

College of Education and Human Development



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

EDUCATIONAL DIAGNOSTICIAN  
PROGRAM HANDBOOK 2023-2024

## College of Education and Human Development

The College of Education and Human Development (COEHD) at Texas A&M University – San Antonio (A&M-SA) houses three departments: Counseling, Health, and Kinesiology, Curriculum and Instruction, and Educator and Leadership Preparation. COEHD has many Baccalaureate and Graduate degree programs equipping our students with the skills needed to become the next leaders and educators throughout Texas and the nation. For more information about the College of Education and Human Development at A&M-SA visit the [COEHD website](#).

### Department of Educator and Leadership Preparation

The Department of Educator and Leadership Preparation is comprised of four different programs: Bilingual Education/English as a Second Language Education, Early Childhood, Educational Leadership, and Special Education. For more information about the Department of Educator and Leadership Preparation, visit [the department website](#).

### Special Education Program

The Special Education Program at A&M-SA offers undergraduate and graduate courses in Special Education. Students can earn an M.ED. in special education with a concentration in Autism/EBD, Instructional Specialist, or Assessment. The program also offers an Educational Diagnostician Certificate that can be completed as a post-Masters certificate program. For more information about the Special Education Program and its faculty, visit [the program website](#). Special Education faculty are listed below.

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## **What is an Educational Diagnostician?**

An educational diagnostician is a special education professional who assesses a student's academic achievement, social, emotional, cognitive, and behavioral functioning.

Collaborating closely with teachers and parents, diagnosticians provide the information required to provide appropriate accommodations, modifications, and interventions for students with special needs. Diagnosticians are an essential part of the special education team that helps ensure students receive the support and services necessary to access a free and appropriate public education guaranteed to all children.

## **PROGRAM OVERVIEW**

### **Program Options**

There are two options for students seeking certification as an educational diagnostician at A&M-SA. Students without a previous Master's degree will work towards obtaining a Master of Education with a specialization in Education Diagnostician. Those students already holding a Master's degree in Education may be eligible for the Certification Only option. See below for a brief description of the requirements for each option. Degree plans for two options follow.

It is highly recommended that students schedule an appointment before initial registration with Dr. Mariya Davis or Dr. Eric López for complete information about the graduate program. At this time, all requirements of the program, in addition to certification information can be clarified.

### **MEd with Educational Diagnostician Certification option**

This is a 33-36-hour graduate program resulting in a Master's of Education in Special Education degree with preparation for Education Diagnostician certification. All coursework leading to certification should be taken at A&M-SA, and transfer credit may not be awarded for courses taken at another university. Prospective students will follow the admission procedures outlined in the graduate catalog for all College of Education and Human Development students. Students will be responsible for completing all required coursework, including a 160 clock- hour practicum, comprehensive examination, university required practice TExES #253 examination and state-mandated certification examination.

-OR-

### **Certification Only option**

This option is for students already holding a Master's degree in Education or closely related field from an accredited university and have taught 3 or more years in K-12 accredited schools. All coursework leading to certification should be taken at A&M-SA, and transfer credit may not be awarded for courses taken at another university. The typical Certification Only student can expect to complete a minimum of 24 hours towards certification. The student must apply to the university and meet the admission criteria. Upon acceptance, a transcript review will be

performed by the major advisor to determine proficiency. Additional coursework may be required if an acceptable level of proficiency is not demonstrated by previous coursework and experience. See certification-only degree plan on following pages.

### **A&M-SA Educational Diagnostician Program Standards**

The Special Education program at A&M-SA offers graduate students coursework that will provide the education required to meet the Texas Education Agency’s guidelines for Educational Diagnostician Certification ([Section 239.83. Standards Required for the Educational Diagnostician](#)).

<i>Standard I</i>	The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.
<i>Standard II</i>	The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities.
<i>Standard III</i>	The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.
<i>Standard IV</i>	The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making.
<i>Standard V</i>	The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
<i>Standard VI</i>	The educational diagnostician selects, administers and interprets appropriate formal and informal assessments and evaluations.
<i>Standard VII</i>	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.
<i>Standard VIII</i>	The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.
<i>Standard IX</i>	The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.
<i>Standard X</i>	The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

## **Coursework Requirements for the Educational Diagnostician Program**

The Educational Diagnostician graduate program strives to meet the needs of students who maintain full-time employment and fulfill other duties outside the classroom while at the same time meeting the State Board of Educator Certification and TAC standards. A&M-SA utilizes the course management system, Blackboard, and well as portfolio software Digication to assist with high-quality instruction, hybrid and online.

**The following courses are required for a Master's Degree in Special Education with Educational Diagnostician certification:**

### **Required Core**

EDSE 5322 Educational Testing and Measurement  
EDSE 5324 Designing Instructional and Behavioral Programs for Special Education  
EDSE 5325 Development and Disability  
EDSE 5326 Behavioral Aspects of Classroom Organization and Management  
EDSE 5327 Special Populations: Legislation, Litigation & Advocacy  
EDSE 5355 Assessment and Educational Procedures in Low Incidence Pops  
EDSE 5374 Educational & Psychological Measurement and Evaluation  
EDSE 5375 Advanced Practicum in SPED Assessment  
EDSE 5301 Research in Special Education (Fall/Spring only)

Additional coursework- Select Six semester credit hours:

EDSE 5309 Special Problems: Professional Collaboration  
EDSE 5321 Accommodating Diverse Populations (or Equivalent)  
EDSE 5352 Language Disorders of the Exceptional Child  
EDSE 5375 Advanced Practicum in SPED Assessment (if practicum is not completed in one semester)

(Otherwise, a course from Reading, Bilingual, Counseling, or Educational Leadership may be selected with approval)

**The following courses are required for Certification-Only in Educational Diagnostician:**

EDSE 5321 Accommodating Diverse Populations (or Equivalent)  
EDSE 5322 Educational Testing and Measurement  
EDSE 5324 Designing Instructional and Behavioral Programs for Special Education  
EDSE 5325 Development and Disability  
EDSE 5326 Behavioral Aspects of Classroom Organization and Management  
EDSE 5327 Special Populations: Legislation, Litigation & Advocacy  
EDSE 5355 Assessment and Educational Procedures in Low Incidence Pops  
EDSE 5374 Educational & Psychological Measurement and Evaluation  
EDSE 5375 Advanced Practicum in SPED Assessment

### **Descriptions of Advanced Assessment Courses**

#### **EDSE 5321. Accommodating Diverse Populations**

Introduction to the characteristics and education of exceptional learners. Emphasizes classroom

practices and psychological, sociological and medical aspects of disabilities. Inclusionary practices in various educational contexts are investigated.

