

U N I V E R S I T Y of
HOUSTON

COLLEGE of EDUCATION
Educational Leadership & Policy Studies

M.Ed. in Special Populations

Student Handbook

2018-2019

(Updated August 2018)

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PREFACE

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>).

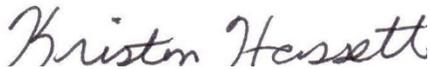
Additional information about the Program can also be obtained at the Program website <http://www.uh.edu/education/degree-programs/spec-ed-med/>.

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 Assistant Professor and Program Director

Student Handbook

M.Ed. in Special Populations

I. 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 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 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
Examinations
Leave of Absence
Low Grade Policy

Plagiarism (Definition of)
Time Limitations on Completion
of Degree Requirements
Transfer Credit
Withdrawal

University of Houston Website

The UH website available at <http://uh.edu/> contains policies in regard to 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.

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/>.

As personal contact information such as phone numbers, mailing addresses, and destination email addresses change, students are required to update MyUH.

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.

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 in order 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.

II. COURSEWORK AND 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/>.

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/> with questions related to financial holds. Students may register once the financial hold is cleared.

Enrollment Schedule

Students can begin planning the registration timeline by viewing <http://www.uh.edu/academics/courses-enrollment/enrollment-schedule/index.php>.

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. 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
(Minimum 30 Credit Hours)**

Semester One	Orientation Discuss Degree Plan Certification Application*	Final Semester	Apply for Comps Approval for TExES* Apply for Graduation
---------------------	--	-----------------------	--

*If applicable.

Education Core Courses (all students)			
SPEC 6360: Individuals with disABILITIES			
SPEC 6340: Principles of Human Learning			
ELCS 6327: Introduction to Educational & Psychological Measurement			
Special Education	Educational Diagnostician	Gifted & Talented	Special Education Leadership
SPEC 6353: Technology in Special Education	SPEC 6361: Behavioral Interventions: Introduction	SPEC 6361: Behavioral Interventions: Introduction	SPEC 6362: Behavioral Interventions: Evidence-Based Decisions
SPEC 6361: Behavioral Interventions: Introduction	SPEC 6362: Behavioral Interventions: Evidence-Based Decisions	SPEC 6363: Instructional Interventions: Introduction	SPEC 6363: Instructional Interventions: Introduction
SPEC 6362: Behavioral Interventions: Evidence-Based Decisions	SPEC 6363: Instructional Interventions: Introduction	SPEC 6365: Instructional Interventions: Evidence-Based Decisions	SPEC 6365: Instructional Interventions: Evidence-Based Decisions
SPEC 6363: Instructional Interventions: Introduction	SPEC 6365: Instructional Interventions: Evidence-Based Decisions	SPEC 7391: Collaborative Consultation and Coaching	SPEC 7391: Collaborative Consultation and Coaching
SPEC 6365: Instructional Interventions: Evidence-Based Decisions	SPEC 7341: Assessment of Learning Difficulties	CUIN 6349: Introduction to the Education of Gifted and Talented Students	ELCS 6301: Ed Admin: Basic Concepts
SPEC 7343: Psychological Processes of Reading	SPEC 7343: Psychological Processes of Reading	CUIN 6350: Problems in Educating the Gifted and Talented Student	ELCS 6304: Law & Policy for School
SPEC 7391: Collaborative Consultation and Coaching	SPEC 7391: Collaborative Consultation and Coaching	CUIN 6355: Creative Problem Solving	ELCS 6320: Instructional Supervision I

Certification requirements differ by certification area. Consult with a faculty advisor for more information and refer to Certification section of the Student Handbook.

Since degree plans are enhanced periodically to support continuous improvement planning objects, students will follow their approved degree plan that is in place at the time in which they complete an official, approved degree plan.

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. Students seeking certification may take the appropriate TExES Certification exam in lieu of the traditional written comprehensive examination. Students should apply for the exam in the last two semesters 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 [My Advisor](#). 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 153 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). In addition to the comprehensive exam application completed via MyAdvisor, students must also apply to receive approval from the Certification Office. 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. To request TExES Exam approval:

- Complete and submit the [TExES Registration Request Form](#) for each desired exam. (Allow up to two weeks for processing.) Approval will be emailed to the address on the form.
- Go to [Educator Certification Online System](#) to set up an account.
- Go to [ETS TExES](#) website to set up your testing account, register for your approved exams, and pay testing fees.

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/>.

III. DEGREE PLAN 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 his/her 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.

