphasis if also enrolled in the Principal certification program). Students selecting the certification test option must receive a passing score as set by the State of Texas. Score reports should be sent to the designated advisor for upload into MyAdvisor. Students should be in their final semester of content coursework during the semester in which they take the TExES. To register for the TExES:
  - Go to Educator Certification Online System to set up an account.
  - Go to Pearson/VUE TExES website to set up your testing account, register for your approved exams, and pay testing fees.
Additional information and links are available on the Certifications webpage.

Written Exam Option
Students unable to take a TExES Certification exam will be given a traditional written exam. At least two full-time College of Education faculty members will grade the exam. Adjunct or part-time faculty may not grade the questions. Each faculty member is responsible for scoring the exam and returning it within 15 working days. The scoring for each of the questions will be Pass or Fail. The Department notifies the student of the results of his/her examination. In order to pass the comprehensive exam, the student must pass all exam questions. If the student fails any of the questions, he/she needs to retake a similar question (or questions) from the same general area(s) within the next academic year. This requires, once again, following all the previous procedures. If the student fails any part of the examination a second time, they shall be ineligible for a master's degree in the College of Education at the University of Houston.

The examination is offered twice a year – once in the Fall and once in the Spring. Exact dates will vary each year and will be posted. Students should apply for the exam in the final semester of their program through MyAdvisor (https://www.coe.uh.edu/MyAdvisor/login.cfm). Application deadlines will also be posted. Under exceptional circumstances, students may petition to take the comprehensive examination in the summer, but it must be approved by the advisor, program director, and the department chairperson.
Graduation and Commencement

Through myUH, students should file applications to graduate either the semester prior to or the semester in which they plan to graduate. Students must complete ALL requirements toward their degree before the end of the semester they intend to graduate. Graduation applications cannot be retracted. Once students submit a graduation application they must graduate if they meet the graduation requirements.

The application can be completed by logging in to myUH (https://my.uh.edu). Application filing deadlines are included in the UH Academic Calendar.

For details please visit http://www.uh.edu/education/student-services/graduation/.

CERTIFICATION

Students that are not currently certified as teachers have the option of pursuing initial teacher certification in EC-12 Special Education. Students that currently hold a teaching certificate may pursue certification as Educational Diagnosticians or Principals. Formal admission to the UH Educator Preparation Program is a separate process from applying to the University of Houston graduate degree program.

- Special Education Certification emphasis students must apply to Teacher Education for certification as special education teachers. Please see the next section (Initial Teacher Certification) for more information.
- Educational Diagnostician Certification emphasis students must apply for formal admission to the Educational Diagnostician educator preparation program. Information about this process should have been included in your Welcome Letter. For more information, refer to the Educational Diagnostician Program & Internship Handbook and the section below titled “Educational Diagnostician Certification.”
- Special Education Leadership emphasis students first must be accepted to the Principal Certification Only Program if they are interested in pursuing certification as a Principal. Via petition, apply for admission to the K-12 Leadership program. If accepted, the Program/Certification Director will provide additional information. Please see the section below titled “Principal Certification.”

Seeking a Master’s degree and certification are two separate but related endeavors; each has its own requirements and resources. Certification plans detail the coursework and requirements you’ll need to be eligible to be recommend for a Texas Educator Certificate through the State Board for Educator Certification (SBEC). We have designed our graduate degree plans to align closely with the coursework listed on the certification plans; however, it is important to remember that you are really completing both sets of requirements concurrently.
FORMAL ADMISSION
In addition to accepting the offer of admission to the University of Houston, per TAC 227.17 you must accept our offer of formal admission to the CAEP Accredited University Based Educational Diagnostician Certification program or EC-12 Special Education Certification program by completing the survey as outlined in your Welcome Letter. This process leads to your formal enrollment and will be designated in TEAL/ECOS. If the formal admissions survey is not completed by the specified date, you will not be able to enroll in certification coursework. Next, your acceptance will be processed by the Certification Office and your official Certification Plan will be completed by the faculty advisor. You will receive a copy of your Certification Plan once it has been prepared.

INITIAL TEACHER CERTIFICATION
The Teacher Education program is organized into pre-teaching, developing teaching, and clinical teaching. Students are encouraged to begin the cycle as early as possible (preferably their first semester) as four (4) semesters are required. Students who begin pre-teaching after their first or second semester are likely to require more time to finish degree and certification requirements than initially anticipated.

