

2026-27

STUDENT HANDBOOK

Educational Diagnostician Certification



College of Education

UNIVERSITY OF HOUSTON

Welcome

Congratulations on your acceptance to the Department of Educational Leadership & Policy Studies (ELPS) in the University of Houston’s College of Education! By joining our graduate, certificate, and accelerated certification programs, you become part of a Tier One research community dedicated to preparing compassionate, transformative leaders who improve educational outcomes for every learner. Whether you aspire to lead a school, district, university office, community organization or policy initiative, ELPS offers the rigorous curriculum, scholarly expertise and richly diverse Houston partnerships to help you advance your career and serve the public good.

This Student Handbook complements—yet does not replace—the University of Houston and College of Education policies and procedures outlined in their official documents (including the College’s Graduate Student Success Handbook). Here you will find ELPS- and program-specific expectations, milestones, resources and support services to guide your academic and professional journey. Because policies evolve, the information in this handbook is subject to change; your program will keep you informed of any updates, and individual programs may issue additional handbooks for specialized requirements.

We are thrilled to welcome you to our vibrant community of students, faculty and alumni committed to leading equitable, evidence-based change across the educational pipeline. We look forward to learning with you and celebrating your accomplishments!

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The ELPS Educational Leadership & Policy Studies (ELPS) Team

The ELPS Department supports students from application to graduation—and beyond—as you grow into a transformative leader and Coog alum!

The Department of Educational Leadership & Policy Studies provides leadership and ongoing support for our graduate programs, faculty, and students. Our goal is to foster excellence in all aspects of the graduate experience, including teaching, advising, scholarship, and professional development. We serve as a hub for communication, guidance, and advocacy within the department and act as a liaison between our students, program faculty, and the College of Education. We work closely with the College's Graduate Student Success team and the UH Graduate School to help ensure our students have access to the resources, services, and support needed to achieve their academic and professional goals.

Team members

- Dr. Kristen Hassett – Department Chair & Clinical Professor, khassett@cougarnet.uh.edu
- Dr. Keith Butcher – Associate Chair for Certification & Accreditation, kbutche2@cougarnet.uh.edu
- Dr. Vincent Carales – Associate Chair for Research & Development, vcarales@cougarnet.uh.edu
- Dr. Charlotte Carp – Associate Chair for Curriculum & Student Success, clcarp@cougarnet.uh.edu
- Mr. Norquezdan Florence – Program Manager 2, njfloren@cougarnet.uh.edu
- Ms. Deborah Gary – Program Coordinator 2, dagary@cougarnet.uh.edu

Contact us

- McElhinney, Suite 3001
- Email ELPS: delps@cougarnet.uh.edu
- Email Educational Diagnostician Certification: elpsdiag@cougarnet.uh.edu

Institutional and College of Education Resources

For information about university-wide and college-level resources, please refer to the Graduate Student Success (GSS) Handbook. The following section provides department-specific resources and guidance relevant to students in the Department of Educational Leadership & Policy Studies.

Grievances

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 [ELPS Student Grievance Policy](#), the [College of Education Student Grievance Policy](#), and in the [UH Graduate Studies Catalog](#). Also see the [Complaint Policy for Certification Programs](#).

Academic Information

Academic Support

- [Academic status](#): Good standing is maintained through continuous enrollment, regular communication with the faculty advisor, progress with the tasks and critical milestones outlined in the program handbook (e.g., course registration, etc.), no incompletes, and no program holds. A student may also be asked to develop an action plan with the program area if they are not in good standing or if placed on academic warning or probation by the university.