IV. ACADEMIC ADVISING, ANNUAL REVIEW, GRIEVANCE, AND DISMISSAL POLICIES

Advising and Valid Contact Information

Upon admission to the program, all students are assigned an academic advisor. 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 degree plans in close consultation with their advisors, and seek their advisor's consultation and assistance as appropriate. Students may also consult with a faculty advisor when necessary.

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. 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 determine that the contact information is not valid.

Ongoing and Annual Review

The overall progress of all students is evaluated annually by academic advisors in the Office of Graduate Studies. 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, 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 degree;
- 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.

V. 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/>.

VI. 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

<http://publications.uh.edu/content.php?catoid=26&navoid=9638>

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.

VII. CERTIFICATION

UH COE is approved by the State Board for Educator Certification (SBEC) to recommend students for teaching certificates in various areas. The Special Populations program prepares students for initial certification in EC-12 Special Education and student support services certification as an Educational

Diagnostician. Students interested in certification as a Principal are referred to the following link:
<http://www.uh.edu/education/degree-programs/k-12-cert/>.

EC-12 Special Education initial teacher certification

Students in the Special Education emphasis may apply to the Teacher Education program in order to obtain initial certification in EC-12 Special Education. Complete the Certification Plan Survey at <https://www.coe.uh.edu/certapp/survey.cfm> and answer *yes, yes*, and *graduate student*. Students must meet all requirements set forth by the Teacher Education program in addition to requirements for the M.Ed. More information about Teacher Education can be found at the following link: <http://www.uh.edu/education/student-services/teacher-ed-handbook/>. Additional courses required for certification may be face-to-face and include:

- CUIIN 6301 Introduction to the Teaching Profession
- SPEC 6395 Clinical Teaching I
- SPEC 6396 Clinical Teaching II

Educational Diagnostician

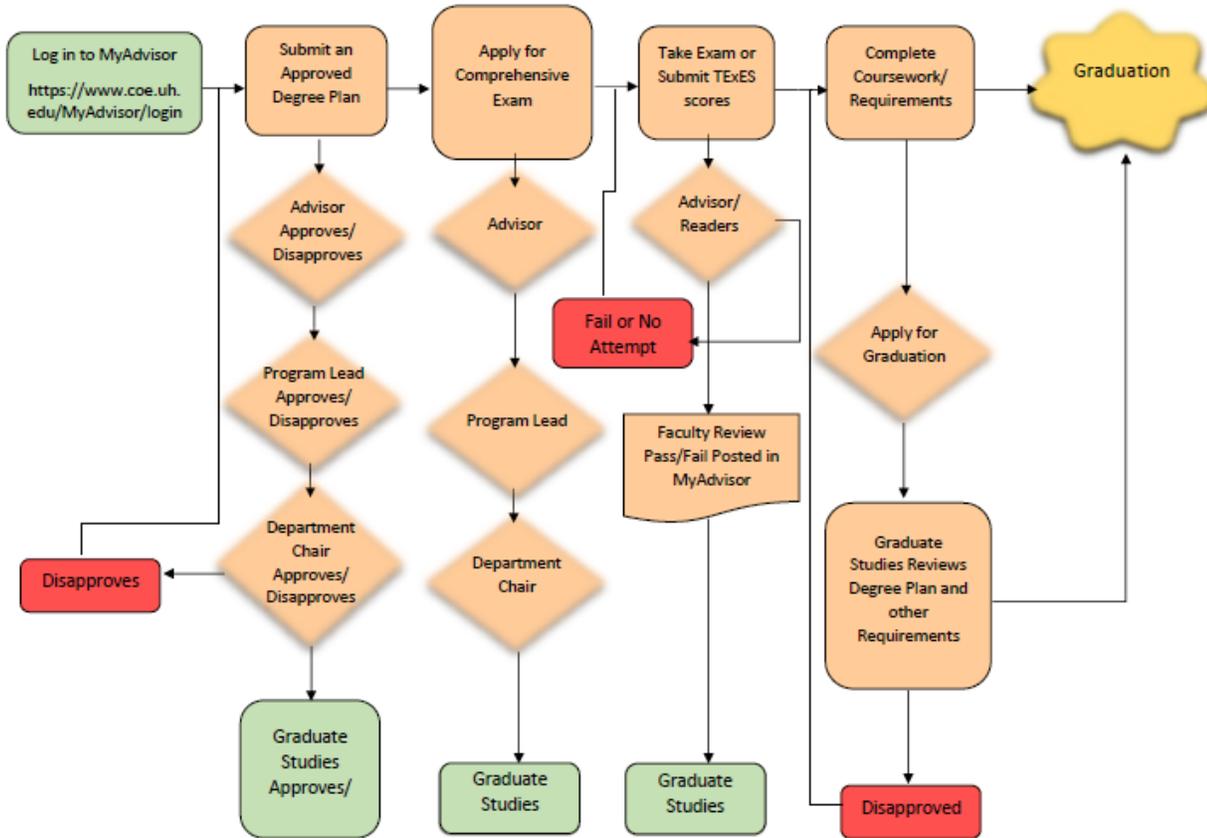
Students in the Educational Diagnostician emphasis are also required to complete requirements for certification. Complete the Certification Plan Survey at <https://www.coe.uh.edu/certapp/survey.cfm> and answer *yes, no, yes* and *student services*. Students must meet all requirements set forth by the Educational Diagnostician certification program in addition to requirements for the M.Ed. More information about Educational Diagnostician certification can be found at the following link: <http://www.uh.edu/education/degree-programs/ed-diag-cert/>. Additional courses required for certification are face-to-face and include:

