

2024-2025

STUDENT HANDBOOK

M.Ed. in Special Populations



College of Education

UNIVERSITY OF HOUSTON

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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>).

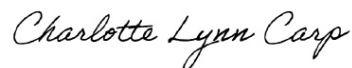
Additional information about the Program can also be obtained at the Program website <http://www.uh.edu/education/degree-programs/spec-ed-med/>.

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,



Charlotte Carp, Ph.D.
Clinical Assistant 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 five* 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.
- **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.
- **Special Populations Dual Degree (with Human Development & Family Sciences BS)** allows students who are pursuing the BS in HDFS to begin their specialization in special populations during their senior year and complete both degrees in a five-year period of study. This track provides students with a background in HDFS to have additional advanced training in the field of disability support.

***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 <<http://www.uh.edu/office365>> 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.
 - a. Android Mobile Devices <<http://www.coe.uh.edu/cite/training/tutorials/phone/outlook365-android.pdf>> (coe.uh.edu/cite/training/tutorials/phone/outlook365-android.pdf)
 - b. Apple Mobile Devices <<http://voyager.coe.uh.edu/cite/training/tutorials/phone/outlook365-apple.pdf>> (coe.uh.edu/cite/training/tutorials/phone/outlook365-apple.pdf)

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. **This is a Special Populations program requirement.** 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).

SPECIAL POPULATIONS M.ED. SHAREPOINT SITE

The M.Ed. SharePoint site serves as a hub for vital program information, upcoming events, faculty information, and personalized student folders. Students are sent a link to complete an electronic form <https://forms.office.com/Pages/ResponsePage.aspx?id=vboLF_CikEytSw6PDwxCWdadU7IUmR5FsakAUQiCRZ5UME5SVko3WU5KMVdaNjVBNkFOSUFBSTZSOCQIQCN0PWcu> before their first semester starts, which allows them access to the site. Please note that students must use their UH CougarNet credentials to complete the form. Students are required to complete the form before their first semester and check the site throughout their time as an M.Ed. student.

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 an academic advisor and students in the Educational Diagnostician program are also assigned a faculty advisor. The student's relationship with their 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 and degree 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. 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.

Educational Diagnostician candidates meet/communicate with their faculty advisor before their first semester to complete their certification plans, which include all required courses and other benchmarks (e.g. passing TExES scores, 3 years of teaching service, etc.). Approximately two weeks before the course schedule is published, the faculty advisor works individually with each Educational Diagnostician candidate to select the appropriate courses for the following semester (approximately October to plan for spring, and March to plan for summer and fall). In February of the final year, candidates meet with their faculty advisor to assess TExES readiness and discuss the timeline for registering for the exam. Early in their final semester (i.e., during SPEC 7395 Educational Diagnostician Practicum II), a certification plan audit is completed and candidates are informed of any outstanding requirements, such as submitting a final teaching service record.

COMPLAINT/GRIEVANCE POLICY AND PROCEDURES

Students may grieve any faculty decision or action that affects their progress through the program (other than a grade or evaluation of work unless there is an arithmetic error or bias that are believed

to have affected the grade or evaluation). It is suggested that students go through an informal process before choosing to file a grievance. Students are suggested to contact the faculty member who is directly involved in the issue. If the issue is not resolved, then it is suggested that the student contact the program director. If the student chooses to grieve, they must follow the formal grievance procedures as specified in the College of Education [Grievance Policy](#) for graduate students, the Department of Educational Leadership & Policy Studies [Student Grievance Policy](#), and in the UH Graduate Studies [Catalog](#). Also see the [Complaint Policy for Certification Programs](#).

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 special education and educational diagnostician candidates must affirm that they have read and thoroughly understand and agree to adhere to the Texas Educators' Code of Ethics.

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/>.