- If a graduate student's cumulative GPA falls below 3.00, the student is placed on Academic Warning. When a student is placed on Academic Warning, the student will be notified and will be instructed to contact their academic advisor. If the student does not raise the GPA to 3.00 after one long semester on Academic Warning, the student will be placed on Academic Probation. A student on Academic Warning or Academic Probation is not allowed to take the TExES.
- A student regains satisfactory academic standing when their cumulative GPA returns to 3.00 or above. A student on Academic Probation will be dismissed from the graduate program if any of the following occurs:
 - the student's cumulative GPA remains below 3.00 after completing an additional 9 SCH of letter-graded coursework.
 - the student has not completed 9 SCH of letter-graded coursework within two long semesters after being placed on academic probation and the student's cumulative GPA remains below 3.00.
- Discontinuation: Our program follows the discontinuation policies outlined in the College of Education Graduate Student Success (GSS) Handbook, which include academic performance, enrollment status, and progress toward goals on an action plan.
 - Please note: In addition to the college-wide policies, our program will initiate discontinuation if a student fails to enroll for one semester without an approved leave of absence. This is a stricter standard than the general one-year lapse allowed by the College.
 - Refer to the GSS Handbook for full details on discontinuation policies.
- Readmission to the Program: The readmission policy is designed to outline the conditions, procedures, and requirements for students who seek to return to the program after a period of withdrawal or discontinuation. The policy is intended to ensure that students who are readmitted are well-prepared to succeed and contribute positively to the academic community. A candidate who is in good standing when withdrawn or discontinued is eligible to apply for readmission. Students who are dismissed from the program or who are not in good standing when withdrawn or discontinued are not eligible to reapply.
 - To be considered for readmission, students must submit an application to the program in the same manner as new applicants. Currently, applications are submitted via ApplyWeb. Complete application instructions, requirements, and links can be found on the ELPS Admission page: <https://uh.edu/education/departments/elps/admissions/#Spec-Pop>. Evaluation of applications for applicants seeking readmission will follow the same procedures as for all other applicants.
 - If the applicant for readmission is not offered admission, the student may appeal the decision following any prescribed University of Houston and/or College of Education readmissions policies.

Grades

- **Low Grade threshold:** In our program, all *certification* coursework must be completed with a grade of B or better to meet certification standards. A grade of B- or lower in a certification course will require the student to retake the course, regardless of cumulative GPA.
- If you are unsure whether a course is considered part of the certification sequence, please consult your academic advisor.

Admission Requirements

Admission requirements to the Educational Diagnostician Certification program:

- Master's degree earned from an accredited institution of higher education
- Preferred GPA of 3.0 on a 4.0 scale in upper division undergraduate and graduate coursework with a minimum GPA of 2.5
- Current/valid teacher certification (any area)
- Statement of intent (see directions [here](#))
- Resume/curriculum vitae
- Three letters of recommendation
- Service record or other evidence demonstrating that the applicant has (or will have by the time of program completion) three (3) years of classroom teaching experience

Admission is determined based on the combination of GPA, letters of recommendation, statement of intent, resume, and demonstrated commitment to chosen field of study (includes experience, disposition for reflection, stance, skills and aptitude, and written communication skills). In each area, applicants are rated between 1-5 (1 – does not meet expectations, 3 – meets expectations, 5 – exceeds expectations). To be admitted, a candidate must earn a combined total of 20 points or more. Applicants scoring 15-19 require an additional screening process. See the chart below for the screening rubric:

Screener 1 – Personal Statement Rubric

	1	2	3	4	5
Disposition for reflection (articulates a willingness to learn, reflect on, and learn from past experiences)	No evidence of disposition for reflection	Limited evidence of disposition for reflection	Sufficient evidence of disposition for reflection	Strong disposition for reflection	Exceptional disposition for reflection
Skills and Aptitude (explains how previous experiences, skills, strengths, and weaknesses will be utilized in the program and in the future position)	Does not demonstrate appropriate skills and aptitude	Limited demonstration of appropriate skills and aptitude	Sufficient demonstration of appropriate skills and aptitude	Advanced skills and aptitude	Exceptional skills and aptitude
Written Communication Skills (clarity, grammar, mechanics, etc).	Poorly developed writing skills	Below average writing skills	Average writing skills	Above average writing skills	Excellent writing skills with no errors
Stance (passion for serving students with disabilities, commitment to students' success, values diversity, etc.)	Does not articulate desired stance	Limited articulation of stance	Sufficient articulation of stance	Strong articulation of stance	Clearly articulates desired stance