Pre-Teaching
The entire Pre-Teaching semester is considered the application to the Teacher Education program. Potential candidates complete introductory coursework, observe classrooms at multiple levels and districts, and satisfy entry requirements, including formal application to the program. Coursework and field experiences are specifically designed to give candidates experience interacting with children in public schools throughout the greater Houston area in order to confirm their decision to become a teacher and to prepare for the prospect of a career in education.

Coursework: CUIN 6301 The Teaching Profession, plus additional program coursework as needed.

Field Experience: 1-day-a-week "rounds" of a variety of schools and districts around Houston and surrounding communities; primarily observation and some small group/individual student interaction.

Developing Teaching
Developing Teaching is the first formal semester in the Teacher Education program. Coursework builds on initial learning in Pre-Teaching, and candidates spend significant time in a school working with a cooperating teacher to assist with a variety of classroom tasks for two days a week. Students should take the TExES 160 PPR during this phase if not taken while enrolled in CUIN 6301.
Coursework: SPEC 6390 Supervised Experience in Special Education, plus additional program coursework as needed.

Field Experience: Students are required to complete 50 hours of observations and may arrange their schedules with their cooperating teachers.

Clinical Teaching

Clinical Teaching is a full-year, full-time placement integrated with accompanying coursework. Clinical Teaching 1 and Clinical Teaching 2 are content-focused, allowing candidates to learn the most current methodology for teaching all content areas for which they will be certified, as well as performance-focused, immersing candidates in the real work of teachers in school settings. Candidates are supported in the schools by quality Cooperating Teachers and trained University Supervisors, supplemented by scheduled on-campus and online professional development and faculty and peer interactions. Students should take the TExES 163 Special Education content exam during this phase.

Coursework: SPEC 6395 Clinical Teaching I (1 semester) and SPEC 6396 Clinical Teaching II 1 semester).

Field Experience: 4 days per week in schools (1 semester must be elementary and 1 semester must be secondary).

Candidates may also choose the Internship Program. This is an option for students who have completed all coursework with the exception of Clinical Teaching and are seeking full-time employment. This program is not an alternative certification program; it simply offers an alternative route to clinical teaching. The Internship Program is a total of two regular (Fall and Spring) semesters. During each of two semesters, students will enroll in six semester hours of coursework – a clinical teaching course and an Internship course (SPEC 6393 Internship & Practicum). In order to be accepted to the Internship Program, students must secure their own full-time teaching position as a teacher of record at an accredited school. Once a student has been offered a position in writing from a school district, he or she will meet with the Certification Officer to apply for a Probationary Certificate.

EDUCATIONAL DIAGNOSTICIAN CERTIFICATION

Students seeking Educational Diagnostician certification will begin certification coursework after taking SPEC 6327 Introduction to Educational and Psychological Measurement. Certification coursework includes two phases: assessment courses and internship.
Assessment Courses

SPEC 7341 Assessment of Learning Difficulties
Prerequisite: Approved course in measurement.
Characteristics of learning difficulties; assessment and linking assessment to intervention. A study of legal issues related to assessment and eligibility. Offered online every fall and summer semester

SPEC 7340 Assessment of Academic Achievement
Prerequisite: Approved course in measurement and SPEC 7341 (may be concurrent). Standardized, norm-referenced assessment of academic achievement, including test administration, scoring, interpretation, report writing, and linking results to interventions. Offered face-to-face every fall semester

SPEC 7392 Assessment of Intellectual abilities
Prerequisite: SPEC 7340 and SPEC 7341. Standardized, norm-referenced assessment of intellectual/cognitive abilities, including test administration, scoring, interpretation, report writing, and linking results to interventions. This course also reviews determination of learning disabilities. Students should take the TExES 253 Educational Diagnostician exam during (or after) this course. Offered face-to-face every spring semester

Internship

SPEC 7394 Educational Diagnostician Internship I and SPEC 7395 Educational Diagnostician Internship II
The internship is the final, "capstone" field experience that builds on and integrates prior experiences and coursework, allowing increasing autonomy in providing comprehensive diagnostic services under supervision. The primary focus/purpose is assuring breadth and quality of training designed to help the intern develop those competencies necessary for professional functioning in the schools. Students in the Educational Diagnostician internship sequence must enroll in two consecutive semesters of internship and successfully complete 160 hours of supervised internship experience in a public school to complete program requirements and to partially meet state requirements for certification as an Educational Diagnostician. Please see the Internship Handbook for more information.

PRINCIPAL CERTIFICATION
Students in the Special Education emphasis may wish to pursue principal certification. The K-12 Leadership program in the Department of Educational Leadership & Policy Studies houses a Principal certification-only program. Students wishing to pursue Principal certification need to (1) apply to the K-12 Leadership certification program, and (2) complete additional requirements (including coursework and internship, at a minimum). Currently, the principal certification-only program course sequence requires
18 hours; the Special Education Leadership degree plan includes 9 of those hours: ELCS 6301, ELCS 6304, and ELCS 6350.