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 (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)**

Semester One	Orientation Discuss Degree Plan	Final Semester	Apply for Comps Approval for TExES* Apply for Graduation
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Education Core Courses (all students)		
SPEC 6360: Individuals with disABILITIES -or- SPEC 6367: Special Education for School Leaders^		
SPEC 6340: Education & Learning Sciences		
SPEC 6327: Introduction to Educational & Psychological Measurement		
Special Education/ Special Education Certification	Educational Diagnostician	Special Education Leadership
SPEC 6353: Technology in Special Education	SPEC 6361: Behavior: Interventions	SPEC 6362: Behavior: Evidence-Based Decisions
SPEC 6361: Behavior: Interventions	SPEC 6362: Behavior: Evidence-Based Decisions	SPEC 6363: Instructional Interventions
SPEC 6362: Behavior: Evidence-Based Decisions	SPEC 6363: Instructional Interventions	SPEC 6365: Data-Based Individualization of Instruction
SPEC 6363: Instructional Interventions	SPEC 6365: Data-Based Individualization of Instruction	SPEC 7391: Collaborative Consultation and Coaching
SPEC 6365: Data-Based Individualization of Instruction	SPEC 7341: Assessment of Learning Difficulties	ELCS 6301: Leadership for Equity in Diverse Schools
SPEC 7343: Reading Development: From Science to Practice	SPEC 7343: Reading Development: From Science to Practice	ELCS 6304: Law & Policy for School Leaders
SPEC 7391: Collaborative Consultation and Coaching	SPEC 7391: Collaborative Consultation and Coaching	ELCS 6310: Strategic Engagement of School/ Community Stakeholders or ELCS 6370: Research for Educational Leaders**
Additional Coursework Required for Certification*		
CUIN 6301: The Teaching Profession	SPEC 7340: Assessment of Academic Achievement	ELCS 6302: Data-Informed Decision Making for School Leaders
SPEC 6390: Supervised Experience in Special Education	SPEC 7392: Assessment of Intellectual Abilities	ELCS 6320: Instructional Leadership I
SPEC 6395: Clinical Teaching I	SPEC 7394: Educational Diagnostician Practicum I	ELCS 6321: Instructional Leadership II
SPEC 6396: Clinical Teaching II	SPEC 7395: Educational Diagnostician Practicum II	ELCS 6391: Practicum in the Principalship

*TExES approval applies to students in the Special Education/Educational Diagnostician Certification programs..

^ Students in the Special Education Leadership emphasis; and students in the Educational Diagnostician

Certification with faculty advisor approval.

****Students seeking principal certification in addition to the M.Ed. should take 6370**

**Academic and Administrative Benchmarks for HDFS/M.Ed. in Special Populations
Dual Degree (30 Credit Hours)**

Semester One	Orientation Discuss Degree Plan	Final Semester	Apply for Comps Approval for TExES* Apply for Graduation
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Education Core Courses (all students)		
SPEC 6327: Introduction to Educational & Psychological Measurement		
SPEC 6340: Learning and Education Sciences		
SPEC 6362: Behavior: Evidence-Based Decisions <i>OR</i> SPEC 6365: Data-Based Individualization of Instruction		
SPEC 7343: Reading Development: From Science to Practice		
SPEC 7391: Collaborative Consultation and Coaching		
Interpersonal Skills Elective (choose from approved list)		
Initial EC-12 Special Education Certification	Organization/Management/Leadership	Assessment
Reading Elective (choose from approved list)	ELCS 6310 Strategic Engagement of School/Community Stakeholders	ELCS 6302 Data-Informed Decision Making for School Leaders
CUIN 6301 The Teaching Profession	ELCS 6332 Student Develop/Student Affair	ELCS 6334 Assessment & Evaluation in Higher Education
SPEC 6395 Clinical Teaching I	ELCS 6336 The Two-Year College <i>OR</i> ELCS 7350 Personnel Management	SPEC 7341 Assessment of Learning Difficulties
SPEC 6396 Clinical Teaching II	SPEC 8341 Seminar in Learning Science <i>OR</i> ELCS 8341 Adult Learning Theory	SPEC 7342 Formative Assessment
Approved Interpersonal Skills Electives (Choose 1)		
ELCS 7360 - Public & Community Relations		
COMM 6310 - Mass Comm Theory and Research		
COMM 6320 - Organizational Communication		
COMM 6326 - Leadership Communication		
COMM 6335 - Health Comm. Theory & Research		
COMM 6336 - Communication in Healthcare Contexts		
Approved Reading Electives (Choose 1)		
CUIN 6330 - Literacy Assessment		
CUIN 7331 - Diagnosis and Correction of Reading Problems		
CUIN 7364 - Literacy Dev Yng Child		

**TExES for Initial EC-12 Special Education Certification track only*

Comprehensive Exam

In addition to completing required coursework, students in the M.Ed. in Special Populations Program complete either a written Comprehensive Examination (Special Education, Gifted & Talented, and Special Education Leadership, HDFS Dual Degree without Certification) or take and pass the relevant TExES Examination (Special Education Certification and Educational Diagnostician Certification) 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 (Fall and Spring only). 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 (or during the Spring semester if they plan to graduate in the summer). 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 253, TExES 161, written exam) and emphasis if taking the written exam (i.e., special education, gifted and talented, special education leadership, organization, assessment).