Screener 2 – Letters of Recommendation Rubric

	1	2	3	4	5
Recommendations	No recommenda	Two recommenda	Two recommenda	All recommenda	All recommenda

	1	2	3	4	5
	tions from supervisors or recommendations from families/friends, most bottom 50%, no one highly recommends.	tions from supervisors and 1 from a professional colleague, 10%, 2 raters highly recommended.	tions from supervisors and 1 from a professional colleague, 5%, highly recommended.	tions from supervisors/administrators, ratings in 5%, highly recommended from 2 raters.	tions from supervisors/administrators, ratings in 2%, highly recommended.

Screener 3 – Academic/Background Rubric

	1	2	3	4	5
Prerequisites	Valid certification, no creditable teaching experience.	Valid certification, some creditable teacher service, but will have 3 years by program completion.	Valid certification, 3 years of creditable teaching experience.	Valid certification, 3 years of creditable teaching experience, related experience.	Valid certification, certification in SPED, experience in SPED, 3 years of creditable teaching
GPA – Graduate	<3.0	3.0-3.39	3.4-3.59	3.6-3.79	3.8-4.0
GPA – Undergraduate	2.5-2.749	2.75-2.99	3.0-3.249	2.35-3.749	3.75-4.0

Student Benchmarks

The Accelerated Educational Diagnostician certification program is designed to enable students to complete certification requirements in 1 year/3 semesters. Specifically, students will take a fifteen (15) credit hours of coursework to complete certification requirements, as well as prescribed modular learning activities. Many courses are offered online; however, there are two face-to-face courses (SPEC 7340 and SPEC 7392). Since certification plans are enhanced periodically to support continuous improvement planning objectives, students will follow their approved certification plan that is in place at the time in which they complete an official, approved certification plan. This step is completed immediately following accepting admission to the certification program. The most current course sequence for the Accelerated Educational Diagnostician Certification program is provided below.

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 AAQEP Accredited University Based Educational Diagnostician Certification program or EC-12 Special Education Certification program by completing the survey as outlined in your Decision 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.

Foundational Coursework

There are five (5) courses (15 credit hours; 225 clock hours) focused on assessment practices and practicum experiences, designed to develop advanced diagnostic skills:

Assessment Courses

SPEC 7341 Assessment of Learning Difficulties

Prerequisite: Formal admission to the program.

Characteristics of learning difficulties; assessment and linking assessment to intervention. A study of legal issues related to assessment and eligibility.

Offered *online* every summer semester.

SPEC 7340 Assessment of Academic Achievement

Prerequisite: SPEC 7341.

Standardized, norm-referenced assessment of academic achievement, including test administration, scoring, interpretation, report writing, and linking results to interventions.

Assessment CSP started during SPEC 7340.

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.

Assessment CSP completed during SPEC 7392.

Offered *face-to-face* every spring semester.

Practicum

SPEC 7394 Educational Diagnostician Practicum I

Prerequisite: Credit for or concurrent enrollment in SPEC 7340, Module 1 Measurement and Module 2 Foundations of Special Education completed.

A supervised field-based practicum required for Educational Diagnostician certification and aligned with TAC §239.83, Standards Required for the Educational Diagnostician Certificate. Candidates complete a minimum of 60 practicum hours through structured professional experiences designed to develop knowledge and skills related to assessment, evaluation, collaboration, instructional planning, legal/ethical practices, and ARD/IEP processes. Primary practicum activities include observations, file reviews, professional development activities, ARD/IEP participation, and supervised evaluation-related experiences.

Module 7 Professional Practices and IEP Meeting Preparation & Facilitation CSP completed during SPEC 7394.

Offered *online* every fall and spring semester.

SPEC 7395 Educational Diagnostician Practicum II

Prerequisite: Credit for or concurrent enrollment in SPEC 7392 and SPEC 7394 and Modules 3 DBI, 4 Behavior, 5 Consultation, and 6 Learning Sciences completed.