**EDSE 5322. Educational Testing and Measurement**

Examination of basic testing procedures and terminology as related to the exceptional learner. Analysis of statistics used in test development and interpretation of test data. Utilization of test data in developing individual education plans for effective programming

**EDSE 5324. Designing Instructional and Behavioral Programs for Special Populations.**

Major program designs, curricular goals, content and instructional strategies effective for students within high incidence populations with learning and behavioral disabilities including response to intervention and positive behavioral supports across content areas.

**EDSE 5325. Teaching Students with Low Incidence Disabilities**

This course includes a study of the methods, materials, and instructional strategies for low incidence populations. Addressed topics include etiology, educational needs, inclusive programs, family partnerships, and life span issues of individuals with cognitive impairments, physical and health impairments, and low incidence disabilities.

**EDSE 5326. Behavioral Aspects of Class Organization & Management**

Approaches to individual and group behavior change and behavior management with exceptional individuals. Data analytics leading to meaningful classroom interventions will be examined and incorporated.

**EDSE 5327. Legislation, Litigation and Advocacy**

State and federal legislation and litigation ensuring the rights of special populations for full participation in American society. Effective lifespan advocacy with and for individuals from special populations and their families.

**EDSE 5355. Assessment & Educational Procedures Low Incidence Populations**

Presents a variety of assessment techniques and tools designed specifically for individuals teaching or assessing students with severe disabilities.

**EDSE 5374. Educational & Psychological Measurement and Evaluation**

Diagnostic and instructional assessment of individuals with handicaps for collaborative education decision-making. Selection and administration of measures for comprehensive evaluation of individuals within their environments. A minimum of 15 hours of field experience is required.

**EDSE 5375. Advanced Practicum in SPED Assessment**

Focuses on opportunities for gaining extensive field experience in the administration of standardized individual psychological and educational batteries to children and youth, ages 3-21. A minimum of 160 hours of field experience is required. This course may be repeated for credit if unable to meet the required hours of field experiences in one semester.

\* EDSE 5374 and 5375 cannot be taken simultaneously.

\*\* Degree Plans will be amended periodically, that is why it is vital for you to have a dated/ signed copy completed with your graduate advisor prior to progressing in the program.

\*\*Please note there is course rotation listed on the degree plan, meaning specific courses will only be offered in certain terms, so please plan accordingly. For further information, please contact Dr. Mariya Davis or Dr. Eric López.

### Sample Program Sequence

#### Course Rotation – MEd with Certification

Spring 1	Summer 1	Fall 1
EDSE 5324 EDSE 5326	EDSE 5321* EDSE 5355	EDSE 5322 EDSE 5327
Spring 2	Summer 2	Fall 2
EDSE 5374 EDSE 5325	EDSE 5309 EDSE 5352	EDSE 5301 EDSE 5375
Spring 3		Fall 3
EDSE 5375**		

Notes: \*if pre-req is not met; \*\*repeat for credit if needed to finish collecting 160 hours of internship

#### Course Rotation – Certification Only

Spring 1	Summer 1	Fall 1
EDSE 5324 EDSE 5326	EDSE 5355	EDSE 5322 EDSE 5327
Spring 2	Summer 2	Fall 2
EDSE 5374 EDSE 5325		EDSE 5375
Spring 3		Fall 3
EDSE 5375*		

Notes: repeat for credit if needed to finish collecting 160 hours of internship

### Non-enrollment

Non-enrollment for a period longer than one calendar year will result in having to reapply to the university and the Diagnostician program. Please consult Graduate Catalog for other requirements to re-apply.

### Degree Plans/Certification Plans

Prior to enrolling, after being fully admitted to the program, a degree plan will be drafted by the student with Drs Davis and/or López. It is imperative students meet with graduate advisor initially to draft a degree plan. Dr. Mariya Davis or Dr. Eric López will be able to assist with course selection. Students should keep a copy of their signed degree plan for their records. Both degree-seeking and certification-only seeking students must have a signed degree plan. It is required for certification and is not to be completed midway or at the end of the program. It must be developed early (before the first or second semester) with the advisor because the plan serves as a primary tool in advisement and progress in the program. It outlines all courses and their respective prerequisites.

Coursework should be taken in a coherent sequence. It is the student's responsibility to update his/her degree plan every semester and schedule advising appointments if confusion arises. No exceptions to the course sequence will be allowed without Educational Diagnostician program coordinator approval.

## **Registration for Courses**

If a student is unsure of what course to register for, please consult with Drs. Davis or L. Several courses have prerequisites (see degree plan) and all are part of a coherent sequence in the educational diagnostician coursework. It is recommended that the courses be taken in the order outlined on the degree plan as courses are offered on a rotating basis. Practicum classes will have a hold placed on them. All required coursework must be completed prior to enrolling in practicum, which is the last course students take. Once all required paperwork is received, the graduate advisor will open the class and notify the intern to register for it. It is the student's responsibility to proactively complete all practicum paperwork and adhere to deadlines for submitting paperwork.

## **ADMISSION**

### **Admission Process**

Applicants should follow all procedures outlined for Graduate Students catalog in the College of Education and Human Development. The application should be submitted online thru GradCAS (<https://gradcas2023.liasoncas.com/applicant-ux/#/login>). If you have any questions regarding application for the Educational Diagnostician program, please contact Drs. Davis or López for information.