TExES Option

Students seeking certification must take the appropriate TExES Certification exam (i.e., EC-12 Special Education 161 for Special Education emphasis, Educational Diagnostician 253 for Educational Diagnostician emphasis). 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 (once approved by the Certification Office):

- 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 their examination. In order to pass the comprehensive exam, the student must pass all exam questions. If the student fails any of the questions, they need 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 written 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.

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 (see Graduate Catalog [Continuous Enrollment Policy](#));
- maintain close contact with their advisor concerning progress toward the degree/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.

**Students seeking state certification must earn a grade of C or higher in all courses listed on the certification plan.*

Good Standing, Academic Warning and Probation

Good standing is maintained through continuous enrollment, regular communication with the faculty and program director, progress with the tasks and critical milestones outlined in the program handbook (e.g., submitting degree plans, gaining access to the SharePoint site, 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 comprehensive examination.

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:

1. the student's cumulative GPA remains below 3.00 after completing an additional 9 SCH of letter-graded coursework.
2. 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.

Program Dismissal/Termination of Enrollment

A satisfactory rate of progress toward the degree is required throughout a student's enrollment. A department may terminate enrollment at any time if the rate of progress is not satisfactory. A student whose enrollment is terminated will be notified, with an explanation, in writing by the program director or chair of the department of the major. Copies of this notice and explanation will be sent to the dean (or designated associate dean) of the student's college and to the Graduate School. Students whose enrollment is terminated due to unsatisfactory academic progress will not be permitted to re-enroll in a graduate degree program without special approval from the Dean of the College and the Dean of the Graduate School. The College readmitting the student will have to specify in the offer letter of admission the time frame required for the student to raise the cumulative graduate GPA back to a minimum 3.00 to remain in the program.

Failure to maintain a 3.00 GPA may also result in loss of financial support, or dismissal, according to college/departmental policies. Students should review and be familiar with degree requirements and academic policies of their academic unit. The Termination of Enrollment section specifies regulations related to dismissal.

Discontinued from the Program

A student who has not attended courses for more than one long semester (i.e., the regular Fall or Spring 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. See Readmission to the Program for more details.

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.

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/>.

UH holds commencement for spring graduates in May. Summer and fall graduates attend commencement in December. Under certain specified circumstances, students may petition to participate in commencement in May if they will be graduating in the summer semester. Please refer to the Office of Graduate Studies Standard Operating Procedure – [“Walking” at Graduation](#) for instructions if you meet the requirements. Students in the M.Ed. in Special Populations may “walk” at commencement in May if they are graduating in August if they have completed or are enrolled in all courses on their degree plan and:

- They have incompletes to resolve *or*
- They have not yet passed the comprehensive exam.

Current students may request letters of recommendation from faculty in order to support their applications to other doctoral programs. Students should contact individual faculty to seek permission and should allow at least two (2) weeks prior to the deadline. Faculty in the M.Ed. 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.

Changing Emphasis Area

When students apply to the M.Ed. in Special Populations, an emphasis area (i.e., Special Education, Special Education Certification, Educational Diagnostician Certification, Special Education Leadership,

or HDFS Dual Degree) is selected. Current students who wish to change emphasis areas must apply, via petition, following the same admissions guidelines in place at the time of their application. Applications will be reviewed following the same timeline for applicants who are not current students. Students considering this option are highly encouraged to consult with the academic and faculty advisors.

Students enrolled in the M.Ed. in Special Populations – Education Diagnostician Certification program may not change to the Educational Diagnostician Certification-only program.

Students may only change emphasis areas one time.

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 (requires separate application). 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. This step should have been completed simultaneously with the application to the M.Ed. 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. This step should have been completed simultaneously with the application to the M.Ed. For more information, refer to the Educational Diagnostician Student 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 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.