Additional Coursework

Additional coursework required for Principal certification includes:

- ELCS 6302: Data-Informed Decision Making for School Leaders (40 hours embedded internship)
- ELCS 6320: Instructional Supervision (40 hours embedded internship)
- ELCS 6393: Practicum (80 hours internship)

The Course sequence and other requirements may change. Please consult with the Certification or Program Director in the K-12 Leadership program.

APPLYING FOR TEXAS EDUCATOR CERTIFICATION

After completing UH program requirements, submitting all required documentation, and taking/passing the required TExES exam, candidates should apply for certification through TEAL. Note that TEA does not contact UH when candidates apply for certification; thus, you must notify UH that you ready to be certified by completing the ELPS Application for Certification.

- The Educational Leadership & Policy Studies Program Manager will confirm that all requirements have been met and then will recommend you to the Certification Officer. Please allow 5-7 business days for processing. You will be notified if any requirements have not been met or informed that you have been recommended for certification to the Certification Officer. Contact delps@centra.uh.edu for inquiries.
- Next, the Certification Office will approve your certification application in TEAL. Please allow 5-7 business days for confirmation. Contact the Certification Office (uhcert@central.uh.edu) for inquiries.

RELEASE FROM THE UNIVERSITY OF HOUSTON EDUCATOR PREPARATION PROGRAM

Candidates who wish to be released from the UH Educator Preparation Program (any certification area) must complete Part A of the TEA Candidate Transfer Form. The UH Certification Office will complete Part B of the TEA Candidate Transfer Form. Please contact the Certification Office at uhcert@central.uh.edu for more information.

DEGREE PLANS AND MYADVISOR

Students in the program are required to complete a Degree Plan via MyAdvisor that lists the coursework a student will complete for the degree. The degree plan should be submitted in the early stage of a student’s program by the end of the first semester. A degree plan must be approved by the student’s advisor, the Program Director, the Chair of the Department, and the Dean or their designee.
A change in a student’s degree plan must be approved by the advisor. To make changes to an approved degree plan, students submit via MyAdvisor a Submit/Change Degree Plan form indicating the changes to the degree plan and the reason for such changes.

Please note that you must use your UH CougarNet credentials to log into the MyAdvisor application available at https://www.coe.uh.edu/MyAdvisor/login.cfm.

For password assistance or to reset/change to a new password, please access https://ssl.uh.edu/password/index.php#/ and follow the prompts. If you have questions about how to enter information in MyAdvisor, please contact the COE Office of Graduate Studies at 713-743-7676 or coegrad@central.uh.edu.

Also, ensure that you have the correct advisor assigned to your MyAdvisor account.

Please contact your advisor if you have questions about your degree plan.

OTHER POLICIES AND PROCEDURES

TRANSFER CREDIT
The University of Houston Graduate Catalog intends to reflect current academic policies, procedures, degree offerings, course descriptions, and other information pertinent to graduate study at the University of Houston. Please view the Graduate Catalog available at http://catalog.uh.edu/index.php to view transfer credit policy.

LIST OF COMMON PETITIONS
The student is the responsible party for enrolling and dropping coursework using the online system and/or completing the appropriate forms and petitions for other administrative requests.

UH graduate forms and petitions are available at http://www.uh.edu/graduate-school/forms/.

These forms typically should be completed through MyAdvisor:
  - Graduate Petition
  - Submit/Change Degree Plan
  - Request Change of Advisor

This form must be completed online at myUH:
  - Graduation Application

***Forms/petitions must be submitted to the COE Office of Graduate Studies in Farish Hall, Room 256.
OBTAINING TEXAS RESIDENCY FOR TUITION PURPOSES
If you are not a Texas resident, University of Houston tuition is very costly relative to the resident rate. Therefore, nonresident students are urged to take steps during their first year to obtain residency. For more information, consult the Graduate Catalog.

STUDENT ORGANIZATIONS
Looking to join and participate in a student organization within the College of Education such as the Graduate Student Organization (GSO). Please view the link below to find out more information: http://www.uh.edu/education/student-services/student-organizations/.

STUDENT SUPPORT SERVICES
The ELPS program is situated within a university that offers students an array of support services sponsored by a variety of campus offices and facilities. This section describes some of these services and resources.