When all necessary documents (A current resume, a letter of intent, a minimum of two professional letters of recommendation, teaching service record, a copy of teaching certification) are on file, and students are fully admitted, students will be considered for the Educational Diagnostician track. Candidates seeking certification as an Educational Diagnostician must request an application from the Educator Preparation Program (EPP) prior to their first semester of graduate studies.

Applicants must first apply to be admitted to the A&M-SA Graduate School.

1. Select either M.Ed. in Special Education + Educational Diagnostician *or* Educational Diagnostician Certificate Only\*

*NOTE: \*Select this option if you already have a master's degree and are seeking a post-master's degree certification only*

- a. Submit official transcripts for all coursework, undergraduate and graduate.
2. Once your application has been received by the A&M-SA Graduate School, you will be asked to upload the list of items below into the Education Diagnostician program application.
  - a. A current resume
  - a. A letter of intent.
  - b. A minimum of two professional letters of recommendation.
  - c. Texas teaching service record.
  - d. Valid teaching certificate(s) from TEA.



3. After both the A&M-SA Graduate School and Educational Diagnostician applications have been received and reviewed, you will be scheduled for a formal interview with the Educational Diagnostician Program Coordinators.

## REQUIREMENTS

To be admitted to the Educational Diagnostician program students must meet the required criteria:

- hold a baccalaureate degree from an accredited institution of higher education;
- hold a valid active classroom teacher certificate in Texas; and
- have a minimum of two\* years teaching experience in TEA-accredited school

*\*Note: TEA requires a minimum of three (3) years of teaching in a TEA accredited school to be eligible for certification.*

Applicants should follow all procedures outlined for Graduate Students catalog in the College of Education and Human Development. The application should be submitted online through GradCAS (<https://gradcas2023.liaisoncas.com/applicant-ux/#/login>). As required by TEA, an interview for the program is also part of the application process, and is scheduled by the Educational Diagnostician Coordinators. If you have any questions regarding application for the Educational Diagnostician program, please contact the appropriate Graduate Advisor for information.

When all necessary documents (A current resume, a letter of intent, a minimum of two professional letters of recommendation, teaching service record, a copy of teaching certification) are on file, the Educational Diagnostician program interview is completed, and students are fully admitted, students will be considered for the Educational Diagnostician track. Candidates seeking certification as an Educational Diagnostician must request an application from the Educator Preparation Program prior to their first semester of graduate studies.

### Formal Admission

Formal admission to the Educator Preparation Program (EPP) occurs when the applicant meets all admissions requirements specified in TAC 227.10. The university must receive all appropriate documentation before the offering of formal admission. The applicant will be offered a formal admission in writing by mail, personal delivery at advising session, facsimile, or email. To be formally admitted to the program, the applicant must accept the offer in writing. The date of formal admission will be the date the applicant begins the coursework. For further questions, please contact Ms. Melissa Beene ([mbeene@tamusa.edu](mailto:mbeene@tamusa.edu)), the Certification Officer.

NOTE: Prior to clinical teaching and employment as an educator, candidates must undergo a criminal history background check.

§227.101(c) A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. An Educator Preparation Fee of \$35 will be assessed per each admitted candidate.

## Student Interview

The student will complete an interview regarding their potential career as an Educational Diagnostician conducted by Dr. Mariya Davis or Dr. Eric López, Educational Diagnostician Program Coordinators. If the student does not schedule and attend this interview, a hold may be placed on their account until they do so. This interview will allow the advisor and student to discuss any questions regarding the course of study. It will also be informative, reviewing and discussing TAC requirements and sequence of the coursework. It may also review discussion of roles/responsibilities, supply/demand in the field and criminal record checks. If at any time, after this initial interview, **students have any questions, they should call, email or come by the advising and certification office.** Contacts are Dr. Mariya Davis ([Mariya.Davis@A&M-SA.edu](mailto:Mariya.Davis@A&M-SA.edu), 210-784-2517), or Dr. Eric López ([elopez@A&M-SA.edu](mailto:elopez@A&M-SA.edu), 210 784-2539). The interview can be held via telephone, electronically or other communication.

During this initial appointment, the student will receive the Educational Diagnostician Handbook. They will also be provided a copy of TEA Code of Ethics and a FERPA statement.

### Prior Coursework Policy-Military

As found in Graduate Catalog: <https://catalog.tamusa.edu/graduate/student-resources-services/military-affairs/>

### Joint Service Transcripts

The Office of Military Affairs encourages Military and Veteran students to submit their Joint Service Transcript/Community College of The Air Force Transcripts to A&M San Antonio when applying for admission so that their prior experience can be considered for academic credit. For additional assistance please visit the Office of Admissions. <https://www.tamusa.edu/academics/research-and-graduate-studies/graduate-studies/graduate-admissions.html>

### Prior Coursework Policy-Non-Military

#### Use of Transfer Credit, Extension, and Certain Other Courses for Master's Degrees

As found in the Graduate Catalog: <https://catalog.tamusa.edu/graduate/academic-regulations/general-requirements-graduation-masters-degree/>

1. The maximum number of credit hours which may be considered for transfer credit is 12 hours. The following restrictions apply.

- Graduate courses with a final grade of B or greater taken in residence at an accredited United States institution will be considered for transfer credit if, at the time the courses were completed, the student was in degree-seeking status at Texas A&M University-San Antonio, or the student was in degree-seeking status at the institution at which the courses were taken, and if the courses would be accepted for credit toward a Master's Degree at Texas A&M University-San Antonio.
- Courses previously used for another degree are not acceptable for degree plan credit.

2. Continuing education courses may not be used for graduate credit.

3. Extension courses are not acceptable for credit.

To receive a graduate degree from Texas A&M University-San Antonio, students must earn at least two-thirds or more of the total credit hours required for the program through the institution's own direct instruction.