Students accepted into the UH AAQEP Accredited University Based Educational Diagnostician Certification program are not eligible for admission to the UH AAQEP Accredited Alternative Certification Program (i.e., Educational Diagnostician certification-only program) unless they have completed their M.Ed. in Special Populations at the University of Houston and returned after

graduating.

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 should refer to the [Student Teaching Handbook](#) for more information.

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 practicum.

Assessment Courses

SPEC 7341 Assessment of Learning Difficulties

Prerequisite: Approved course in measurement (may be taken concurrently with approval).

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 (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

Practicum

SPEC 7394 Educational Diagnostician Practicum I and SPEC 7395 Educational Diagnostician Practicum II
The practicum 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 practicum sequence must enroll in two consecutive semesters of practicum 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 Educational Diagnostician Certification Student 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 6370.

Additional Coursework

Additional coursework required for Principal certification includes:

- ELCS 6302: Data-Informed Decision Making for School Leaders
- ELCS 6320: Instructional Leadership I (40 hours embedded practicum)
- ELCS 6321: Instructional Leadership II (40 hours embedded practicum)
- ELCS 6391: Practicum in the Principalship (80 hours practicum)

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. Educational Diagnostician candidates must notify UH that you ready to be certified by completing the [Application for Educational Diagnostician Certification](#).

- ✓ The 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.

Students in the special education certification program will receive information about applying for Texas educator certification from the Teacher Education program; students in the principal program will receive information about applying for Texas educator certification from the Principal program.

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](#).

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](#) as well as the sections below and Appendix D.

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

This section applies to candidates for special education and educational diagnostician certification.

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 D). 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.

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 the Educational Diagnostician certification program.

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 and the Formal Admissions Application form. 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.

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. Student's must have an approved degree plan on file prior to registering for courses for their second or subsequent semesters; students who start the program in August should file their degree plans by October and students who start the program in January should file a

degree plan by March. 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.*

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. Please contact your advisor to file a leave of absence request.

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.

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

<http://publications.uh.edu/content.php?catoid=30&navoid=11292>.

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/>.

OFFICE OF THE OMBUDS SERVICES FOR GRADUATE AND PROFESSIONAL STUDENTS

The Ombudsperson (<https://www.uh.edu/graduate-school/ombuds-services/>) provides a safe setting for graduate and professional students to confidentially raise and discuss their concerns about workplace and academic issues, interpersonal difficulties and to receive assistance in identifying options for resolving the conflicts and concerns. The Ombudsperson operates independently, listens without judgement, remains neutral, provides an impartial perspective, and holds all conversations and information confidential except when there is imminent risk of serious harm. The Ombudsperson serves as a thinking partner and a bridge between problems and options for the resolution of concerns and conflicts. The graduate/professional student is the ultimate decision-maker for the path of resolution.

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:

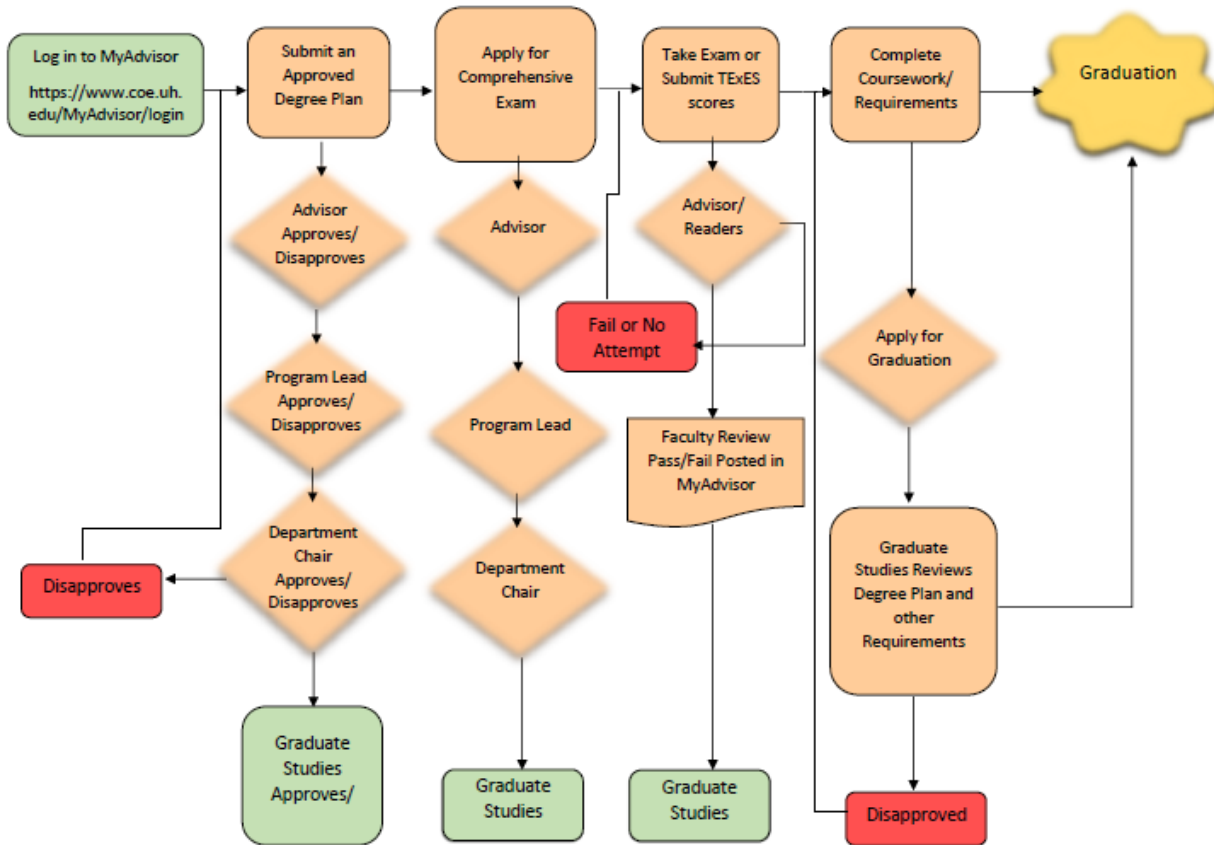
Please visit <http://www.uh.edu/students/index.php> for details regarding multiple resources available to students at University of Houston.

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](#).

APPENDIX A: MYADVISOR HOW TO INSTRUCTIONS

Master's Special Populations MyAdvisor Process



APPENDIX B: ANNUAL REVIEW

Annual Review – M.Ed. in Special Populations

Last Name:	First Name:	Specialization: Special Education	Student ID:	Date:
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The purpose of the annual review is to evaluate students' overall performance for the past academic year and provide feedback as needed.

Benchmarks

Degree plan filed	Comprehensive Exam
Degree plan filed and approved	Comprehensive exam not yet taken.

Coursework

Cumulative GPA	Course Hours Completed	Course Hours in Progress	Number of grades lower than C	Number of Incompletes

Certification

Formal Admissions	Certification Plan on File	Service Record
n/a	<input type="checkbox"/> n/a <input type="checkbox"/> Yes <input type="checkbox"/> No	n/a

Overall Evaluation

The student IS making adequate progress towards the degree. During the next academic year, the remaining coursework and milestones need to be completed:

The student IS NOT making adequate progress toward the degree. Explanation/implications and plans for the next academic year/recommendations:

Program Director Signature

APPENDIX C: DRAFT CERTIFICATION PLANS

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

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

COURSE REQUIREMENTS*	Taken/Transferred/ Needed	REQUIREMENT MET (Course/Institution)
SPEC 6353 – Technology in Special Pops		
SPEC 6360 - Individuals with Disabilities		
SPEC 6361 – Behavior: Interventions		
SPEC 6362 – Behavior: EBD		
SPEC 6363 – Instructional Interventions		
SPEC 6365 – Data-Based Ind. of Instruction		
SPEC 7391 – Coll. Consult. & Coaching		
SPEC 6393 – Supervised Experience (ED)		
CUIN 6301 – The Teaching Profession		
SPEC 6395 – Clinical Teaching Experience		
SPEC 6396 – Clinical Teaching Experience		

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: _____



Certification Plan for Educational Diagnostician

M.Ed. in Special Populations - Educational Diagnostician Certification

Last Name:	First Name:	PeopleSoft ID:	Cohort Year:	Semester: Summer
Prepared by:		TEA ID:		