ACADEMIC CALENDAR

COSTS, FELLOWSHIPS, ASSISTANTSHIPS, FINANCIAL AID, PAYMENT DUE DATES, AND REFUNDS
Information about these programs are available through the University of Houston Office of Student Business Services at http://www.uh.edu/about/offices/enrollment-services/student-business-services/.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
More information about University of Houston services are available at http://www.uh.edu/caps/.

PROBLEM-SOLVING RESOURCES/STUDENT ADVOCACY
Resources are available to assist students to resolve problems or refers them to the office or person who can help resolve a particular problem. More information regarding these services can be found at Dean of Students office web page http://www.uh.edu/dos/. The Legal Clinic at the Law Center provides advice and counsel to students for problems of a legal nature. Students will be advised of steps that can be taken without a lawyer. When an attorney is required, referrals to agencies and other legal services are provided. More information regarding this service is located at http://www.law.uh.edu/clinic/. Contact the Legal Clinic at 713-743-2094 for assistance.
STUDENT LIFE RESOURCES/WELLNESS
A great education extends beyond the classroom. At University of Houston, we support your success with wellness programs, counseling services, a professional police service and much more. University of Houston also offers specialized programs for international students and students with disabilities. More information is available at http://www.uh.edu/student-life/resources/.

TECHNOLOGY
Center for Information Technology (CITE) at the COE: this department offers multi-faceted technology services to the entire College of Education and information is available at http://www.uh.edu/education/student-services/technology-services/.

University Information Technology (UIT: UIT services cover issues pertaining to email accounts and other general technology. Additional information is available at http://uh.edu/infotech/.

UH GENERAL OVERVIEW OF RESOURCES AND QUICK LINKS:
Please visit http://www.uh.edu/students/index.php for details regarding multiple resources available to students at University of Houston.

OFFICE 365
Microsoft Office 365 is the University of Houston’s official cloud storage, communication, collaboration, and productivity platform for faculty, staff, and students. General information can be found at this link. CITE has created an Office 365 tutorial that can be found at this link.
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<th>Last Name</th>
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**Email**

**Program**

**Current Cumulative GPA:** __________

**Student Achievements (e.g. Published Articles, Research, other recognitions):**

**Please indicate your suggestions, concerns, or questions about your program:**

**Degree Requirements:**

**Coursework:**
- [ ] 3-12 hours of coursework completed
- [ ] 15-24 hours of coursework completed
- [ ] 27-36 hours of coursework completed
- [ ] 39-48 hours of coursework completed
- [ ] 51-60 hours of coursework completed

**Comprehensive Exam (if applicable):**
- [ ] Yes, I have passed my Comprehensive Exam
- [ ] No, I did not pass my Comprehensive Exam
- [ ] I have not yet taken my Comprehensive Exam

**Capstone (if applicable):**
- [ ] Yes, I have submitted my Capstone Project
- [ ] No, I have not submitted my Capstone Project

**Graduation:**
- I expect to graduate in: Semester: _________ Year: _________
- [ ] I have applied for graduation.
- [ ] I have not applied for graduation.

**Practicum Requirements (if applicable):**
- [ ] Yes, I have completed my Practicum
- [ ] No, I have not completed my Practicum
- [ ] I am currently completing my Practicum
- [ ] Practicum is not required for my program
Advisor Notes:
Is the student meeting SAP?
Other Advising Notes:

______________________________       ________________________  
Student Signature                        Date

______________________________       ________________________  
Advisor Signature                       Date
APPENDIX C: DRAFT CERTIFICATION PLANS
EC-12 Special Education Certification Plan  
M.Ed. in Special Populations

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### COURSE REQUIREMENTS*

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<tr>
<td>SPEC 6353</td>
<td>Technology in Special Pops</td>
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<td>SPEC 6360</td>
<td>Individuals with Disabilities</td>
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<tr>
<td>SPEC 6361</td>
<td>Behavior: Interventions</td>
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<td>SPEC 6362</td>
<td>Behavior: EBD</td>
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<tr>
<td>SPEC 6363</td>
<td>Instructional Interventions</td>
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<td>SPEC 6365</td>
<td>Data-Based Ind. of Instruction</td>
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<td>SPEC 7391</td>
<td>Coll. Consult. &amp; Coaching</td>
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<tr>
<td>SPEC 6393</td>
<td>Supervised Experience in SPED</td>
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<tr>
<td>CUIN 6301</td>
<td>The Teaching Profession</td>
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<tr>
<td>SPEC 6395</td>
<td>Clinical Teaching I</td>
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<tr>
<td>SPEC 6396</td>
<td>Clinical Teaching II</td>
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Additional certification requirements:
- A bachelor’s degree (or higher) from an accredited institution of higher education
- 21 hours content coursework
- 6 hours coursework with required fieldwork
- 6 hours coursework with required clinical teaching
- Successfully completed an approved clinical teaching experience
- TExES 160
- TExES 161