- SPEC 7340 Assessment of Academic Achievement
- SPEC 7392 Assessment of Intellectual Assessment
- SPEC 7393 Educational Diagnostician Internship I
- SPEC 7393 Educational Diagnostician Internship II

APPENDIX A

MyAdvisor How To Instructions

Master's Special Populations MyAdvisor Process



UNIVERSITY of **HOUSTON** | COLLEGE OF EDUCATIONOffice of Graduate Studies
Annual Review - Masters

_____	_____	_____	_____
Last Name	First Name	MI	Student ID
_____	_____	_____	
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

Office of Graduate Studies
Annual Review - Masters

Advisor Notes:

Is the student meeting SAP?

Other Advising Notes:

Student Signature

Date

Advisor Signature

Date

EC-12 Special Education Certification Plan
M.Ed. in Special Populations & NDO

Last Name:	First Name:	PeopleSoft ID:	Cohort Year:	Cohort Sem:
Preparation:		UH Email Address:		

COURSE REQUIREMENTS*	Taken/Transferred/ Needed	REQUIREMENT MET (Course/Institution)
SPEC 6353 – Technology in Special Pops		
SPEC 6360 – Individual Differences/Disabilities*		
SPEC 6361 – Beh. Interventions: Intro*		
SPEC 6362 – Beh. Interventions: EBD*		
SPEC 6363 – Instruct. Interventions: Intro.*		
SPEC 6365 – Instruct. Interventions: EBD*		
SPEC 7391 – Coll. Consult. & Coaching		
CUIN 6301 – The Teaching Profession		
SPEC 6395 – Clinical Teaching I		
SPEC 6396 – Clinical Teaching II		

*Undergraduate UH course equivalents accepted for certification (but not for degree purposes)

Additional certification requirements:

- ❖ A bachelor’s degree (or higher) from an accredited institution of higher education
- ❖ 24 hours content coursework and 6 hours coursework with approved clinical teaching experience
- ❖ Successfully completed an approved clinical teaching experience
- ❖ TExES 160
- ❖ TExES 161

Approved by:

Certification Analyst: _____ Date: _____

Certification Officer: _____ Effective Date: _____

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

Last Name:	First Name:	PeopleSoft ID:	Cohort Year:	Cohort Sem:
Preparation:		UH Email Address:		

COURSE REQUIREMENTS	Taken/Waived/ Needed	REQUIREMENT MET (Course/Institution)
SPEC 6340 – Learning/Educational Sciences		
SPEC 6360 - Individuals with Disabilities*		
SPEC 6361 – Beh. Interventions: Intro*		
SPEC 6362 – Beh. Interventions: EBD*		
SPEC 6363 – Instruct. Interventions: Intro*		
SPEC 6365 – Instruct. Interventions: EBD*		
SPEC 7340 - Assessment of Achievement		
SPEC 7341 – Assess. of Learning Diff.		
SPEC 7391 – Coll. Consult. & Coaching*		
SPEC 7392 – Assesst. of Intellect. Abilities		
ELCS 6327 - Introd to Ed. & Psych. Msmt.		
SPEC 7393 - Internship and Practicum		
SPEC 7393 - Internship and Practicum		

*Requirement may be satisfied (waived) by EC-12 Special Education certification; other requirements 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
- ❖ Successfully completed an approved internship/practicum experience (120 hours)
- ❖ TExES 153

Approved by:

Educational Diagnostician Training Director: _____ Date: _____

Certification Officer: _____ Effective Date: _____

Educational Diagnostician Certification Program Flowchart

