

2025-26

# STUDENT HANDBOOK

Educational Diagnostician Certification



College of Education

UNIVERSITY OF HOUSTON

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## INTRODUCTION

### WHAT IS AN EDUCATIONAL DIAGNOSTICIAN

The Educational Diagnostician certification is a state-approved Student Services certification intended to prepare the highest caliber professionals that possess the knowledge and skills necessary to improve the performance of the diverse student population in Texas. The holder of the Educational Diagnostician certificate may serve as an educational diagnostician, including providing educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from Early Childhood-Grade 12 (see TAC §239.80). Educational Diagnosticians play a critical role in the identification and support of students with disabilities. Educational Diagnosticians are in high demand due to increases in the numbers of students eligible for special education in Texas (37.59% growth from 2013 to 2020), as well as a 56% increase in the number of special education evaluations completed by Texas school districts in the last few years (TEA, 2015-2016 compared to 2018-2019).

### 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) in the Educational Diagnostician programs. 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 program 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.*

### WHO THIS HANDBOOK IS FOR

This handbook is intended for students enrolled in the *Accelerated Educational Diagnostician Certification Program*—a non-degree certification pathway designed for individuals who already hold a master's degree. It provides program-specific information, expectations, and resources relevant to this alternative certification route. Students pursuing certification through the M.Ed. in Special Populations should refer to the M.Ed. student handbook for guidance related to their degree program. All students, regardless of pathway, should also consult the *Practicum Handbook*, which outlines requirements and procedures for the field-based components of the certification process.

### GOALS OF THE PROGRAM

The Educational Diagnostician certification program prepares certified teachers for certification as an Educational Diagnostician in Texas. The program incorporates the professional standards of Council for Exceptional Children (<http://www.cec.sped.org/Standards>). Completers find abundant opportunities for challenging and rewarding careers.

### 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 GRADUATE STUDENT SUCCESS WEBSITE**

The COE Graduate Student Success (GSS) office provides leadership and continuous support for all graduate programs, faculty and students in the College of Education. COE policy information is available on the GSS 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.

## **EDUCATIONAL DIAGNOSTICIAN PROGRAM SHAREPOINT**

Admitted students will be invited to the [Educational Diagnostician Program SharePoint](#). The SharePoint is used for communication, announcements, and document storage.

## **PROGRAM CANVAS COURSE – DIAG1000**

All students in the Educational Diagnostician Certification programs are enrolled in the program-wide Canvas course, DIAG 1000 – Educational Diagnostician Certification. This course serves as a centralized hub for program resources, including the required learning modules, key documents (such as handbooks and templates), announcements, and submission portals for Critical Standards Projects (CSPs). Students are expected to check DIAG 1000 regularly and use it to stay informed and organized throughout the certification process.

## **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**

All students are 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](http://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](http://www.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](http://www.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. UH also automatically forwards these emails to your @cougarnet.uh.edu email address.

Please note that students in the UH Educational Diagnostician program are *required* to use their official UH email box for all communication.

## **ADVISOR AND DEPARTMENTAL STAFF**

Your faculty 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. The primary contact for the Program is [elpsdiag@cougarnet.uh.edu](mailto:elpsdiag@cougarnet.uh.edu).

## **CORE FACULTY**

Detailed ELPS core faculty information is available at <http://www.uh.edu/education/departments/elps/faculty/>.

Note: Adjunct faculty vary by semester given the subject matter of the specific course offered at the time.

## **ADVISING AND VALID CONTACT INFORMATION**

Upon admission to the program, all students are assigned a faculty advisor. 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 plans in close consultation with their advisors, and seek their advisor's consultation and assistance as appropriate. Students must keep their *myUH* accounts updated with their UH email address and/or destination email address, mailing address, and telephone number that will enable the advisor to reliably contact the student. At this time, students are required to use their UH email address. 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 an Action Plan, at any time that the advisor determines that the contact information is not valid.

Educational Diagnostician candidates plan 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 or staff advisor provides candidates with course and other information so students can select the appropriate courses for the following semester (approximately March for the following academic year, with follow-ups in October to plan for spring, March to plan for summer). Necessary information will be provided to students who are eligible and need to register in restricted or "hidden" courses.

Candidates typically take a practice TExES after completing SPEC 7340 (December through February) and are then approved to take the TExES 253. 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.

## **ONGOING AND ANNUAL REVIEW**

The overall progress of all students is evaluated annually by advisors and/or program faculty. Students are given feedback each year concerning the outcome of this evaluation. Students are in good standing if they:

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

## **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 A.

### **General Dismissal Policies and Procedures**

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

### **Dismissal from the Educator Preparation Program**

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

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

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

### **Withdrawal from the Educator Preparation Program**

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

Re-entry into the program will be considered on an individual basis. Program requirements change over

time because of revisions in licensing rules or educator standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would have to meet.

#### Applicants or Candidates Convicted of an Offense

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

#### Discontinued from the Educator Preparation Program

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

#### 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.

### **COMPLAINT/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 [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.](#)

## **CREDIT TOWARD A DEGREE AT UH FOR NON-DEGREE SEEKING STUDENTS**

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

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

## **LEAVE OF ABSENCE POLICY AND PROCEDURES**

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

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

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

## **TEXAS EDUCATORS' CODE OF ETHICS**

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

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

## **COURSEWORK**

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

## **REQUIRED COURSES**

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

- SPEC 7340 Assessment of Academic Achievement
- SPEC 7341 Assessment of Learning Difficulties
- SPEC 7392 Assessment of Intellectual Abilities
- SPEC 7394 Educational Diagnostician Practicum I
- SPEC 7395 Educational Diagnostician Practicum II

## **MODULAR LEARNING**

All graduate courses previously taken will be evaluated to determine which Accelerated Educational Diagnostician modules are needed. Some modules may also be waived for those with EC-12 Special Education certification. In addition to the 15 required courses, students may be required to take some or all of the following:

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

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

## Waiver Review Process

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

## CRITICAL STANDARDS PROJECTS

The Critical Standards Projects (CSPs) are a key component of student assessment. These projects serve as culminating submissions for the special education content, learning sciences, and measurement modules. If modules are waived, candidates may immediately submit a project (they will be provided the same instructions as those who must complete the modules as well as alternative "real world" submissions that they may have from their professional positions). Key projects also include one representative assignment from each of three assessment courses and the practicum portfolio. Each project aligns with the state standards for Educational Diagnosticians, ensuring comprehensive preparation and alignment with professional expectations.

Please refer to the Critical Standards Project section below for more details.

## 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

Students should contact [elpsdiagcert@cougarnet.uh.edu](mailto:elpsdiagcert@cougarnet.uh.edu) for course registration assistance.

Students need to ensure 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. Recently admitted students may also have a degree verification hold. The hold will be cleared once official transcripts are received and processed by the UH Graduate School.

## ENROLLMENT SCHEDULE

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

# CERTIFICATION

The certification plan details 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). A sample certification plan for the Accelerated Educational Diagnostician Certification Program in Appendix A.