This course is required for Educational Diagnostician certification and addresses TAC 239.83. Standards Required for the Educational Diagnostician Certificate. Candidates must obtain 100 hours (with a total of 160

hours between SPEC 7394 and SPEC 7395. Primary activities for Practicum II should include administration, scoring, and interpretation of norm-referenced tests.

Module 8 Mental Health, Module 9 Digital Literacy, and Full and Individual Evaluation CSP completed during SPEC 7395.

Offered *online* every fall and spring semester.

Modular Learning

All graduate courses previously taken will be evaluated to determine which Accelerated Educational Diagnostician modules are needed. Some modules may also be waived for those with EC-12 Special Education certification. In addition to the 5 required courses, students may be required to take some or all of the following:

- Module 1 – Measurement
- Module 2 – Foundations of Special Education
- Module 3 – Data-Driven Instruction and Intervention Strategies in Special Education
- Module 4 – Behavior Intervention and Evidence-Based Decisions
- Module 5 – Consultation Strategies & Coaching
- Module 6 – Learning Sciences
- Module 7 – Professional Practices (includes TEALearn Dyslexia module)
- Module 8 – Mental Health, Substance Abuse, and Youth Suicide
- Module 9 – Digital Literacy

Due to the overlapping nature of state standards for EC-12 Special Education and Educational Diagnostician certification, Modules 2, 3, 4, and 5 are waived for students who have previously earned a master's degree, hold current/valid EC-12 Special Education, Deaf and Hard of Hearing, or Special Education Specialist certification in Texas, and have special education experience. Individual modules, including Modules 1, 2, 3, 4, 5, and 7 may be waived based upon equivalent graduate coursework. All students are required to complete Modules 6, 8, and 9.

Waiver Review Process

Documents submitted as part of the admissions process (i.e., resume, teaching certificate, and service records) will be reviewed by the Director to determine each admitted student's certification plan. Modules 6, 8, and 9 cannot be waived. Candidates are required to submit critical standards projects for all modules, even those that are waived.

Critical Standards Projects

Critical Standards Projects (CSPs) are signature performance-based assessments embedded throughout the Educational Diagnostician program to evaluate candidate proficiency on the Texas Educational Diagnostician Standards. Rather than assessing standards through numerous isolated assignments, the CSP structure emphasizes authentic, integrated professional practice that reflects the real responsibilities of educational diagnosticians in schools. Each CSP requires candidates to apply assessment, collaboration, communication, instructional planning, legal/ethical decision-making, and professional problem-solving skills within realistic educational contexts.

The program includes three Critical Standards Projects completed across key coursework and practicum experiences. CSP #1, *IEP Meeting Preparation and Facilitation* (SPEC 7394), requires candidates to prepare for and facilitate an ARD/IEP meeting involving academic and behavioral concerns, parent participation, and

collaborative educational planning. CSP #2, *Full and Individual Evaluation* (SPEC 7395), requires candidates to synthesize multiple sources of assessment and contextual data into a comprehensive, legally compliant FIE/FIIE report that supports eligibility determination and educational planning. CSP #3, *Individually Administered, Standardized, Norm-Referenced Assessment Administration & Scoring* (SPEC 7340 and SPEC 7392), evaluates candidates' proficiency in the ethical administration, scoring, observation, and interpretation of standardized cognitive and academic assessments. Together, these projects provide evidence that candidates can apply educational diagnostician standards through authentic professional practice and demonstrate readiness for the responsibilities of educational evaluation, collaboration, and instructional decision-making in school settings.

Critical Standards Projects (CSPs) are evaluated using standards-based rubrics aligned with the Texas Educational Diagnostician standards. Candidates receive a score of 1–4 on each CSP (1 = Developing, 2 = Approaching Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations), and a score of 3 or higher is required on all CSPs by program completion. Projects receiving a score below a 3 must be revised and resubmitted using faculty feedback.