**Please note: Per TEA, A&M-SA cannot accept any transfer classes (from another university) that cover standards as substitutions for A&M-SA courses that cover standards. They can be used as electives or substitutions for any other courses you might have on your degree plan that do not cover standards. Students must follow the A&M-SA procedures for requesting a course substitution.**

### **Transferring from Another Special Education Master's Degree Track**

"Except as provided by §227.15 of this title (relating to Contingency Admission), an alternative certification program or post-baccalaureate program, prior to formal admission, shall not provide coursework, training, and/or examination approval to an applicant that leads to initial certification in any class of certificate. A post-baccalaureate or alternative certification program at an institution of higher education (IHE) may admit an applicant if coursework and training was provided by the same IHE as part of:

- (1) a previous degree that was conferred;
- (2) a prerequisite for a master's degree leading to initial certification; or
- (3) a different post-baccalaureate program of

study." [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=227&rl=17](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=227&rl=17)

### **Attendance Policies**

Attendance Policies as Indicated in the Graduate Catalog

<https://catalog.tamusa.edu/graduate/academic-regulations/class-attendance/>

#### **Attendance**

Students are expected to attend all scheduled activities for all of the classes for which they are registered. Attendance is a vital part of every student's education, and absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member.

#### **Attendance in Online Courses**

Logging into an online course is not sufficient, by itself, to demonstrate attendance by the students. In an online synchronous course or in an online hybrid course, attendance is defined as a student actively participating during the designated meeting day and time for the course. In an online asynchronous course, attendance is defined as a student participating in academically related activities. Examples of such activity include but are not limited to participating in an online discussion, submitting an assignment, completing exercises, taking a quiz or exam, viewing and/or completing a tutorial, or initiating contact with the instructor to ask a question related to the course's subject matter.

## **Administrative Drops for Non-Attendance**

An instructor may drop a graduate student for non-attendance at any time prior to the published drop deadline as indicated on the official University academic calendar. A drop processed by a faculty member for non-attendance may be treated as a non-punitive grade in accordance with the requirements of Senate Bill 1231. After the published drop deadline, an instructor may record a punitive grade of FN for an undergraduate student who has not been in attendance.

## **Absence for Military Service**

In accordance with section 51.9111 of the Texas Education Code, if a current student, including one enrolled in distance education, self-paced, correspondence, and other asynchronous courses, is called to active military service for a period of time not to exceed 25% of the total number of class meetings or contact hour equivalents, and chooses not to withdraw from the university, the student must be excused from attending classes or engaging in other required activities, including examinations, during that period of time. The student must be allowed to complete (an) assignment(s) or take (an) examination(s) within a reasonable time after the absence. The student's course work previously completed will be retained and the student will be able to complete the course without prejudice and under the same course requirements that were in effect when the student enrolled in the course. If the course requirements are not completed by the end of the semester in which the student is called to active military service, the grade of "I" will be awarded. Normal academic regulations relating to grades of "I" will apply, as well as normal grade dispute resolution processes, in the event of such disputes.

## **Absences for Religious Holy Days**

In accordance with Texas Education Code section 51.911, the university will allow students who are absent from classes for the observance of a religious holy day to take a scheduled examination or complete an assignment within a reasonable time after the absence. Students must provide written notification to the instructor of each class prior to the student's absence for a religious holy day. Ideally, students should make every attempt to notify the faculty member at least two weeks in advance of the anticipated absence. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

If a student and an instructor disagree about the nature of the absence being for the observance of a religious holy day, or if there is disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request that the provost and vice president for Academic Affairs make a determination.

## **Absences for University-Sponsored Events**

Absences for university-sponsored events. An official university-sponsored event occurs under the sponsorship of any university department or employee and is generally university-funded. Such events support students to develop academic and leadership skills and enhance the reputation of the university. Examples of university-sponsored events include but are not limited to intercollegiate athletic competitions; attendance at scholarly conferences and workshops; participation in creative competitions, performances and events.

Students participating in university-sponsored events must provide written notification to the instructor of each class prior to the student's absence. In these cases, instructors will allow students who are absent for a university-sponsored event to take a scheduled examination or complete an assignment within a reasonable amount of time, established by the instructor, after the absence. Where possible, students must not register for classes scheduled at times that will conflict with times they know they will be absent (e.g., if an athletic team regularly travels on Thursday evening for competitions on Friday, a member of the team should not register for Thursday evening or Friday classes).

In the case of university-sponsored athletics, each student athlete will be required to send each of their instructors a standard email, approved by Athletics, stating that they will be missing class for athletic travel and or athletic competition. This email must be sent by the student athletes with at least one week (but no more than two weeks) notice for every athletic competition. The Athletic Department will make an official team roster and travel schedule for each athletic team available online for faculty to access.

Should an instructor request verification of a student organization's university-sponsored status, the student should contact Campus Life for formal verification to provide to the instructor.

## **PRACTICUM REQUIREMENTS**

### **Purpose of Practicum**

Practicum experience in the preparation of educational diagnosticians provides candidates with the opportunity to engage in learning experiences related to the educational diagnostician role. The field experience must be a minimum of 160 hours to be completed during the term registered and not before or after class start dates. Practicum hours must be done with a certified, experienced cooperating educational diagnostician or LSSP (Licensed Specialist in School Psychology) who will be the student's site supervisor. Students must seek opportunities for completing their practicum requirements and secure a practicum site prior to enrolling in EDSE 5375.

Interns are required to participate in scheduled meetings with both university and site supervisors, during the semester in which they are enrolled in EDSE 5375. The scheduled meetings are designed to extend the field experience through reflection, discussion, synthesis/analysis, and case-study approaches. The meetings offer opportunities for staff to gain insight, to staff on cases, and review issues which are present in individual clinical experiences.

(h) Ongoing Educator Preparation Program Support for Professional Certification. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first three weeks of assignment. The field supervisor shall document professional practices observed, provide written feedback through an interactive conference with the candidate, and provide a copy of the written feedback to the candidate's site supervisor. The field supervisor shall provide informal observations and coaching as appropriate.