## ADMISSION REQUIREMENTS

Admission requirements to the Educational Diagnostician Certification program:

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

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

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

	1	2	3	4	5
success, values diversity, etc.)	stance				stance
<b>Screener 2 – Letters of Recommendation Rubric</b>					
Recommendations	No recommendations from supervisors or recommendations from families/friends, most bottom 50%, no one highly recommends.	Two recommendations from supervisors and 1 from a professional colleague, 10%, 2 raters highly recommended.	Two recommendations from supervisors and 1 from a professional colleague, 5%, highly recommended.	All recommendations from supervisors/administrators, ratings in 5%, highly recommended from 2 raters.	All recommendations from supervisors/administrators, ratings in 2%, highly recommended.
<b>Screener 3 – Academic/Background Rubric</b>					
Prerequisites	Valid certification, no creditable teaching experience.	Valid certification, some creditable teacher service, but will have 3 years by program completion.	Valid certification, 3 years of creditable teaching experience.	Valid certification, 3 years of creditable teaching experience, related experience.	Valid certification, certification in SPED, experience in SPED, 3 years of creditable teaching
GPA – Graduate GPA – Undergraduate	<3.0 2.5-2.749	3.0-3.39 2.75-2.99	3.4-3.59 3.0-3.249	3.6-3.79 2.35-3.749	3.8-4.0 3.75-4.0

## 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 Accelerated/Alternative Educational Diagnostician Certification program by completing the survey as outlined in your admission notification. This process leads to your formal enrollment and will be designated in TEAL/ECOS. *If the formal admissions acceptance 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 Program. You will receive a copy of your Certification Plan once it has been prepared. You will also be notified of any deficiencies in TEA requirements for certification as an Educational Diagnostician.

## 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.

## TEXES EXAMINATION

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

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

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

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

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

## **APPLYING FOR TEXAS EDUCATOR CERTIFICATION**

Apply for Educational Diagnostician certification through [TEAL](#). The University of Houston will recommend you after you have met the following requirements:

- Must have a certification plan on file
- Completion of all certification plan coursework/modules (as demonstrated by final grades in all courses)
- Master's degree (verified at admissions)
- A valid Texas teaching certificate (verified at admissions and at program completion)
- Have approved full-time teaching experience (3 years) in approved accredited school documented through a teacher service record (if not submitted at admissions, service record should be emailed to [elpsdiag@cougarnet.uh.edu](mailto:elpsdiag@cougarnet.uh.edu) prior to applying for certification)
- Documented completion of a 160-hour practicum (includes log, supervisor evaluation, reflective journal, required instruction as specified in TEC §21.044, and portfolio)
- Documented practicum observations (formal: 3 observations, 45 minutes each; informal: 3 15-minute observations per practicum semester)
- Successful completion of TExES exam 253 (minimum score 240)
- Notify ELPS that you have completed all requirements and applied in TEAL by completing the [Application for Educational Diagnostician Certification](#)

Students should consult with the Certification Office for details about obtaining certification. Information is available on our [Certification webpage](#).

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

## **PRACTICUM**

### **DESCRIPTION & OBJECTIVES OF THE EDUCATIONAL DIAGNOSTICIAN PRACTICUM**

The University of Houston Educational Diagnostician Program regards the practicum as 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 and purpose is assuring breadth and quality of training designed to help the candidate develop those competencies necessary for professional functioning in the schools. Students in the Educational Diagnostician sequence must enroll in two consecutive semesters of practicum (SPEC 7394 and SPEC 7395) and successfully complete 160 hours of supervised practicum experience in a public, charter, or accredited private school to complete program requirements and to partially meet state requirements for certification as an Educational Diagnostician. 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.

For detailed information about practicum requirements, expectations, timelines, and documentation, students must refer to the *Educational Diagnostician Practicum Handbook*. The Practicum Handbook applies to all candidates, regardless of whether they are enrolled in the M.Ed. or the Accelerated Certification Program. It outlines the procedures for securing placements, completing observations, logging hours, and meeting performance benchmarks. Students are responsible for reviewing the handbook thoroughly and following all outlined procedures throughout their practicum experience.

## CRITICAL STANDARDS PROJECTS

### OVERVIEW

The Critical Standards Projects (CSPs) are designed to evaluate each candidate's readiness for professional practice as an Educational Diagnostician. These projects are directly aligned with the Texas Educational Diagnostician standards and serve as a comprehensive demonstration of the knowledge, skills, and competencies developed throughout the program. This section provides detailed guidance on each CSP requirement, including instructions for submission, scoring criteria, and expectations for both module-based and waived-module pathways. Whether completed as part of course assignments or drawn from relevant professional experience, each project should reflect a high level of professional judgment, ethical practice, and alignment with state standards.

### PROCEDURES/SUBMISSION

All CSPs must be submitted through the designated section of the program-wide Canvas course, DIAG 1000 – Educational Diagnostician Certification. Canvas includes detailed instructions for each project, accompanying standards-based rubrics, and (in most cases) a video explanation to support student understanding and successful submission.

For each required *course*, students will submit one major course assignment that also serves as the CSP for that content area. Similarly, each learning module includes a CSP that must be submitted upon completion of the module.

Students in the M.Ed. in Special Populations program who are not required to complete a module will instead submit a designated course-based assignment that aligns with the same standards. Accelerated students who have a module waived will be given two options for completing the CSP: (1) complete the same assignment required of students who take the module, or (2) submit an approved “real world” artifact drawn from their professional experience, aligned to the CSP criteria and rubric.

CSPs should be submitted at the conclusion of the corresponding course or module. In components of the program where completion of a module is a formal requirement, the submission of the CSP is considered

part of that completion. While students may advance in the program even if a CSP initially does not meet expectations, all CSPs must meet or exceed expectations by the time of program completion. Details about final review and evaluation of CSPs will be provided in the following section.

## EVALUATION & SCORING

Each Critical Standards Project is evaluated using a standards-based rubric aligned with specific knowledge and skills from the Texas Educational Diagnostician standards. Students receive a score ranging from 1 to 4 on each project:

- **4 – Exceeds Expectations**
- **3 – Meets Expectations**
- **2 – Approaching Expectations**
- **1 – Developing**

A score of **3 (Meets Expectations)** or higher is required on all CSPs by the time of program completion. Projects that initially receive a score below a 3 will be returned with feedback and may be revised and resubmitted.

CSPs are submitted on a rolling basis, and faculty will score them according to the following timeline:

- **Submissions made during the academic year (late August – May):**  
Projects submitted by the last day of the month will be scored by the 15th of the following month (e.g., a CSP submitted on October 28 will be scored by November 15).
- **Submissions made during the summer (June – late August):** Due to faculty contracts, any CSP submitted during the summer months will receive scores by September 15.

Students are encouraged to plan submissions accordingly and check the DIAG 1000 Canvas course for any updated guidance regarding scoring timelines or procedures.

## EXPECTATIONS

Students are expected to submit all Critical Standards Projects (CSPs) and earn a score of **3 (Meets Expectations)** or **4 (Exceeds Expectations)** on each one by the time of program completion. Projects that receive a score of **1 (Developing)** or **2 (Approaching Expectations)** will require revision and resubmission. Faculty will provide feedback to guide the revision process, and students are encouraged to reach out for additional support if needed.

Although a CSP that does not meet expectations may not prevent a student from continuing in the program immediately, **all CSPs must meet or exceed expectations prior to program completion.** Failure to do so will delay certification recommendation.

Students should monitor their progress through the DIAG 1000 Canvas course and consult with their faculty advisor or program coordinator if they are unsure about their status or need help meeting the standards.

## STUDENT SUPPORT SERVICES

The ELPS/Special Populations Educational Diagnostician 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://www.uh.edu/graduate-catalog>

### 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/>. Please note that the University of Houston does not provide financial aid for non-degree seeking students; however, there are other scholarship and loan types available.