Approved by:

Program Director: ___________________________ Date: ________

KSH April 2020
# Certification Plan for Educational Diagnostician

**M.Ed. in Special Populations & NDO-Educational Diagnostician**

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## COURSE REQUIREMENTS

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<td>SPEC 6340 Learning/Educational Sciences</td>
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<td>SPEC 7391 Coll. Consult. &amp; Coaching*</td>
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<td>SPEC 7392 Assesst. of Intellect. Abilities</td>
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<td>SPEC 6327 Introd to Ed. &amp; Psych. Msmt.</td>
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<td>SPEC 7394 Ed. Diag. Internship I</td>
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<tr>
<td>SPEC 7395 Ed. Diag. Internship II</td>
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*Requirement may be satisfied (waived) by EC-12 Special Education certification for students with a master's degree; other courses may be waived upon transcript review.

### Additional certification requirements:
- A master’s degree (or higher) from an accredited institution of higher education
- Valid classroom teaching certificate
- Minimum of three (3) years creditable/valid teaching experience (service record)
- Successfully completed an approved internship/practicum experience (160 hours)
- TExES 253

---

Approved by:

Educational Diagnostician Training Director: ___________________________ Date: _______

---

KSH April 2020
Alternative Certification Plan for TEXAS PRINCIPAL CERTIFICATE (268)

Principal Certificate Only

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<td>Year Awarded:</td>
<td>Total Hours in Progress:</td>
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COURSE Requirements (18 GCH)

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<tbody>
<tr>
<td>ELCS 6301: Leadership for Equity in Diverse Schools</td>
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<tr>
<td>ELCS 6320: Instructional Supervision</td>
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<td>ELCS 6304: Law &amp; Policy for School Leaders</td>
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<td>ELCS 6302: Data Informed Decision Making for School Leaders</td>
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<td>ELCS 6350: School Leadership</td>
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<tr>
<td>ELCS 6393: Practicum</td>
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Additional Requirements: (a) Texas Teaching Certificate, (b) Minimum of two years of credible teaching experience in an elementary or secondary school, (c) Completed an approved internship experience (160 Hours), (d) Master’s degree in an education related field from an accredited university, (e) Passing score on the TExES 268 Exam, and (f) Passing score on the Texas PASL Assessment.

Note: Coursework, including transferred courses, cannot exceed 5 years at the time of certification. It is highly recommend you complete the required coursework within in a two-year period.

Approved by:

Program Certification Director: ________________________ Date: ______________

Program Area Lead: ________________________ Date: ______________

COE Certification Officer: ________________________ Effective Date: ______________

Department Chair: ________________________ Date: ______________
APPENDIX D HOW-TO: COURSE ENROLLMENT
How-To: Course Enrollment
1. Log in to your MyUH student portal
2. Once you log in, select “Academic Records”.
On the left hand side of the page, select “Class Search/Browse Catalog”:

Select the following:
- Term: Current Semester
- Subject
- Course Career: Graduate

Click “Search” to retrieve your results
Another way to Add a course is by selecting: “Enrollment: Add Class”.
You would use this option if you were given a “class number” to use for enrollment.
Select your desired Term.

*Note: Add – You are adding a course to your course schedule.
Drop – You are dropping a course from your schedule.
Swap – You are doing an add and a drop to your schedule.
Select the course

Where it says “Enter Class Nbr”, type the 5-digit section number, given to you by the Advisor, Faculty, or Staff.
A verification page will appear to show what is being enrolled. Read Class Notes and consult Catalog for course prereqs. Click “next”.

---

<table>
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<tr>
<th>Section</th>
<th>Component</th>
<th>Days &amp; Times</th>
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**Class Notes**

Consult the catalog to find out the prerequisites for this course. Enrollment in this course is not valid unless you have met the published prerequisites. Students without the prerequisites will be dropped without a tuition refund if drop date after refund date.

Course or section requires additional fee. Students must have a 3.0 GPA and the necessary prerequisites.
After the class has been added to your enrollment shopping cart. Add more classes or click Proceed to Step 2 to continue processing your enrollment.

After the class has been added to the shopping cart, click “proceed to step 2 of 3”
Then click “Finish Enrolling”

Finally, confirm the class has been added.
Please review your course schedule to confirm your selections.

Thank you!
Have a great semester!