TEExES Examination

Prior to applying to take the TEExES Educational Diagnostician (253), students are expected to complete all pre-requisite courses and benchmark requirements for the certification (see below). Information about the TEExES 253 is available at this [link](#). The faculty advisor/Program Director will notify the Certification Office when you are approved to take the TEExES 253. Benchmarks required for TEExES approval:

- Grade of B* or higher in SPEC 7340,
- Grade of B* or higher in SPEC 7341,
- Completed or currently enrolled in SPEC 7392 (if completed, must earn a grade of B* or higher), and
- Any score on the representative exam**.

*Students who earn grades lower than a B in any of the courses may demonstrate readiness and receive exam approval via performance in Certify Teacher (www.certifyteacher.com; contact the Program Director for the discount code) by logging 10 hours in study mode and demonstrating an acceptable level of proficiency on the Qualifying Exam (Exam Mode).

**Representative exam registration will be provided upon completion of SPEC 7340 and SPEC 7341.

Be sure to initiate your TEAL account for testing prior to attempting to register for the exam if you have not already done so: https://secure.sbec.state.tx.us/SBECOnline/TEAL_End_User_Training_ECOS.pdf. If you are unsuccessful on your first attempt, please email your score report to your faculty advisor. You will be required to meet with your faculty advisor to devise a study plan prior to being approved for a second administration. More information can be found at: <http://www.uh.edu/education/student-services/certifications/cert-test/>. Retake forms and study logs are available in the [Educational Diagnostician Program SharePoint](#).

Graduation/Completion of Program Study Requirements

The requirements for graduating with the Certificate in Educational Diagnostician Certification and being considered a program “Finisher” with the Texas Education Agency are:

- ✓ All required modules completed.
- ✓ Grade of B or higher in assessment courses (i.e., SPEC 7340, SPEC 7341, and SPEC 7392).
- ✓ Grade of S in practicum courses (i.e., SPEC 7394 and SPEC 7395)

- ✓ Meets or Exceed Expectations for all Critical Standards Projects (CSPs)
- ✓ Official transcript received that shows a conferred master's degree from an accredited institution of higher education
- ✓ Site and field supervisors have provided recommendations for the candidate to obtain standard certification

Students should apply to graduate following the graduation application timeline published by the University. Most students will complete the program in the spring semester; the spring graduation application typically opens in October and has an initial deadline in February.

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. To be eligible for certification, Accelerated Educational Diagnostician students must:

- ✓ Be a program finisher/graduate from the program
- ✓ Have a current, valid teaching certificate
- ✓ Have a service record with at least 3 years of creditable teaching experience
- ✓ Pass the TExES 253
- ✓ Apply in TEAL
- ✓ Submit a UH Application for Certification form

Note that TEA does not contact UH when candidates apply for certification. Educational Diagnostician candidates must notify UH that you ready to be certified by completing the [Application for Educational Diagnostician Certification](#).

- ✓ An Educational Leadership & Policy Studies staff member 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 elpsdiag@central.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.

You may request a letter from your faculty advisor detailing your progress toward certification at any time. For example, when applying for Educational Diagnostician positions prior to obtaining certification the school district may require a letter before offering a position. Allow at least 2 business days.

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.

Educator Dispositions

Professional educator dispositions include the values, commitments, and ethics that influence educators' behavior towards students, families, colleagues, and others (NCATE, 2022). These behaviors affect student learning, motivation, and outcomes. They also affect an educator's own professional growth. University of Houston candidates should exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators with the capacity to support success for all learners (AAQEP, 2017).

The professional dispositions expected of all Educational Diagnostician candidates include:

- ❖ Demonstrate *professional competence and conduct*, complying with the Texas Educators' Code of Ethics, Nationally Certified Educational Diagnostician (NCED) Program Code of Ethics, and Council for Exceptional Children (CEC) Special Education Professional Ethical Principles and exhibiting dependability, punctuality, time management, and sound judgment,
- ❖ Exhibit a *commitment to social justice* by engaging in culturally relevant and responsive practice and pedagogy and promoting meaningful and inclusive participation of individuals with exceptionalities in the classroom and all environments,
- ❖ *Communicate* (oral and written) effectively and professionally, and
- ❖ Engage in *critical reflection* by being self-aware, seeking and responding appropriately to constructive feedback from others, and demonstrating a commitment to life-long learning.