### 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.

## **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*.

## **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: CERTIFICATION PLAN AND VERIFICATION FORM**

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

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

**Admission - Choose an item.**

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

**Program of Study**

Modules

Module	Waived	Required	Completed	CSP Submitted	CSP Score
1 – Measurement	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.
2 – Foundations of Special Education	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.
3 – Data-Driven Instruction & Intervention	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.
4 – Behavior Interventions & Decisions	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.
5 – Consultation Strategies & Coaching	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.
6 – Professional Practices	n/a	<input checked="" type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.
7 – Learning Sciences	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.
8 – Mental Health, Substance Abuse, Suicide	n/a	<input checked="" type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.
9 – Digital Literacy	n/a	<input checked="" type="checkbox"/>	Choose an item.	<input type="checkbox"/>	Choose an item.

Assessment Courses

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

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

Practicum

Eligibility Requirements

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

Major Course Components

SPEC 7394 – Educational Diagnostician Practicum I	SPEC 7395 – Educational Diagnostician Practicum II
<input type="checkbox"/> Practicum Log (60 hours) <input type="checkbox"/> Formal Observation #1 <input type="checkbox"/> Informal Observations (3) <input type="checkbox"/> Reflective Journal <input type="checkbox"/> Culturally Responsive Practice Journal <input type="checkbox"/> Site Supervisor Evaluation <input type="checkbox"/> Site Supervisor Recommendation <input type="checkbox"/> Field Supervisor Recommendation	<input type="checkbox"/> Practicum Log (100 hours) <input type="checkbox"/> Formal Observation #2 <input type="checkbox"/> Formal Observation #3 <input type="checkbox"/> Informal Observations (3)* <input type="checkbox"/> Reflective Journal <input type="checkbox"/> Culturally Responsive Practice Journal <input type="checkbox"/> Site Supervisor Evaluation <input type="checkbox"/> Site Supervisor Final Recommendation <input type="checkbox"/> Field Supervisor Final Recommendation

\*Three (3) informal observations per semester are required. If SPEC 7394 and SPEC 7395 are completed during the same semester, only 3 total informal observations must be completed.

Courses

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

\*Must earn a grade of S to receive credit.



**Verification of Completion of Program of Study**

- All required modules completed
- Grade of B or higher in assessment courses (i.e., SPEC 7340, SPEC 7341, and SPEC 7392)
- Grade of S in practicum courses (i.e., SPEC 7394 and SPEC 7395)
- Practicum logs with 160 approved hours
- Three formal observations
- Required number of informal observations (i.e., 3 per semester of practicum)
- Meets or exceeds expectations for all Critical Standards Projects (CSPs)
- Official transcript received that shows a completed master's degree from an accredited institution of higher education
- Site and field supervisors have provided recommendations for the candidate to obtain standard certification

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

**TEXES Examination**

*Eligibility Requirements to take Representative Examination*

- Grade of B or higher in SPEC 7340
- Grade of B or higher in SPEC 7341
- Enrolled in (or credit for) SPEC 7392

*Eligibility Requirements for approval to take the TEXES 253*

- Representative Exam taken on [Click or tap to enter a date.](#)

*TEXES 253*

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

**Recommendation for Certification**

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

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

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

Signature: \_\_\_\_\_

Date: [Click or tap to enter a date.](#)

## **APPENDIX B: ADMINISTRATIVE FORMS**



## Exit Policy

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

### Dismissal from the Educator Preparation Program

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

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

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

### Withdrawal from the Educator Preparation Program

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

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

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

-----  
Signature

-----  
PeopleSoft ID

-----  
Date



WITHDRAWAL FORM

Name: \_\_\_\_\_ ID Number: \_\_\_\_\_
(Please Print) (PeopleSoft)

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

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

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

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

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



# Educational Diagnostician Transition Points

## Transition Point 1 – Admission

- ✓ Apply to the University of Houston (ApplyWeb)
- ✓ Accept UH offer of admission (ApplyWeb)
- ✓ Complete [Formal Admission Application](#) (Forms)
- ✓ Complete [Formal Admission Acceptance](#) (Forms)

## Transition Point 2 – Practicum Entrance

- ✓ Approved [Placement and Site Supervisor Information](#) form (Forms)
- ✓ Module 1 (Accelerated) or SPEC 6327 (M.Ed.) completed
- ✓ Module 2 (Accelerated) or either SPEC 6360 or SPEC 6367 (M.Ed.) completed
- ✓ Credit for SPEC 7341
- ✓ Credit for or concurrent enrollment in SPEC 7340

## Transition Point 3 – TExES Approval

- ✓ Grade of B or higher in SPEC 7340
- ✓ Grade of B or higher in SPEC 7341
- ✓ Enrolled in (or earned grade of B or higher) in SPEC 7392
- ✓ Qualifying Exam taken

## Transition Point 4 – Recommendation for Certification

- ✓ Certification Plan (Accelerated) or Degree Plan (M.Ed.) coursework completed, with a grade of B or higher in assessment courses and S in practicum courses
- ✓ All required modules completed
- ✓ Documentation of practicum logs and observations
- ✓ Meets or exceeds expectations for all Critical Standards Projects
- ✓ Current/valid teaching certificate
- ✓ Official transcript that shows completed master's degree (Accelerated) or UH conferred master's degree (M.Ed.)
- ✓ Site and Field Supervisors have provided recommendations for the candidate to obtain standard certification
- ✓ Service record with at least 3 years of creditable teaching experience
- ✓ Passing TExES scores

## Educational Diagnostician TExES Retake Study Plan

### Requirements

#### First Retake

1. Student completes and documents 50 hours of remedial study
2. Submit *Study Log – First Retake* to Program/Certification Director

#### Second Retake

1. Student completes *Reflective Essay and Action Plan*
  - Analysis (score, how close to passing, percent questions correct, domains passed/not passed, specific competencies needed to work on)
  - Action Plan (discuss activities you will complete as well as resources you will use, estimated timeline)
  - Outcomes Measures (how will you know you're ready?)
2. Submit *Reflective Essay and Action Plan* to Program/Certification Director
2. Program/Certification Director will meet with student to discuss and modify or approve *Reflective Essay and Action Plan*
3. Student completes items listed in the Action Plan (including minimum 50 additional hours of remedial study)
4. Submit *Study Log – Second Retake* to Program/Certification Director (log must document completion of all items on the approved action plan)

#### Third Retake

1. Student completes new *Reflective Essay and Action Plan*
4. Submit *Reflective Essay and Action Plan* to Program/Certification Director
2. Program/Certification Director will meet with student to discuss and modify or approve *Reflective Essay and Action Plan*
3. Student completes items listed in the Action Plan (including minimum 100 additional hours of remedial study)
4. Submit *Study Log – Third Retake* to Program/Certification Director (log must document completion of all items on the approved action plan)

#### Fourth Retake

1. Student completes new *Reflective Essay and Action Plan*
5. Submit *Reflective Essay and Action Plan* to Program/Certification Director
2. Program/Certification Director will meet with student to discuss and modify or approve *Reflective Essay and Action Plan*
3. Student completes items listed in the Action Plan (including minimum 100 additional hours of remedial study and a passing score on an approved practice test)
4. Submit *Study Log – Fourth Retake* to Program/Certification Director (log must document completion of all items on the approved action plan)

\*\*\*\*\*After the fourth retake (fifth failure) the student will need committee approval to appeal to the State Board for Educator Certification for a waiver to TEC 21.048 to permit the student to take the test again. The committee will likely be composed of special populations faculty, ELPS department leadership, representative from Certification Office, and an Associate Dean.