- (1) Observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.
- (2) An EPP must provide the first observation within the first six weeks of all assignments.
- (3) An EPP must provide a minimum of three observations during the term of the practicum

## **Practicum Process**

In order to register and participate in the clinical practicum course EDSE 5375, an educational diagnostician candidate must:

- **Complete all core coursework required for certification** or be in their last semester;
- Be fully admitted and in good standing in the graduate program; this includes no incompletes or Fs in coursework. In this situation, the program coordinator will review.
- Have a GPA of 3.0 or higher in all required courses;
- Have a valid Texas teaching certificate (as documented in the departmental file from SBEC);
- Have at least three years of teaching experience in TEA accredited school(s) as documented by teacher service record(s);
- Have a valid signed degree approved by the department on file (preferably at admission);
- Have taken the Practice #253 TExES exam for educational diagnostician;
- Have a Master's degree (if certification only) or have completed all core courses on degree plan;
- Have obtained approval from the school district(s) or other sponsoring institution (as approved by the department chair) to complete a practicum in the setting;
- Provide practicum clearance form signed by a practicing, experienced educational diagnostician who will become the intern's supervisor at the site.

A&M-SA supports the field experience concept as an extension of learning that takes place in our coursework. It is recommended the following deadlines be adhered to when preparing for a practicum.

**Tentative deadlines for submitting practicum clearance forms: November 1 for Spring and July 1 for Fall practicums.**

Other supervisory agreements/documents **are due the first day of class.**

## **Site Selection**

In selecting practicum sites, the university supervisor, in cooperation with the prospective intern, places considerable emphasis on the availability and cooperation of a certified educational diagnostician qualified to assume the role of site supervisor (diagnostician or approved LSSP).

Site supervising diagnosticians should be certified through SBEC or licensed as an LSSP, with a minimum of three years experience in that role. These professionals should be physically at the site location and available to the intern when questions arise. These professionals should

also be committed to providing the intern with an ethical and meaningful clinical experience. On-site supervisor is required to provide regular feedback to the intern, as well as providing regularly scheduled evaluations of the intern's performance.

### **Approval of the School District**

The student should review the practicum clearance form before approaching a practicum site. The intern must have written approval from the school district in addition to written approval from the cooperating diagnostician or LSSP and building administrator/principal.

In large districts, an on-line procedure exists for applying for practicums, usually through their human resource department. This procedure may include applying online, giving permission for a criminal record check, documenting appropriate vaccinations, etc. **It is the responsibility of the student to research their respective district and complete their prerequisite steps.**

The student may wish to contact the Director of Human Resources and/or Director of Special Education as outlined on websites. In smaller districts, the intern may want to contact the Director of Special Education for appropriate approval steps, since the district may have a few educational diagnosticians. Please contact Dr. Mariya Davis or Dr. Eric López with any questions months prior to actual registration for the practicums.

*Background checks:* Many school districts in Texas require a criminal history check before granting access to a campus. It is the responsibility, as outlined above, of the student to provide the mentoring school district with the information required and pay any fees associated with the background checks.

### **Special Circumstances**

Students who have teaching experience, but who are not currently working in a district, need to inform the graduate advisor, program coordinators, and certification specialist early in their program. The university may suggest surrounding districts for a practicum for such candidates; however, **it is the student's responsibility to secure their practicum site.** The student is also encouraged to inquire with districts to the possibility of completing a practicum after getting appropriate background clearance and completing necessary district packets.

### **Student Responsibilities**

The intern assumes a share of the responsibility for the success of their practicum. The intern should have a professional vision as to their role as an educational diagnostician, and how that differs from their previous role in education. The purpose of the practicum program is to provide the diagnostician candidate with meaningful and relevant experiences associated with becoming an educational diagnostician. The intern is subject to all the cooperating district's authority, rules/procedures, and regulations.

### **Practicum Requirements**

As explained in the A&M-SA Educational Diagnostician Program Handbook, a 160 clock-hour field-based practicum is required for all Educator Preparation Program students seeking certification as an

Educational Diagnostician. At A&M-SA, the practicum requirements are the basis of the EDES 5375 course. This course is completely field based, so there are no class attendance requirements. However, there is a requirement for attendance of a two-hour introduction to the course.

Each A&M-SA practicum student will have two supervisors. One is an A&M-SA employee and the professor of the EDSE 5375 course. The A&M-SA employee is the field supervisor; and the district supervisor is the site supervisor who is an experienced practicing diagnostician. See the handbook for more information about the supervisors including the requirement for three observations during the practicum semester.

### **Practicum process:**

- Attend a 2-hour introductory practicum training.
- Complete and turn in to the professor required documents from handbook.
- Identify a site supervisor (see site supervisor requirements in the handbook).
- Obtain signatures from the site supervisor and site administrator using information obtained in the introductory practicum training.
- Conduct needs assessment.
- Meet with site supervisor to start planning practicum activities.
- Contact field supervisor to determine if the first observation can be the meeting with the site supervisor.
- Perform activities as outlined in this syllabus and in the handbook including documentation of each activity.
- Notify the site and field supervisors if you have difficulty with the practicum requirements and when you have concluded the required 160 clock hours.

\*\* The program coordinator, with the certification specialist, retains the rights to modify or change the clinical experience in order to be more fully responsive to the goals of the program. The student will be notified in writing of any modifications prior to registration of practicum.

### **Comprehensive Examination**

All students, regardless of the capstone experience option chosen, will develop a Comprehensive Portfolio that documents content proficiency. Students must submit their Comprehensive Portfolio that follows the given template during the semester of the completion of coursework, as part of the requirements for graduation with the Master of Education degree in Special Education.

### **Graduation**

Students should be aware of university deadlines for graduation and submit the necessary forms and paperwork. This application can be conducted online through Graduation Services, a direct link from the university homepage.

### **Practice Exam #253**

All students in the Educational Diagnostician program are required to study for, take and pass a #253 practice exam with 80% proficiency. Please consult with the university supervisor for



appropriate materials to study. There are many commercial/retail programs for purchase to prepare for the exam if the student desires to purchase them. There are also many free practice exams online, and manuals available online. Once an acceptable level of proficiency is demonstrated on the practice test, approval will be granted by the coordinator to the certification officer to register for the TExES exam. The student may then go to their respective SBEC account and register to take the real exam.