Candidates seeking initial certification in special education are expected to follow the [Teacher Education Professional Attributes Policy](#).

Letters of Recommendation

Current students may request letters of recommendation from faculty in order to support their applications to graduate programs at other institutions. Students should contact individual faculty to seek permission and should allow at least two (2) weeks prior to the deadline. Faculty in the Diagnostician program also serve on the admissions committee for the Ed.D. in Professional Leadership – Special Populations; in order to avoid a conflict of interest, faculty will not write letters of recommendation to support an application to the UH Ed.D. in Professional Leadership – Special Populations program.

Exit policy

19 TAC §228.20(h) requires all Educator Preparation Programs to have an exit policy for the dismissal of candidates published, reviewed, and signed by candidates when they are admitted to the program. Refer to the UH Certifications [website](#).

General 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.

Dismissal from the Educator Preparation Program

A candidate may be removed from the Educator Preparation Program in the event they demonstrate behavior not consistent with the professional and ethical expectations of an educator in Texas. Dismissal from the Program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements
2. Failure to abide by policies and/or procedures established by the University of Houston Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to contact your field supervisor for your formal observations.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators.
5. Any action deemed a violation of the University of Houston Student Code of Conduct.
6. Any action deemed a violation of school district and/or campus policy during the field-based experiences or clinical teaching or internship.

Dismissal from the program is determined by a committee comprised of the program faculty and program director. This may occur at any time. If a candidate is dismissed from the College of Education, they will also be automatically dismissed from the Educator Preparation Program. All decisions of dismissal can be appealed through college policies.

Withdrawal from the Educator Preparation Program

A candidate who decides to voluntarily withdraw from the Educator Preparation Program needs to send a written notice of that intent from a University of Houston email account including their PeopleSoft ID. The candidate also needs to submit a signed Withdrawal Form (see Appendix A). Withdrawal from the College of Education translates to withdrawal from the Educator Preparation Program.

Re-entry into the program will be considered on an individual basis. Program requirements change over time because of revisions in licensing rules or educator standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would have to meet.

Applicants or Candidates Convicted of an Offense

An applicant or candidate who has been convicted of an offense may be ineligible for issuance of a certificate upon completion of the Educator Preparation Program. Please refer to the current State Board for Educator Certification (SBEC) rules prescribed in [§249.16](#) of the Texas Administrative Code (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter [53](#), and Texas Education Code, Chapter [21](#)). Applicants/candidates have the right to request a criminal history evaluation letter as provided in Chapter 227, [Subchapter B](#), of the Texas Administrative Code (relating to Preliminary Evaluation of Certification Eligibility).

Discontinued from the Educator Preparation Program

A candidate who has not attended courses for more than one long semester is automatically discontinued by the University unless a leave of absence has been granted. Candidates will need to reapply to the program to attend after being discontinued and will be subject to policies and procedures at the time of the reapplication.

Texas Educators' Code of Ethics

All students, faculty, staff, and field supervisors comply with standard practices and ethical conduct towards students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom as set forth by Texas Administrative Code §247.2, the [Texas Educators' Code of Ethics](#).

During the formal admission process, all candidates must affirm that they have read and thoroughly understand and agree to adhere to the Texas Educators' Code of Ethics.

Credit Toward a Degree at UH for Non-Degree Seeking Students

Prospective students will be encouraged to adhere to the admission criteria for UH College of Education graduate programs so that they may apply relevant courses (up to 9 credit hours) in this certificate program toward a Master's degree in Special Populations or Ed.D. in Professional Leadership – Special Populations, if they choose, at the end of their certificate program. However, completion of the Educational Diagnostician certification program does not guarantee acceptance to either program.