## Accelerated Educational Diagnostician: Scope and Sequence

Scope & Sequence	Course Name/Number	Credit Hours	Clock Hours	Certification Exam Information
Modules Completed Prior to and Concurrent with Practicum/Internship, considered “pre-certification^.”	Module 1 – Measurement	n/a	6	n/a
	Module 2 – Foundations of Special Education	n/a	16	n/a
	Module 3 – Data-Driven Instruction & Intervention Strategies in Special Education	n/a	16	n/a
	Module 4 – Behavior Interventions & Evidence-Based Decisions	n/a	6	n/a
	Module 5 – Consultation Strategies & Coaching	n/a	6	n/a
	Module 6 – Professional Practices	n/a	16	n/a
	Module 7 – Learning Sciences	n/a	6	n/a
	Module 8 – Mental Health, Substance Abuse, & Youth Suicide Prevention	n/a	8	n/a
	Module 9 – Digital Literacy	n/a	4	n/a
Courses Completed Prior to or Concurrent with Practicum/Internship, “certification*”	SPEC 7340 Assessment of Academic Achievement	3	45	n/a
	SPEC 7341 Assessment of Learning Difficulties	3	45	n/a
	SPEC 7392 Assessment of Intellectual Abilities	3	45	TE <sub>x</sub> ES 253 <sup>#</sup>
Courses Completed Concurrent with Practicum/Internship, “certification*”	SPEC 7394 Educational Diagnostician Internship I <i>Includes 60 hours practicum</i>	3	45	n/a
	SPEC 7395 Educational Diagnostician Internship II <i>Includes 100 hours practicum</i>	3	45	n/a

<sup>^</sup>These courses may be waived for Alternative candidates, based upon review of graduate coursework, certification, and experience

\*Requires formal admission to the Educational Diagnostician certification program, includes 225 clock-hours of coursework

<sup>#</sup>To receive test approval for the TE<sub>x</sub>ES 253, candidates must meet the program’s test readiness requirements (or be identified as a finisher of the UH Educational Diagnostician Program). See the Student Handbook for test readiness information.



Timeline\*\*

<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
Module 1 Module 2 SPEC 7341	Module 3 Module 4 Module 5 Module 6 SPEC 7340 SPEC 7394	Module 7 Module 8 Module 9 SPEC 7392 SPEC 7395 TE <sub>x</sub> ES 253***

\*\*Modules may be completed earlier than the semester listed. Practicum courses may be taken later than the semester listed.

\*\*\*TE<sub>x</sub>ES 253 may be taken after meeting test readiness requirements or later (i.e., after being identified as a program finisher).

**APPENDIX C: §239.83. STANDARDS REQUIRED FOR THE  
EDUCATIONAL DIAGNOSTICIAN CERTIFICATE**

<https://tea.texas.gov/about-tea/laws-and-rules/sbec-rules-tac/sbec-tac-currently-in-effect/ch239c.pdf>

## Chapter 239. Student Services Certificates

### Subchapter C. Educational Diagnostician Certificate

*Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §21.031(a) and §21.041(a) and (b)(1)-(4), unless otherwise noted.*

#### §239.80. General Provisions.

- (a) Because the educational diagnostician plays a critical role in campus effectiveness and student achievement, the rules adopted by the State Board for Educator Certification in this subchapter ensure that each candidate for the Educational Diagnostician Certificate is of the highest caliber and possesses the knowledge and skills necessary to improve the performance of the diverse student population of this state.
- (b) An individual serving as an educational diagnostician is expected to actively participate in professional development activities to continually update his or her knowledge and skills. Currency in best practices and research as related to both assessment and student learning is essential.
- (c) The holder of the Educational Diagnostician Certificate issued under the provisions of this subchapter may serve as an educational diagnostician, including providing educational assessment and evaluation, as required by the Individuals with Disabilities Education Act (IDEA) or other applicable law, for students from birth through adulthood.

*Source: The provisions of this §239.80 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective July 13, 2004, 29 TexReg 6645; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.*

#### §239.81. Minimum Requirements for Admission to an Educational Diagnostician Preparation Program.

- (a) Prior to admission to an educator preparation program leading to the Educational Diagnostician Certificate, an individual must:
  - (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
  - (2) hold a valid classroom teaching certificate; and
  - (3) meet the requirements for admission to an educator preparation program under Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).
- (b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.

*Source: The provisions of this §239.81 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201.*

#### §239.82. Preparation Program Requirements.

- (a) Structured, field-based training must be focused on actual experiences with each of the standards identified in §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate) to include experiences with diverse types of students, grade levels, and campuses.
- (b) An educator preparation program may develop and implement specific criteria and procedures that allow a candidate to substitute related professional educational diagnostician training and/or experience directly related to the standards identified in §239.83 of this title for part of the preparation coursework or other program requirements.

*Source: The provisions of this §239.82 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.*

**§239.83. Standards Required for the Educational Diagnostician Certificate.**

- (a) Educational Diagnostician Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the standard Educational Diagnostician Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.85 of this title (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).
- (b) Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.
- (1) The educational diagnostician knows and understands:
    - (A) state and federal regulations relevant to the role of the educational diagnostician;
    - (B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;
    - (C) models, theories, and philosophies that provide the basis for special education evaluations;
    - (D) issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services; and
    - (E) rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.
  - (2) The educational diagnostician is able to:
    - (A) articulate the purpose of evaluation procedures and their relationship to educational programming; and
    - (B) conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- (c) Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.
- (1) The educational diagnostician knows and understands:
    - (A) ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
    - (B) ethical practices related to assessment and evaluation;
    - (C) qualifications necessary to administer and interpret various instruments and procedures; and
    - (D) organizations and publications relevant to the field of educational diagnosis.
  - (2) The educational diagnostician is able to:
    - (A) demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
    - (B) demonstrate positive regard for the culture, gender, and personal beliefs of individual students;
    - (C) promote and maintain a high level of competence and integrity in the practice of the profession;
    - (D) exercise objective professional judgment in the practice of the profession;
    - (E) engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;

- (F) comply with local, state, and federal monitoring and evaluation requirements;
  - (G) use copyrighted educational materials in an ethical manner; and
  - (H) participate in the activities of professional organizations in the field of educational diagnosis.
- (d) Standard III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.
- (1) The educational diagnostician knows and understands:
    - (A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
    - (B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;
    - (C) strategies for developing educational programs for individuals through collaboration with team members;
    - (D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and
    - (E) family systems and the role of families in supporting student development and educational progress.
  - (2) The educational diagnostician is able to:
    - (A) use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
    - (B) communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
    - (C) foster respectful and beneficial relationships between families and education professionals;
    - (D) encourage and assist individuals with disabilities and their families to become active participants in the educational team;
    - (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
    - (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
    - (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;
    - (H) use appropriate communication skills to report and interpret assessment and evaluation results;
    - (I) provide assistance to others who collect informal and observational data;
    - (J) effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and
    - (K) keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).
- (e) Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