Practice #253 exams are administered by the EPP program usually through the university testing center. Please allow five to eight business days for the practice exam to be scored. Detailed information about dates of practice exams will be available through the graduate advisor and certification specialist.

### **TExES Certification Exam**

Students in the educational diagnostician program are advised to take the TExES exam during the last semester of their coursework, while enrolled in the practicum. Before university approval for the examination is given to the student, they must pass the university practice exam with 80% proficiency. Final test approval will rest with the certification officer.

Registration information, as well as registration deadlines and test dates, can be found online at [http://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX253\\_TestPage.html](http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX253_TestPage.html)

The test preparation manual can be downloaded at [https://www.tx.nesinc.com/TestView.aspx?f=HTML\\_FRAG/TX253\\_PrepMaterials.html](https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX253_PrepMaterials.html)

If the TExES exam is not passed, a remediation plan will be developed before approval to retest.

### **Educational Diagnostician Professional Certification**

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

- complete the Educational Diagnostician program;
- hold a valid Texas teaching certificate;
- hold an earned master's degree;
- complete a minimum of three years teaching in a TEA accredited school;
- pass the TExES #253 examination.

### **Concerns and Questions**

In the pursuit of a professional certification such as educational diagnostician, it is expected that students review the Educational Diagnostician Code of Ethics and SBEC Educator Code of Ethics and begin adhering to the code. This includes conducting oneself in a manner consistent with the Code and consistent with university and district policies and procedures. If you have concerns about your practicum or program or have any questions, please consult the appropriate university staff. Your first point of contact is your faculty/supervisor for the practicum. You

may also ask questions of your graduate advisor, or graduate certification specialist. If you are unsure of the procedural chain, please contact your graduate advisor, Dr. Mariya Davis or Dr. Eric López.

#### 19 TAC 227.1(d)

(d) EPPs shall notify, in writing by mail, personal delivery, facsimile, email, or electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense:  
the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP;

the current State Board for Educator Certification (SBEC) rules prescribed in §249.16 of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); and the right to request a criminal history evaluation letter as provided in Chapter 227, Subchapter B, of this title (relating to Preliminary Evaluation of Certification Eligibility

### **Certification Checklist**

1. Degree or certification plan completed
  - program requirements complete
  - degree conferred
  - make sure advisor has a copy of latest Teacher Service Record from your district
  - practice test was done, and test opened on SBEC for signing up
2. TExES certification test completed and passed
3. Application on file with Texas Education Agency (TEA)
  - Go to TEA website and use your Educator logon
  - On the Main Menu, choose Applications, and then choose Standard Certificate Texas Program.
  - Follow instructions to apply. Your university is Texas A&M San Antonio, and your certificate is Educational Diagnostician.
  - Certification Fee is paid.
  - You should already have a fingerprint on file since you are a teacher.
  - If you have problems or questions about the online application, call TEA at 888-863-5880.
  - If you have questions about university giving approval, call 210-784-2509.

### **Personal Liability Insurance**

It is standard procedure in professional certification practicums, that the intern has professional liability insurance, whether in principal, school counseling, or diagnostician practicum. Students may obtain liability insurance for those semesters in which practicum is conducted. Sometimes this is available through professional organizations such as ATPE, TEDA, for minimal cost. If not currently a member of such an organization, there are several low-cost liabilities plans

available through homeowner insurance or private companies. For example, when hired as a teacher, your employing district insures you as a teacher within their district. When assuming school counseling, principal or educational diagnostician practicum, you are acting outside your employed positions, or you may be interning in another district.

Texas Educational Diagnosticians Association members can get liability insurance for \$30.

The link is below

<https://www.txeda.org/membership/>

## **Confidentiality**

A&M-SA students in a field study or practicum situation will be expected to observe the privacy of all students they interact with in the educational setting. According to the Family Education and Privacy Act (FERPA), it is illegal to release personally identifiable information derived from education records to any unauthorized person. Additionally, it is unethical to share information concerning a student that has been observed or heard being discussed. It is imperative that the privacy of the parent and student be protected. Student information should only be used in an appropriate and professional manner with those directly involved in the education of the student.

## **Ethics**

Students are required to conduct themselves according to the TEA Educational Diagnostician Standards, National Certification of Educational Diagnosticians Code of Ethics, and Council of Exceptional Children (CEC) Educational Diagnostician Specialist Standards at all times.

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=239&rl=83](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=83)

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

<https://exceptionalchildren.org/sites/default/files/2020-07/Code%20of%20Ethics.pdf>

## **Educational Diagnostician Program Exit/Withdrawal Policy**

Failure to comply with the stipulations listed below may result in being exited from the Texas A&M University – San Antonio Educator CAFÉ.

Candidates shall:

- Maintain a GPA of 3.0
- Pass a criminal history background check with school district
- Follow the Educator Code of Conduct and Ethics
- Maintain an active status in ASEP (removed if inactive for a calendar year)
- Be recommended by both Site Supervisor and Field Supervisor in End of Practicum Experience
- Maintain a professional relationship with district partners and the Educator CAFÉ faculty and staff

APPENDICES	
Practicum Application Form	21
Master Of Education in Special Education	22
Educational Diagnostician Certificate	25
FERPA Consent to Release Educational Records and Information	27
Practicum Clearance Form	28
Texas Educators' Code of Ethics: 19 T.A.C. 247, 27	29



## APPLICATION FOR ADMISSION

### DIAGNOSTICIAN PROGRAM

**DEGREE/CREDENTIAL OBJECTIVE: EDUCATIONAL DIAGNOSTICIAN/MASTERS IN SPECIAL EDUCATION**

#### PERSONAL INFORMATION

Name: \_\_\_\_\_ J#: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

TEA#: \_\_\_\_\_

#### EMPLOYMENT DO NOT INCLUDE SUBSTITUTING OR NON-TEACHING (K-12) EMPLOYMENT

Employer	Location	Position	Years experience
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
			TOTAL YEARS

My signature below certifies that I have read the program information posted on the most current program website and I am familiar with the program's goals, mission, requirements, and procedures as posted.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### PERSONAL STATEMENT