Students in the Educational Diagnostician certification program who apply to and are accepted to the M.Ed. in Special Populations must complete all degree requirements (in addition to certification requirements) in order to be recommended for certification as an Educational Diagnostician.

Leave of Absence Policy and Procedures

Any graduate student who cannot enroll in a given term must apply for a leave of absence using a Graduate and Professional Student Petition to remain in good standing. Leaves of absence may only be granted by the college dean for exceptional circumstances such as educational opportunities that will not require university resources, personal problems that temporarily interfere with the student's ability to continue in the program, or other such circumstances as the dean determines are extenuating.

Leaves of absence shall be granted for specific periods of time, e.g., one term, one year, etc., and may contain requirements for readmission into the program. A student who requests an extension of a current leave of absence shall have that request considered as a new request. Due to course sequencing, students should expect a delay in program completion if they take a leave of absence.

To return from Leave of Absence, please submit a Graduate and Professional Student Petition. Upon return from the Leave of Absence, the student will work on a plan of action with their advisor to ensure a smooth transition. This plan of action must be completed and signed by the student and advisor before classes resume.

Educational Diagnostician (Alternative – 934) Certification Plan and Verification Form

Candidate Name: [Click or tap here to enter text.](#) TEA ID: [Click or tap here to enter text.](#) PSID: [Click or tap here to enter text.](#)

Admission - Choose an item.

- Masters Degree: Choose an item. Valid teaching certificate, expiration date: [Click or tap to enter a date.](#)
 Service record received: Years of service - [Click or tap here to enter text.](#) Date Received: [Click or tap to enter a date.](#)
 Formal admission date: [Click or tap to enter a date.](#) Date contingency removed (if applicable): [Click or tap to enter a date.](#)

Program of Study

Content Modules*

Module	Waived	Required	Completed
1 – Measurement	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.
2 – Foundations of Special Education	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.
3 – Data-Driven Instruction & Intervention	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.
4 – Behavior Interventions & Decisions	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.
5 – Consultation Strategies & Coaching	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.
6 – Learning Sciences	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.

*Modules 2, 3, 4, and/or 5 may be waived with special education certification and experience. All modules may be waived based upon previous graduate coursework.

Program Modules

Module	Completed
7 – Professional Practices (completed during SPEC 7394)	Choose an item.
8 – Mental Health, Substance Abuse, Suicide (completed during SPEC 7395)	Choose an item.
9 – Digital Literacy (completed during SPEC 7395)	Choose an item.

Assessment Courses

Course	Completed	Grade Earned*
SPEC 7340 Assessment of Academic Achievement	<input type="checkbox"/>	Choose an item.
SPEC 7341 Assessment of Learning Difficulties	<input type="checkbox"/>	Choose an item.
SPEC 7392 Assessment of Intellectual Abilities	<input type="checkbox"/>	Choose an item.

*Must earn a grade of B or higher to apply toward certification. Courses with grades of B- or lower must be retaken.

Practicum

Eligibility Requirements

SPEC 7394 – Educational Diagnostician Practicum I	SPEC 7395 – Educational Diagnostician Practicum II
<input type="checkbox"/> Approved Placement & Site Supervisor <input type="checkbox"/> Module 1 completed <input type="checkbox"/> Module 2 completed <input type="checkbox"/> Credit for SPEC 7341 <input type="checkbox"/> Credit for or concurrent enrollment in SPEC 7340	<input type="checkbox"/> Credit for SPEC 7340 <input type="checkbox"/> Credit for or concurrent enrollment in SPEC 7394 <input type="checkbox"/> Module 3 completed <input type="checkbox"/> Module 4 completed <input type="checkbox"/> Module 5 completed <input type="checkbox"/> Module 6 completed

Courses

Course	Completed	Grade Earned
SPEC 7394 Educational Diagnostician Practicum I	<input type="checkbox"/>	Choose an item.
SPEC 7395 Educational Diagnostician Practicum II	<input type="checkbox"/>	Choose an item.