- (1) The educational diagnostician knows and understands:
    - (A) the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement in the least restrictive environment within a continuum of services;
    - (B) the relationship between evaluation and placement decisions; and
    - (C) the role of team members, including the student when appropriate, in planning an individualized program.
  - (2) The educational diagnostician is able to:
    - (A) use assessment and evaluation information to plan individualized programs, establish measurable annual goals and objectives, and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
    - (B) interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
    - (C) assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.
- (f) Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
- (1) The educational diagnostician knows and understands:
    - (A) characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
    - (B) educational implications of various disabilities; and
    - (C) the variation in ability exhibited by individuals with particular types of disabilities.
  - (2) The educational diagnostician is able to:
    - (A) access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities and the assistive technology needs of those students;
    - (B) gather background information regarding the academic, medical, and family history of individuals with disabilities; and
    - (C) use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.
- (g) Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.
- (1) The educational diagnostician knows and understands:
    - (A) basic terminology used in assessment and evaluation;
    - (B) standards for test reliability;
    - (C) standards for test validity;
    - (D) procedures used in standardizing assessment instruments;
    - (E) possible sources of test error;
    - (F) the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
    - (G) uses and limitations of each type of assessment instrument;

- (H) uses and limitations of various types of assessment data;
  - (I) procedures for screening, prereferral, including RTI (e.g., response to intervention/multi-tiered support), referral, and eligibility;
  - (J) the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
  - (K) the necessity of monitoring the progress of individuals with disabilities;
  - (L) methods of academic and nonacademic (e.g., vocational, transition, developmental, assistive technology) assessment and evaluation; and
  - (M) methods of motor skills assessment.
- (2) The educational diagnostician is able to:
- (A) collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
  - (B) select and use assessment and evaluation materials based on technical quality and individual student needs;
  - (C) score assessment and evaluation instruments accurately;
  - (D) create and maintain assessment reports;
  - (E) select or modify assessment procedures to ensure nonbiased results;
  - (F) use a variety of observation techniques;
  - (G) assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
  - (H) determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
  - (I) determine a student's needs in various curricular areas and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
  - (J) make recommendations based on assessment and evaluation results;
  - (K) prepare assessment reports; and
  - (L) use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or accommodations within learning environments.
- (h) Standard VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.
- (1) The educational diagnostician knows and understands:
- (A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
  - (B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;
  - (C) issues related to the representation in special education of populations that are culturally and linguistically diverse;
  - (D) ways in which native language and diversity may affect evaluation; and

- (E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.
- (2) The educational diagnostician is able to:
  - (A) apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
  - (B) recognize how student diversity and particular disabilities may affect evaluation, programming, and placement and use procedures that ensure nonbiased results.
- (i) Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.
  - (1) The educational diagnostician knows and understands:
    - (A) time-management strategies and systems appropriate for various educational situations and environments;
    - (B) legal and regulatory timelines, schedules, deadlines, and reporting requirements; and
    - (C) methods for organizing, maintaining, accessing, and storing records and information.
  - (2) The educational diagnostician is able to:
    - (A) select, adapt, or design forms to facilitate planning, scheduling, and time management;
    - (B) maintain eligibility folders; and
    - (C) use technology appropriately to organize information and schedules.
- (j) Standard IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.
  - (1) The educational diagnostician knows and understands:
    - (A) requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans that incorporate positive behavioral supports and interventions;
    - (B) applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;
    - (C) ethical considerations inherent in behavior interventions;
    - (D) teacher attitudes and behaviors that influence the behavior of individuals with disabilities;
    - (E) social skills needed for school, home, community, and work environments;
    - (F) strategies for crisis prevention, intervention, and management;
    - (G) strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and
    - (H) key concepts in behavior intervention (e.g., least intrusive accommodations/modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).
  - (2) The educational diagnostician is able to:
    - (A) conduct functional behavioral assessments;
    - (B) assist in the development of behavioral intervention plans; and
    - (C) participate in manifestation determination review.
- (k) Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

- (1) The educational diagnostician knows and understands:
  - (A) instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;
  - (B) varied learning styles of individuals with disabilities;
  - (C) curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;
  - (D) techniques for accommodating and/or modifying instructional methods and materials for individuals with disabilities;
  - (E) functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);
  - (F) supports needed for integration into various program placements; and
  - (G) individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).
- (2) The educational diagnostician is able to:
  - (A) interpret and use assessment and evaluation data for instructional planning; and
  - (B) use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

*Source: The provisions of this §239.83 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.*

#### **§239.84. Requirements for the Issuance of the Standard Educational Diagnostician Certificate.**

To be eligible to receive the standard Educational Diagnostician Certificate, a candidate must:

- (1) successfully complete an educational diagnostician preparation program that meets the requirements of §239.82 of this title (relating to Preparation Program Requirements) and §239.83 of this title (relating to Standards Required for the Educational Diagnostician Certificate);
- (2) successfully complete the examination based on the standards identified in §239.83 of this title;
- (3) hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
- (4) hold a valid classroom teaching certificate; and
- (5) have three creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2).

*Source: The provisions of this §239.84 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.*

#### **§239.85. Requirements to Renew the Standard Educational Diagnostician Certificate.**

- (a) An individual issued the standard Educational Diagnostician Certificate under this title is subject to Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).
- (b) An individual who holds a valid Texas educational diagnostician certificate issued prior to September 1, 1999, may voluntarily comply with the requirements of this section under procedures implemented by the Texas Education Agency staff under §232.3 of this title (relating to Voluntary Renewal of Current Texas Educators).

*Source: The provisions of this §239.85 adopted to be effective April 28, 2002, 27 TexReg 3351; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144.*

**§239.86. Implementation Date.**

The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Educational Diagnostician Certificate on or after September 1, 2018.

*Source: The provisions of this §239.86 adopted to be effective December 21, 2017, 42 TexReg 7144.*

## **APPENDIX D: TEXES 253 FRAMEWORK & CURRICULUM CROSSWALK**



**TExES® Educational Diagnostician  
Curriculum Crosswalk**

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
<b>Domain I – Identification and Assessment</b>											
Competency 001 (Identification for Special Education Evaluation and Services): <i>Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.</i>											
A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.		x	x	x			x	x	x	x	x
B. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.		x	x	x	x		x		x	x	x
C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.		x	x	x		x	x	x	x	x	x
D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student	x						x	x	x	x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
populations.											
E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.		x	x	x		x	x	x	x	x	
F. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.	x	x	x		x	x		x	x	x	x
Competency 002 (Evaluation, Planning, Selection, and Administration): <i>Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.</i>											
A. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).	x			x				x			
B. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.	x						x	x	x	x	x
C. Apply knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation			x	x			x	x	x	x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
techniques (e.g., anecdotal, frequency, temporal) to identify students with disabilities and determine the presence of an educational need.											
D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.							x		x	x	x
E. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).	X	x	x	x						x	x
F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).			x	x			x	x	x	x	x
G. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.		x	x	x						x	x
H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.							x	x	x	x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
I. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.				x	x			x		x	x
Competency 003 (Interpretation and Reporting of Evaluation Results): <i>Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Initial Evaluation (FIIE).</i>											
A. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.	x			x				x		x	x
B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).							x	x	x	x	x
C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.			x	x			x	X	x	x	x
D. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.			x	x						x	x
E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment					x			x		x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
results.											
F. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).							x		x	x	x
G. Apply knowledge of components required to create Full and Individual Initial Evaluation (FIIIE) reports according to federal and state guidelines.								x		x	x
<b>Domain II – Curriculum, Instruction, and Intervention</b>											
Competency 004 (Academic Instruction and Strategies): <i>Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.</i>											
A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.			x	x	x	x				x	x
B. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).		x	x								
C. Demonstrate knowledge of targeted		x	x	x	x					x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.											
D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.			x	x							x
E. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.			x	x	x						
F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.			x	x	x		x		x	x	x
Competency 005 (Functional Skill Instruction and Strategies): <i>Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.</i>											
A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.		x		x	x					x	x
B. Demonstrate general knowledge of		x	x	x	x					x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.											
C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.		x		x						x	x
D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.					x					x	x
E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.		x		x						x	x
F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.		x		x	x					x	x
G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive		x		x	x					x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).											
<b>Domain III – Professional Responsibilities</b>											
Competency 006 (Consultation and Collaboration): <i>Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.</i>											
A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).		x	x	x	x					x	x
B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.		x			x					x	x
C. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.		x			x					x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
D. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.		x		x						x	x
E. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Initial Evaluation [FIIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).			x	x	x					x	x
F. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.		x					x		x	x	x
Competency 007 (Legal and Ethical Practice): <i>Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.</i>											
A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.	x	x	x	x	x	x	x	x	x	x	x
B. Apply knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with							x	x	x	x	x