**IN THE SPACE BELOW, PLEASE DESCRIBE YOUR WORK EXPERIENCE BRIEFLY AND YOUR REASON(S) FOR WANTING TO BECOME AN EDUCATIONAL DIAGNOSTICIAN. ANY RELEVANT WORK EXPERIENCE WITH PERSONS WITH DISABILITIES SHOULD BE INCLUDED**



# Master of Education in Special Education

## Assessment Focus (Educational Diagnostician)

Student: \_\_\_\_\_ K#: \_\_\_\_\_

Program Advisor: \_\_\_\_\_ Catalog of Admission: \_\_\_\_\_

### DEGREE REQUIREMENTS

#### I. Required Core Coursework (27 semester credit hours)

		Course Name	Course Prerequisites	Grade	SEMTaken
<b>Year 1 Spring Semester</b>					
EDSE	5324	Designing Instructional & Behavioral Programs for Spec Educ			
EDSE	5326	Behavioral Aspects of Classroom Org and Mgt			
<b>Year 1 Summer (see in additional coursework)</b>					
<b>Year 1 Fall Semester</b>					
EDSE	5322	Educ Testing and Measurement of Exceptional Learner			
EDSE	5327	Special Populations: Legislation, Litigation, & Advocacy			
<b>Year 2 Spring Semester</b>					
EDSE	5325	Development and Disability			
EDSE	5374	Educational & Psychological Measurement & Evaluation	EDSE 5322 and program approval		
<b>Year 2 Summer (also in additional coursework)</b>					
EDSE	5355	Assessment and Educational Procedures in Low Incidence Pops			
<b>Year 2 Fall Semester</b>					
EDSE	5301	Research in Special Education			
EDSE	5375	Special Education Assessment Practicum*	5322, 5374 and program approval		

#### II. Additional Coursework (6 semester credit hours \*\* -select 2 courses)

Course Number	Course Name		Course Prerequisites	Grade	SEMTaken
<b>Year 1 Summer</b>					
EDSE	5321	Accommodating Diverse Populations (or Equiv.)***			
EDSE	5352	Language Disorders of the Exceptional Child			
<b>Year 2 Summer</b>					
EDSE	5309	Special Problems: Professional Collaboration			
<b>Fall or Spring Semester</b>					
EDSE	5375	Special Education Assessment Practicum****			

\*can be repeated for credit \*\*required courses, additional approved course or thesis can be substituted \*\*\*must be taken if prerequisite requirement is not met \*\*\*\*if practicum is not completed in one semester (otherwise, a course from Reading, Bilingual, Counseling, or Educational Leadership may be selected with approval)

#### IV. Graduation Option (Initial one)

\_\_\_\_\_ (A research project, produced as a major assignment in EDSE 5301 or EDED 5329; Action Research Survey with graduate level research project paper that is not submitted to the Graduate School)

#### B. Thesis

\_\_\_\_\_ (EDSE 5306; Requires faculty approval (i.e., chair); Hours from Support Field may be used; Research Based Application with thesis submission to the Graduate School)

**Student Signature:** \_\_\_\_\_ **Academic Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### N O T E S

- 1) Total number of hours for the Master's degree in Special Education is 33-36.
- 2) Texas A&M University-San Antonio requires a background of EDSE 5321 Accommodating Diverse Populations or its equivalent for the Educational Diagnostician Track masters in Special Education. Students who are admitted to the program without appropriate background courses must take required background courses. Background courses must be approved by the Graduate Advisor of Record.
- 3) Students pursuing the Graduate Research Project Option are required to complete a major writing research project in a research titled course (i.e., EDSE 5301 Research in Special Education or EDED 5329 Educational Research). This includes an action research class project with paper that includes Introduction, Review of Literature, Methods, Results, and Discussion and Recommendations that is not filed with the Graduate School.
- 4) Students pursuing the Thesis Option are required to gain faculty approval (i.e., select a faculty chair) and enroll for EDSE 5306 twice for a total of 6 hours of thesis, completing a research project following university guidelines for thesis submission with the Graduate School. Hours may be counted within the "additional coursework" section of the degree in lieu of a Specialty/Support field.
- 5) With departmental approval, coursework already taken and passed with a B or better in an equivalent course at the graduate level at another university or in another education--related degree program may be applied to the degree and must be transferred during the first semester of study at TEXAS A&M UNIVERSITY-SAN ANTONIO. No class counted toward another degree can be used to satisfy the requirements of the M.Ed. in Special Education except for Educational Research Methods (B or Better required). An additional support course will need to be taken to substitute for Research Methods if credit is accepted from a previous degree. Students will need to provide copies of the course syllabus/i, transcript indicating completion and grade (and whether the course was used to satisfy requirements for another degree), and relevant work from the course (e.g., course paper, exam, evaluations).
- 6) Every Master's degree candidate in Special Education at TEXAS A&M UNIVERSITY-SAN ANTONIO is required to pass a Comprehensive Portfolio in order to be awarded the Master's degree. This portfolio is typically completed during the last or next to the last semester of enrollment. In order to qualify to take the Comprehensive Portfolio, students must:
  - a) have an official signed Advising Plan on file signed by student and student's program advisor;
  - b) have a cumulative graduate GPA of 3.00 or better (only A, B, C grades count towards degree);
  - c) be in good academic standing at TEXAS A&M UNIVERSITY-SAN ANTONIO (not on scholastic probation or enforced withdrawal);
  - d) have completed all required courses with the exception of EDSE 5375;
  - e) complete an application for graduation.
- 7) Applications for graduation must be done in the semester prior to when graduation is anticipated and follow university procedures including comprehensive portfolio. See Graduate Advisor for additional information.

8) A master's degree student must complete all requirements for each specific graduate degree within five years of initial registration for that degree. Graduate credits older than those stipulated are not applicable toward a graduate degree without written approval from the Director of Graduate Studies. (Taken from the Graduate catalogue.)