*Must earn a grade of S to receive credit.

Critical Standards Projects

Course	Submitted	Score
IEP Meeting Preparation & Facilitation (SPEC 7394)	<input type="checkbox"/>	Choose an item.
Full and Individual Evaluation (SPEC 7395)	<input type="checkbox"/>	Choose an item.
Norm-Referenced Assessment Administration & Scoring (SPEC 7340 and SPEC 7392)	<input type="checkbox"/>	Choose an item.

Verification of Completion of Program of Study

- Official transcript received that shows a conferred master's degree from an accredited institution of higher education
- Grade of B or higher in assessment courses (i.e., SPEC 7340, SPEC 7341, and SPEC 7392)
- Grade of S in practicum courses (i.e., SPEC 7394 and SPEC 7395)
- All required modules completed
- Meets or exceeds expectations for all Critical Standards Projects (CSPs)
- All practicum requirements (i.e., formal and informal observations, logs) met and documented
- Site and field supervisors have provided recommendations for the candidate to obtain standard certification

Date Program of Study completed, and candidate status changed to "**Finisher**" [Click or tap to enter a date.](#)

TEExES Examination

- Passing score on the TExES 253 (Date taken: [Click or tap to enter a date.](#))

Recommendation for Certification

- Conferred master's degree and official transcript on file
- Current valid teaching certificate (must be reverified prior to approving application for certification)
- Service record with at least 3 years of creditable teaching experience
- UH Program of Study completed
- Passing TExES 253 score
- UH Application for Certification form submitted

By signing below, I verify that all requirements for certification as an Educational Diagnostician have been met:

Certification Director Name: [Click or tap here to enter text.](#)

X



Exit Policy

19 TAC §228.20(h) requires all Educator Preparation Programs to have an exit policy for the dismissal of candidates published, reviewed, and signed by candidates when they are admitted to the program.

Dismissal from the Educator Preparation Program

A candidate may be removed from the Educator Preparation Program in the event he/she demonstrates behavior not consistent with the professional and ethical expectations of an educator in Texas. Dismissal from the Program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements.
2. Failure to abide by policies and/or procedures established by the University of Houston Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to contact your field supervisor for your formal observations.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators.
5. Any action deemed a violation of the University of Houston Student Code of Conduct.
6. Any action deemed a violation of school district and/or campus policy during field-based experiences or clinical teaching or internship.

Dismissal from the program is determined by a committee comprised of the program faculty and program lead. This may occur at any time. If a candidate is dismissed from the College of Education, he or she will also be automatically dismissed from the Educator Preparation Program. All decisions of dismissal can be appealed through college policies.

Withdrawal from the Educator Preparation Program

A candidate who decides to voluntarily withdraw from the Educator Preparation Program needs to send a written notice of that intent from a University of Houston email account including their PeopleSoft ID. The candidate also needs to submit a signed Withdrawal Form. Withdrawal from the College of Education translates to withdrawal from the Educator Preparation Program.

Re-entry into the program will be considered on an individual basis. Program requirements change over time because of revisions in licensing rules or educator standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would have to meet.

I have read, understand, and agree to meet the responsibilities outlined within this policy.

Signature

PeopleSoft ID

Date



WITHDRAWAL FORM

Name: _____ ID Number: _____
(Please Print) (PeopleSoft)

Telephone Number: _____ Email Address: _____

I, _____ request to withdraw from the program at this time.

- 1. I understand that I have not completed an educator preparation program, and UH will not recommend me for certification.
2. I understand that I will not be allowed to register for certification exams, and all previous approvals will be removed from my TEA account.
3. I understand that if I regain admission to the UH Educator Preparation Program at a later date, I will be subject to any new regulations and requirements (which could include additional coursework) in effect at that time.

By signing this document, I acknowledge that I have read and understood all requirements to withdraw from the Educator Preparation Program.

Signature and Date lines for Student, Academic Advisor, Director of Educator Preparation Program, and Certification Officer, including checkboxes for Approved/Disapproved and a Comments field.