COURSE REQUIREMENTS	Taken/Waived/ Needed	REQUIREMENT MET (Institution: Course)
SPEC 6327 - Introd to Ed. & Psych. Msmt.	Needed	
SPEC 6340 – Learning/Education Sciences	Needed	
SPEC 6360 - Individuals with Disabilities*	Needed	
SPEC 6361 –Behavior: Interventions*	Needed	
SPEC 6362 – Behavior: EBD*	Needed	
SPEC 6363 – Instructional Interventions*	Needed	
SPEC 6365 – Data-Based Ind. of Instruction*	Needed	
SPEC 7340 - Assessment of Achievement	Needed	
SPEC 7341 – Assess. of Learning Diff.	Needed	
SPEC 7391 – Coll. Coaching/Consultation	Needed	
SPEC 7392 – Assessment of Intellectual Abilities	Needed	
SPEC 7394 – Ed. Diag. Practicum I	Needed	
SPEC 7395 – Ed. Diag. Practicum II	Needed	

*Requirement may be satisfied (waived) by EC-12 Special Education certification for students with a master's degree; additional courses may be waived upon transcript review.

Additional certification requirements:

- ❖ A master's degree (or higher) from an accredited institution of higher education
 - In progress at UH
 - Previously earned (Highest Degree: _____, Institution: _____, Date degree conferred: _____)
- ❖ Valid classroom teaching certificate (verified at admission and program completion)
- ❖ Minimum of three (3) years creditable/valid teaching experience (service record)
 - Service record/3 years verified at admission
 - Service record to be submitted
- ❖ TExES 253 (typically taken during SPEC 7392 or later)

Approved by: Educational Diagnostician Training Director _____

UNIVERSITY of
HOUSTON

COLLEGE of EDUCATION
Educational Leadership & Policy Studies

Alternative Certification Plan for TEXAS PRINCIPAL CERTIFICATE (268)

Principal Certificate Only

Last Name:	First Name:
PeopleSoft ID#:	UH Email Address
Master's Degree Held:	Faculty Advisor:
Institution:	Total Hours Completed:
Year Awarded:	Total Hours in Progress:

COURSE Requirements (18 GCH	GRD	SEMNR	GRAD TRANS. CRED. (Sem.Nr./Course/Institution)
ELCS 6301: Leadership for Equity in Diverse Schools			
ELCS 6320: Instructional Supervision			
ELCS 6304: Law & Policy for School Leaders			
ELCS 6302: Data Informed Decision Making for School Leaders			
ELCS 6350: School Leadership			
ELCS 6393: Practicum			