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
educational needs and compliance with local, state, and federal monitoring and evaluation requirements.											
C. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.	X	X	X	X	X		X		X	X	X
D. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.		X	X	X	X					X	X
E. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.		X	X	X	X						X
F. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).	X	X	X	X	X		X	X	X	X	X
G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.			X	X			X	X	X		
H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that					X		X	X	X		

Required Course Numbers											
Test Content Categories	M1	M2	M3	M4	M5	M7	7340	7341	7392	7394	7395
foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.											
<b>Domain IV – Analysis and Response</b>											
Competency 008 (Analysis and Response): <i>In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.</i>									X	X	X
A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.			X	X					X	X	X
B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.		X	X	X	X						
C. Describe how a teacher would implement and monitor the progress of the recommendation.									X	X	X

## **APPENDIX E: NCED CODE OF ETHICS**

<https://www.ncedonline.org/wp-content/uploads/2020/12/NCED-Code-of-Ethics.pdf>

## **Nationally Certified Educational Diagnostician (NCED) Program**

### **CODE OF ETHICS**

For purposes of this Code of Ethics, *Educational Diagnostician*, hereafter referred to in this document as *Diagnostician*, is defined as a professional holding an advanced degree with qualifications necessary to select, administer, interpret, and report the results of educational assessment procedures for purposes of individual eligibility, program and intervention planning, and progress monitoring.

#### **A. Privacy and Confidentiality**

1. Diagnosticians respect the privacy and confidentiality of clients through professional responsibilities as dictated by the state in which they are licensed and in which they practice.
2. Diagnosticians adhere to the relevant privacy and confidentiality guidelines and expectations defined in relevant state and federal law. These federal laws include, but are not limited to: *Individuals with Disabilities Education Act (IDEA)*; *Family Education Rights Privacy Act (FERPA)*, *Section 504 of the Vocational Rehabilitation Act*, and the *American with Disabilities Act*.

#### **B. Responsibilities to Individuals Undergoing Assessments**

1. Diagnosticians are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Diagnosticians shall not discriminate in the delivery of professional services, nor do they engage in assessment practices that discriminate against individuals on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, language, socioeconomic or disability status, or any basis prescribed by law.
3. Diagnosticians solicit and report information regarding individual characteristics that may have an impact on the results of assessment procedures, such as race or ethnicity, gender, age, language differences, socioeconomic or disability status.

#### **C. Professional Competency**

1. Qualifications of Diagnosticians Engaged in Assessment
  - a. Diagnosticians will maintain high standards of professional competence in the interest of both clients and the profession.
  - b. Diagnosticians will use only those tests and other assessment procedures which they are competent to administer with competency dependent upon initial preparation, continuing professional development, and experience.

- c. Competency of diagnosticians should be documented, not implied, and made available to clients.
- d. Continuing professional development should address current research, professional development, and practice.
- e. Diagnosticians should recognize the boundaries of their competence and engage only in those activities for which they are qualified.
- f. Supervisors and higher educators ensure that in-training diagnosticians and practicing diagnosticians have sufficient knowledge and experience before they utilize assessment procedures.

## 2. Selection of Assessment Procedures

- a. Diagnosticians will select and use appropriate assessment instruments, recognizing their limitations with respect to reliability, validity and bias. Instruments selected shall be based on professional development, experience and methods designed to meet each client's unique needs.
- b. Diagnosticians are responsible for becoming familiar with each test manual and should be able to document the rationale for test selection.
- c. Test selection should be based on appropriateness of norm samples in addition to appropriateness related to client's needs.

## 3. Test Administration

- a. Diagnosticians will administer tests in the appropriate settings recommended.
- b. The client will be informed prior to testing of the rationale for test administration, timelines, costs and any other information deemed pertinent to the test taker.
- c. The reason for assessment will be explained with test results furnished in a timely manner.
- d. Issues of confidentiality will be adhered to both in administration and interpretation.
- e. Diagnosticians will furnish ample opportunity for the test taker to ask questions prior to beginning the assessment process.
- f. Any deviations from recommended administration related to environmental issues shall be documented.

- g. Diagnosticians will make every effort to resolve issues of possible physical limitation prior to the onset of testing. Any modification will be duly noted and reported in test results.
- h. Diagnosticians will follow instructions for test administration in order to ensure accurate results, with deviations duly noted and reported.
- i. In addition to employing valid standardized instruments for assessment, observations, background information and any other pertinent information should be included in test administration.

#### 4. Interpretation and Reporting of Results

- a. Diagnosticians interpret data from multiple assessment procedures and have an understanding of the foundations and limitations of those assessment procedures.
- b. Diagnosticians do not make conclusions unless assessment results, not just history, are present to justify those conclusions. If such evidence is lacking, diagnosticians do not make diagnostic or prognostic statements.
- c. When interpreting assessment results, diagnosticians take into account any qualitative influences on test-taking behavior, such as health, energy, motivation, and alike. Description and analysis of alternative explanations are provided with the interpretations.
- d. In the absence of published information establishing satisfactory validity of the assessment procedures, particularly, predictive validity, diagnosticians do not make firm conclusions. Diagnosticians do not imply that a relationship exists between assessment results, prescribed interventions, and desired outcomes unless empirical evidence for that relationship exists.
- e. Diagnosticians consider multicultural factors in selection of assessment procedures, interpretation of data, diagnosis, as well as formulation of prognosis and educational recommendations.
- f. Diagnosticians avoid biased or incorrect interpretation by assuring that the test norms match the client population.
- g. Diagnosticians who have the responsibility for making decisions about learners or policies based upon test results have a thorough understanding of applicable assessment procedures, educational theory, methodology, and research.
- h. Diagnosticians will ensure that results of assessment are furnished only to relevant personnel.

- i. Results will be provided in a clear, cohesive manner which lends itself to understanding by the client.
- j. Confidentiality will be of utmost importance throughout the assessment and interpretation process.
- k. Written reports shall be designed to assist the client in seeking assistance with recommendations that are clearly outlined. Global, computer generated reports that are not designed to address the unique needs of the client should be avoided.
- l. Reports should be edited for accuracy, relevance and grammar.
- m. Diagnosticians should adhere to all regulations regarding proper storage and maintenance of records.

**D. Materials and Technology.**

- 1. Diagnosticians safeguard the security of the assessment procedures they use.
- 2. Diagnosticians using electronic means to transmit client/student records ensure that the transmission safeguards the privacy of the records.
  - a. Diagnosticians only transmit records via fax when the fax machine is in a secure location and is operated by employees who are cleared to work with confidential files.
  - b. Diagnosticians using e-mail to transmit client/student records ensure that the message is encrypted or is stripped of all client/student identifying information.
- 3. Diagnosticians using computer-based assessments make sure that these assessments meet the professional standards for reliability and validity for the intended use of the assessment procedure.
- 4. Diagnosticians ensure that when they use a computer-based assessment program; whether the program is for the administering the test, analyzing test data, scoring and/or interpreting data, or report writing, the client/student understands the strengths and limitations of the program.
- 5. Diagnosticians obtain preparation in how to use a computerized assessment analysis, scoring, and/or report writing software programs prior to using the program. A diagnostician does not claim an unedited computerized assessment report as a substitute for an originally written report by that diagnostician.
- 6. Diagnosticians safeguard the security and confidentiality of their client/student databases.