## Educational Diagnostician Certificate

Student: \_\_\_\_\_ J/K # \_\_\_\_\_

Program Advisor: \_\_\_\_\_ Catalog of Admission: \_\_\_\_\_

### CERTIFICATION REQUIREMENTS

#### I. Background Requirements and Transfer Courses

Course Number	Course Name	Course Prerequisites	Grade	SEMTaken
EDSE 5321	Accommodating Diverse Populations (Or Equiv.)	none		

#### II. Required Coursework (24 semester credit hours)

Course Number	Course Name	Course Prerequisites	Grade	SEMTaken
<b>Year 1 Spring Semester</b>				
EDSE 5324	Designing Instructional & Behavioral Programs for Spec Educ			
EDSE 5326	Behavioral Aspects of Classroom Org and Mgt			
<b>Year 1 Summer (see in additional coursework)</b>				
<b>Year 1 Fall Semester</b>				
EDSE 5322	Educ Testing and Measurement of Exceptional Learner			
EDSE 5327	Special Populations: Legislation, Litigation, & Advocacy			
<b>Year 2 Spring Semester</b>				
EDSE 5325	Development and Disability			
EDSE 5374	Educational & Psychological Measurement & Evaluation	EDSE 5322 and program approval		
<b>Year 2 Summer (also in additional coursework)</b>				
EDSE 5355	Assessment and Educational Procedures in Low Incidence Pops			
<b>Year 2 Fall Semester</b>				
EDSE 5375	Special Education Assessment Practicum*	5322, 5374 and program approval		

\*can be repeated for credit

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### N O T E S

1) Total number of hours for the Educational Diagnostician Certificate is 24 hours.

2) To be eligible to receive the Standard Educational Diagnostician Certificate a student must: (a) successfully complete the above coursework, (b) successfully pass the certification exam, (c ) hold a master's degree from an accredited institution education, and (d) have three school years of classroom teaching experience in a public or TEA accredited private school.

**FERPA Consent to Release Educational Records and Information**

**This release represents your written consent to permit Texas A&M University-San Antonio College of Education practicum supervisors to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.**

I \_\_\_\_\_ [print full name] am a candidate of Texas A&M University College of Education EPP and hereby give my voluntary consent to officials:

- A. To disclose the following records:
  - Records relating to any of my field-based experiences
  - Records relating to my performance in my internship
- B. To the following person(s):
  - School districts of internship
  - School-based/Agency-based administrators
  - School-based/Agency-based site mentor (Principal, Ed. Diag., Reading Specialist)
  - Program Faculty/Supervisors
- C. These records are being released for the purpose of:
  - Conversing and reviewing performance in internship
  - Acquiring feedback
  - Procuring required signatures

**I understand that under the Family Educational Rights and Privacy Act of 1974 (FERPA, 34 CFR 99 commonly known as the Buckley amendment) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke my consent at any time (via written request to the university) except to the extent that action has already been taken upon this release. Further, without such a release, I am unable to participate in any field-based experiences or internship.**

\_\_\_\_\_  
**Signature of Intern**

\_\_\_\_\_  
**Date**

**TEAID number** \_\_\_\_\_

**Student Contact Information:**

**Email:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_



**Practicum Clearance Form**  
(Reading Specialist/Educational Diagnostician)

Today's Date: \_\_\_\_\_ Semester & Year Practicum will be taken: \_\_\_\_\_

***\*Deadline for Submission of Forms: July 1 for Fall Semester; November 1 for Spring Semester***

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Major: (check one) \_\_\_\_\_ Reading Specialist \_\_\_\_\_ Educational Diagnostician

Have you submitted a copy of your Teachers Service Record to the Graduate Advisor? \_\_\_\_\_

***\*\*Note: All interns must submit a copy of the teacher service record prior to approval.***

Expected Graduation Date: \_\_\_\_\_

Practicum Site Location: \_\_\_\_\_

- ***\*\*\*Your enrollment in the internship course is dependent on your ability to acquire an approved site. Practicum clearance form may be completed when a student has scheduled a formal interview with the site.***
- ***Courses to be completed concurrent with the practicum/internship: (List Below)***

Place of Employment: \_\_\_\_\_

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

On-Site Supervisor Signature and Credentials: \_\_\_\_\_

Supervisor Email and Phone Number: \_\_\_\_\_

***\*\*\*Please note that you must be at the end of your program in order to enroll in the practicum/internship and you must also meet the prerequisite requirements for the internship. You must be in good standing at the university. Failure to meet the prerequisites or be in good standing will prevent you from enrolling in the course. Submission of this form does not guarantee placement in the class. The department's office will provide final approval of the internship site.***

Attachments: Documentation of Liability Insurance (if needed)  
FERPA agreement (if not on file) [REVISED: 10/8/2018](#) |

## **TEXAS EDUCATORS' CODE OF ETHICS: 19 T.A.C. 247, 27**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. 19 TAC 247.1

### **1. Professional Ethical Conduct, Practices, and Performance**

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

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

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

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

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or 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.

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

Standard 1.7. The educator shall comply with state regulations, written local Board policies, and other state and federal laws.

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

Standard 1.9. The educator shall not make threats of violence against District employees, Board members, students, or parents of students.

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

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

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

Standard 1.13. The educator shall not consume alcoholic beverages on school property

or during school activities when students are present.

## **2. Ethical Conduct Toward Professional Colleagues**

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.

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

Standard 2.3. The educator shall adhere to written local Board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

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.

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

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.

## **3. Ethical Conduct Toward Students**

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

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student. Standard 3.4. The educator shall not exclude a student from participation in a program deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, e-mail, instant messaging, blogging, or other social network

communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

The nature, purpose, timing, and amount of the communication; The subject matter of the communication;

Whether the communication was made openly or the educator attempted to conceal the communication;

Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; Whether the communication was sexually explicit; and

Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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Please review the following statements. Then sign for verification on the line below the statement. Upon signing this document, please provide a copy to the Graduate Advisor.

My signature documents my receipt of the Educator Code of Ethics. I attest that I have read the Educator Code of Ethics, I understand the Educator Code of Ethics, and I abide by the Educator Code of Ethics.

---

Signature

---

Date

---

Printed Name