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: _____

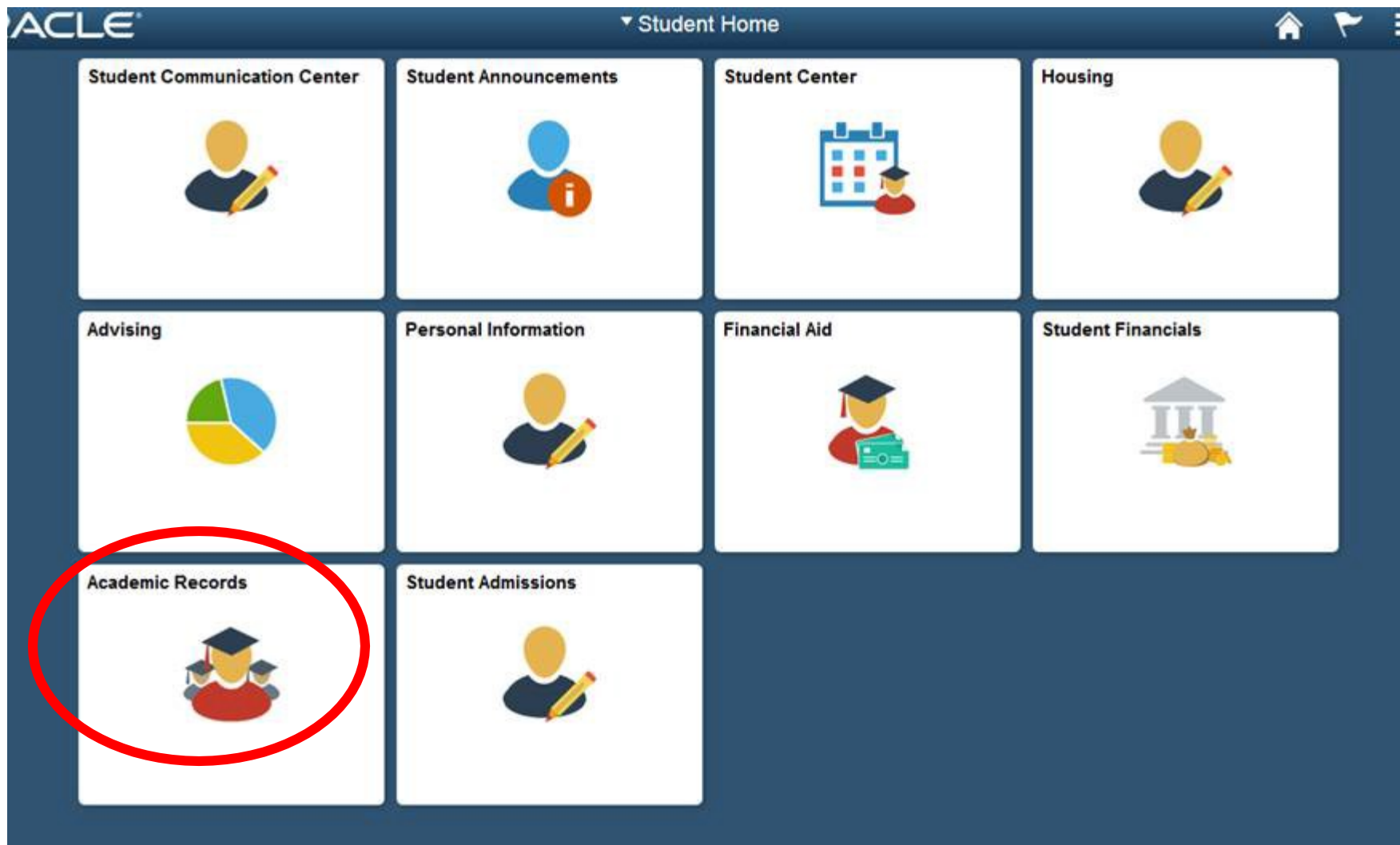
COE Certification Officer: _____ Effective Date: _____

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”:

-  [View My Grades](#)
-  [View Unofficial Transcript](#)
-  [Request Enrollment Verification](#)
-  [Enrollment Dates](#)
-  [My Class Schedule](#)
-  [Enrollment: Add Classes](#)
-  [Enrollment: Drop Classes](#)
-  [View My Weekly Schedule](#)
-  [Class Search/Browse Catalog](#)
-  [Request Term Withdrawal](#)
-  [View Transfer Credit Report](#)
-  [UH_Official_Transcript](#)

Select the following:

- Term: Current Semester
- Subject
- Course Career:
 - Graduate

Click “Search” to retrieve your results

Favorites ▾
Main Menu ▾
> Class Search

ORACLE®

Search for Classes

Enter Search Criteria

Search for Classes

Institution

Term

Select at least 2 search criteria. Specifying as many values as possible will return quicker results.

▼ **Class Search**

Subject

Course Number

Course Career

Show Open Classes Only

▼ **Additional Search Criteria**

Meeting Start Time

Meeting End Time

Days of Week

Mon
 Tues
 Wed
 Thurs
 Fri
 Sat
 Sun

Instructor Last Name

Class Nbr ?

Course Keyword ?