7. Diagnosticians are responsible for any and all scoring and assessment reports obtained as a product from a computerized assessment tool, program, or service. Any limitations related to a computer-based assessment procedure, scoring and/or analysis system, or report writing program are clearly reported and explained in any assessment report.

**E. Professional Development**

1. Diagnosticians engage in continuous improvement of professional performance by pursuing a program of continuing education including, but not limited to, participation in professional conferences, workshops, meetings, continuing educational courses, research, and reading of professional literature.
2. Documentation of ongoing professional development will be maintained and offered as part of the continuing certification process.

**F. Research and Publications**

Diagnosticians shall adhere to ethical practices in research and publications which shall include the following standards:

1. Conducting Research

Diagnosticians' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations. This includes, but is not limited to, securing appropriate consents, providing opportunities for questions by subjects, maintaining confidentiality, debriefing, reporting accurate data, and correcting unintentional errors.

2. Reporting Research Results

a. Credit

Individuals shall assign credit only to those who have contributed to a publication, presentation or product. Credit shall be assigned in proportion to contribution and only with contributor's consent.

b. Data

Diagnosticians do not fabricate data. If diagnosticians discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means. When publishing reports of research, diagnosticians will provide discussion of limitations of their data, alternate hypotheses and explanations of their findings

- c. Duplicate Publication of Data  
 Diagnosticians do not publish, as original data, data that have been previously published. This does not preclude republishing data when it is accompanied by proper acknowledgment
- d. Plagiarism  
 Diagnosticians do not present portions of another’s work or data as their own, even if the other work or data source is cited occasionally.
- e. Sharing Research Data for Verification  
 After research results are published, diagnosticians do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. Diagnosticians who request data from other diagnosticians to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting diagnosticians obtain prior written agreement for all other uses of the data.

3. Reviewers

Diagnosticians who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of, and the proprietary rights in, the information of those who submitted it.

4. Copyright Laws

Diagnosticians uphold copyright laws in their publications and presentations and professional practice.

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## APPENDIX F: TEXAS EDUCATORS' CODE OF ETHICS

[https://texas-sos.appianportalsgov.com/rules-and-meetings?\\$locale=en\\_US&interface=VIEW\\_TAC\\_SUMMARY&queryAsDate=05%2F27%2F2025&recordId=192646](https://texas-sos.appianportalsgov.com/rules-and-meetings?$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=05%2F27%2F2025&recordId=192646)

## Enforceable Standards.

### (1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary

misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

## (2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

## (3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

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**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022;

## **APPENDIX G: HOW-TO: REGISTER FOR HIDDEN COURSES**



# How to Register for a Hidden Course



## 1. Log into [AccessUH](#).

The screenshot shows the top of the AccessUH website. At the top left is the University of Houston logo and the text "UNIVERSITY OF HOUSTON". Below that is the "AccessUH" logo. A navigation bar contains links: "List of Services", "About AccessUH", "AccessUH Support", and "Like to see a new service?". A large banner for "ENERGY RESEARCH DAY" is visible, with a QR code and the text "PARTNERS: UH GRADUATE SCHOOL & UH DIVISION OF RESEARCH". Below the banner, a red message box states: "Your session has expired. Please log in again."

**Help** ▲

- AccessUH FAQs
- Change/Reset CougarNet Password
- Reset myUH Password
- Chat with IT Support
- Call 713-743-1411

CougarNet Login | MyUH Login

njfloren

Don't know your CougarNet ID?

.....

Change/Reset your CougarNet Password.

Login using your CougarNet

## 2. Select “myUH Self Service”.

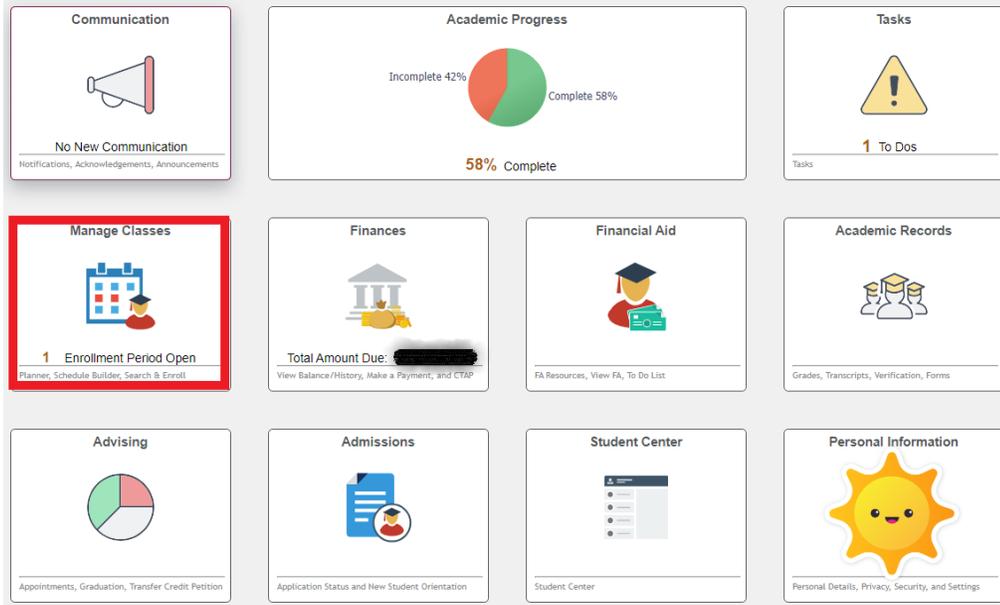
University Services

Blackboard Learn 9 | CoogsCare | Cougar Card Activation | CougarCard Online | FIXIT | COURSE EVALUATION | GET INVOLVED | ICON | LinkedIn Learning formerly Lynda.com | MEAL PLANS | MY PHOTO | Office 365

REGISTER MY WIFI DEVICES | Software Download | Student Training | EMPLOYEE ONLINE TRAINING | NETWORK TEST | COUGAR PATHWAY | myHousing | myParking Account | **myUH Self Service**