Minimum Units

Maximum Units

Course Component

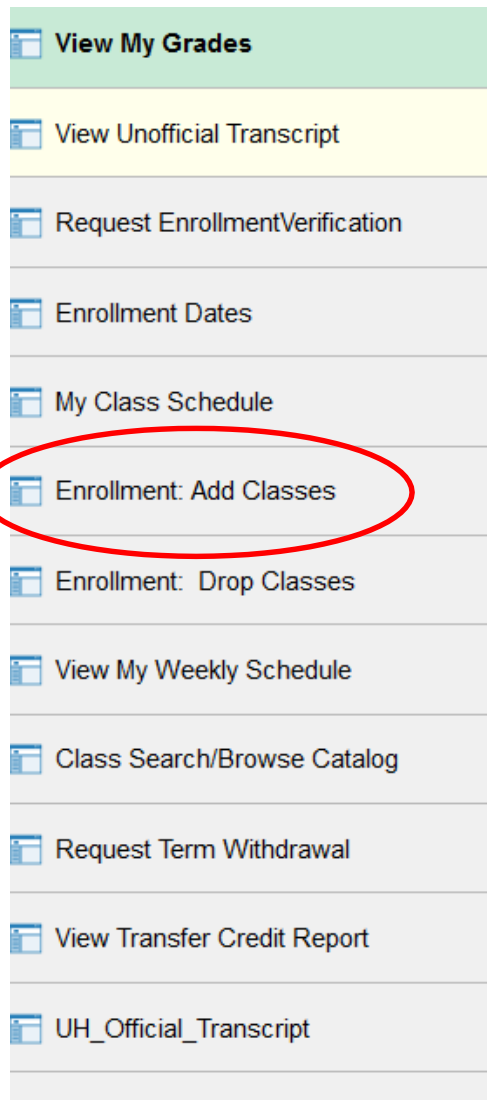
Session

Mode of Instruction

Campus

Location ?

Clear
Search



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.

[Search](#) | [Plan](#) | **[Enroll](#)** | [My Academics](#)

[My Class Schedule](#) | **Add** | [Drop](#) | [Swap](#) | [Term Information](#)

Add Classes 1 2 3

Select Term

Select a term then select Continue.

	Term	Career	Institution
<input type="radio"/>	Summer 2017	Graduate	University of Houston
<input type="radio"/>	Fall 2017	Graduate	University of Houston

[Continue](#)

my class schedule class search add drop

Add Classes

1 2 3

1. Select classes to add

Put classes in your Shopping Cart and when you are satisfied with your class selections, proceed to step 2 of 3.

Fall 2009 | Undergraduate | UH

change term

Add a class using one of the following:

Search for Class Search for Classes search

----- OR -----

Enter Class Nbr enter

Where it says "Enter Class Nbr", type the 5-digit section number, given to you by the Advisor, Faculty, or Staff.

Fall 2009 Enrollment Shopping Cart

Your enrollment shopping cart is empty.

1. Select classes to add - Related Class Sections

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Lecture selected: Section 02
 Tu 8:30AM - 9:30AM Location: TBA

Select the course

Select Laboratory section (Required):

	Class Nbr	Section	Schedule	Location	Instructor	Status
<input type="radio"/>	11108	04	Th 10:00AM - 11:30AM	A 160	J. Belinne	<input checked="" type="radio"/>

View All Sections First 1 of 1 Last

CANCEL

NEXT

GENB 2301 - Connecting Bauer to Business

Class Preferences

Permission Nbr

Grading Letter Grade

Units 3.00

Session Regular Academic Session
Career Undergraduate
Enrollment Information

- Bus UGRD Maj/Min Bus-Rel Only
- Off Campus

CANCEL NEXT

Section	Component	Days & Times	Location	Instructor	Start/End Date
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

NOTES

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 2.0 GPA and the necessary prerequisites

A verification page will appear to show what is being enrolled. Read Class Notes and consult Catalog for course prereqs. Click "next".

✓ [REDACTED] has been added to your enrollment shopping cart. Add more classes or click Proceed to Step 2 to continue processing your enrollment.

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[change term](#)

Fall 2009 Enrollment Shopping Cart

Delete	Class	Description	Days/Times	Location	Instructor	Units	Status
		Connecting					●
		(Lecture)					
		Connecting					●
		(Laboratory)					

View All Classes in Cart First 1-2 of 2 Last

After the class has been added to the shopping cart, click "proceed to step 2 of 3"

[PROCEED TO STEP 2 OF 3](#)

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Class	Description	Days/Times	Location	Instructor	Units	Status
[REDACTED]	Connecting (Lecture)					●
[REDACTED]	Connecting (Laboratory)					●

Then click "Finish Enrolling"

Finally, confirm the class has been added

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✓ Success: enrolled ✗ Error: unable to add class		
Class	Message	Status
[REDACTED]	Success: This class has been added to your schedule.	✓

Please review your course schedule to confirm your selections.

Thank you!

Have a great semester!