### 3. Select “Manage Classes”.

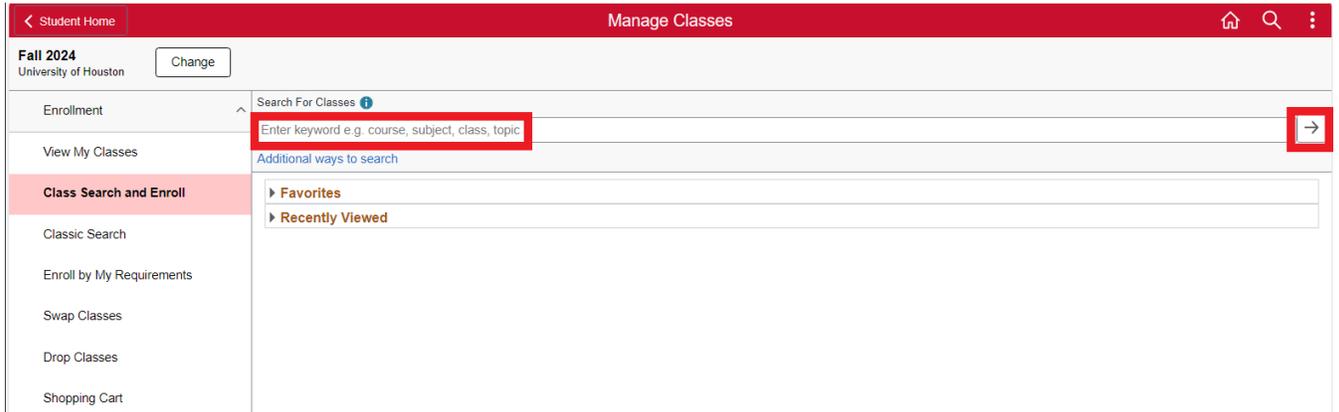


### 4. On the left panel, click on “Class Search and Enroll” and choose the appropriate semester you are enrolling for.

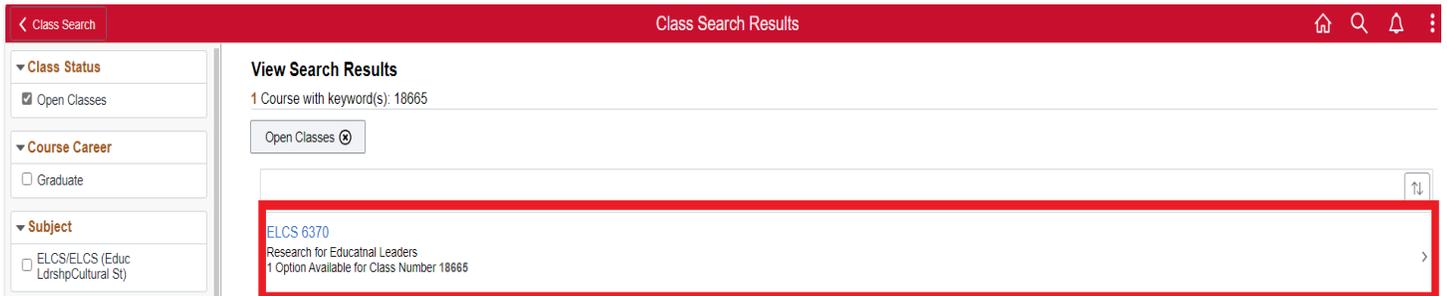




5. In the "Search for Classes" bar, type in 5-digit class number provided to you.



6. Select the class you've searched for.





## 7. Select “Next” on the right-hand side.

The screenshot shows the 'Class Search and Enroll' interface for a student with ID 2313529. The interface is for the Fall 2024 Graduate program at the University of Houston. The current step is 'Step 1 of 3: Review Class Selection'. The user has selected the course 'ELCS 6370 Research for Educational Leaders'. The option status is 'Open'. A table below shows the class details:

Class	Session	Meeting Dates	Days and Times	Seats
Lecture - 18665	Regular Academic Session	08/19/2024 - 12/11/2024	Wednesday 5:30PM to 8:30PM	Open Seats 15 of 20

Navigation buttons include 'Exit', 'Next', and 'Previous'.

## 8. Select “Enroll”, then select “Next”. Note: Selecting “Add to Shopping Cart” will NOT enroll you in the course you selected, it will only save it.

The screenshot shows the 'Class Search and Enroll' interface for the same student. The current step is 'Step 2 of 3: Enroll or Add to Cart'. The user is asked, 'Do you wish to enroll or add the class to your Shopping Cart?'. There are two radio button options: 'Enroll' (which is selected) and 'Add to Shopping Cart'. Navigation buttons include 'Exit', 'Previous', and 'Next'.



## 9. Select "Submit" on the right-hand side.

Class Search and Enroll

Student id 2313529

Fall 2024  
Graduate  
University of Houston

1 Review Class Selection  
Visited

2 Enroll or Add to Cart  
Complete

3 Review and Submit  
Visited

**Step 3 of 3: Review and Submit**

You have selected to enroll in

ELCS 6370 Research for Educatnal Leaders

Class	Session	Meeting Dates	Days and Times	Seats
Lecture - 18665	Regular Academic Session	08/19/2024 - 12/11/2024	Wednesday 5:30PM to 8:30PM	Open Seats 15 of 20

Submit

## 10. To view your enrolled classes, select "View My Classes" and select appropriate semester.

Student Home

Manage Classes

Enrollment

**View My Classes**

Class Search and Enroll

Classic Search

Enroll by My Requirements

Summer 2024  
Graduate  
University of Houston

Fall 2024  
Graduate  
University of Houston

## 11. All enrolled classes will show up in the brown text.

Student Home

Manage Classes

Fall 2024  
Graduate  
University of Houston

Change

Enrollment

**View My Classes**

Class Search and Enroll

Classic Search

Enroll by My Requirements

Swap Classes

Drop Classes

Shopping Cart

Course Planning

Course History

Schedule Builder

6W Drop Count

Request Term Withdrawal

By Class

Printable Page

View/Purchase Textbook Information

Show Enrolled Classes

Show Waitlisted Classes

Show Dropped Classes

By Date

ELCS 6338 American Higher Education

Status	Units	Grading Basis	Grade	Academic Program	Requirement Designation
Enrolled	3.00	Letter Grade		Education Graduate	

Class

Start/End Dates

Days and Times

Room

Lecture - 21508

08/19/2024 - 10/11/2024

Schedule: To be Announced

To be Announced

Enrollment Deadlines

No Exams Scheduled

ELCS 6370 Research for Educatnal Leaders

Status	Units	Grading Basis	Grade	Academic Program	Requirement Designation
Enrolled	3.00	Letter Grade		Education Graduate	

Class

Start/End Dates

Days and Times

Room

Lecture - 21508

10/14/2024 - 12/11/2024

Schedule: To be Announced

To be Announced

Enrollment Deadlines

No Exams Scheduled



# Appendix

## Course Numbering

▼ <b>ELCS 6301 - Leadership for Equity in Diverse Schools</b>			
<b>Subject</b>		<b>Semester Credit Hours</b>	
Class	Section	Days & Times	Room
18997	01-LEC Regular	TBA	TBA
<b>Class Nbr</b>		<b>Section Number</b>	

All courses are identified by instructional area and number. The first digit of the four-digit number indicates course level (1-freshman, 2-sophomore, etc.). The second digit indicates the number of semester hours of credit given for the course (the number given exactly corresponds with the semester hours of credit given). The third and fourth digits are for departmental use.

Nonadvanced hours for undergraduate students are courses in the 1000 and 2000 series. Advanced hours for undergraduate students are courses in the 3000, 4000, and 5000 series. Courses in the 6000 series and higher are primarily for graduate students and are listed in the university's [Graduate and Professional Studies](#) catalog. Make sure you select the correct academic year catalog from the drop down menu on the top right of the webpage.

## Common Terms

**Term** – the 4-digit number associated to the semester in which a course is taught, i.e. “2070” for the Fall 2018 term.

**Session** – this term refers to the different lengths of class instruction in the term.

**Subject Area (Catalog Name)** – the name of the course, i.e. MATH, CHEM.

**Catalog Number** – the 4-digit number associated with the subject area, i.e. MATH 1331.

**Section** – the number of instances in which a class is taught for the course—usually a 1 or 2 digit number.

**Class Number (Class Nbr)** – the 5 digit unique \*number that students use to register for a class.