

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE  
FORM D

UNIT PREPARES IN QUADRUPPLICATE  
Route as indicated below under approvals. Return to the  
Registrar's Office once all signatures have been obtained

Date: October 11, 2011

Joanna Cosbey

(Name of individual initiating Graduate Degree or Graduate Certificate)

Assistant Professor 277-2167

(Title, position, telephone number)

jcosbey@unm.edu

(Email address)

Dept. of Educational Specialties, Special Education Program

(Department/Division/Program)

\*Allow up to one year for the process to be  
completed for a certificate, and 18 months  
for a degree.

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the  
Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need  
state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to  
initiating this form.

Attach the following required documents:

1. Executive Summary
2. Program Proposal (in the approved format)
3. Catalog Description (to include program curriculum)
4. Graduate Program Projected Costs (only for new degrees)
5. Library Impact Statement.

Does this new degree affect any existing program? Yes ☐ No ☒ If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2012

Required Signatures:

Department Chair <u>Ruth Buckner</u>	Date <u>11/13/11</u>
College Curricula Committee <u>Mr. Mrs. Howard</u>	Date <u>11-29-11</u>
College or School Dean <u>Richard Howell</u>	Date <u>12/7/11</u>
Dean of Library Services <u>SEE appendix E</u>	Date _____
Office of the Registrar—Catalog <u>Elizabeth A. Barton</u>	Date <u>07/20/12</u>
FS Graduate Committee <u>James Wix</u>	Date <u>07/20/2012</u>
Dean of Graduate Studies <u>James Wix</u>	Date <u>9-20-12</u>
FS Curricula Committee <u>Richard Howell</u>	Date <u>10-5-12</u>
Office of the Provost <u>Richard Howell</u>	Date <u>10/17/12</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

Additional Approvals for Degrees:

Board of Regents _____	Date _____
Council of Graduate Deans _____	Date _____
Academic Council of Higher Education _____	Date _____
Higher Education Department _____	Date _____
State Board of Finance _____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY

Copies Mailed

## Executive Summary

### Transcripted Graduate Certificate in Educational Diagnosis

The transcripted graduate certificate in *Educational Diagnosis* is designed to prepare in-service special education and general education teachers and related professionals to conduct research-based diagnostic assessment. This program prepares these professionals to coherently analyze and integrate relevant information necessary to make appropriate recommendations that assure that students with disabilities have appropriate supports for educational success. This certificate proposal reflects a repackaging of the University of New Mexico's existing coursework offerings in the area of Educational Diagnosis. The Graduate Certificate program is open to graduate students at the University of New Mexico who minimally hold a bachelor's degree and are interested in advanced training in the area of educational diagnosis. The certificate offers two options, each developed prospectively with the designated faculty certificate advisor. Both options require the students to complete a minimum of 18 hours of coursework and an approved final integrating portfolio project. The admission requirements and specific courses differ between the two options, as one is designed for students seeking licensure as Educational Diagnosticians and the other is designed for currently licensed Educational Diagnosticians or School Psychologists. Option (1) prepares students to apply for licensure as an Educational Diagnostician through the New Mexico Public Education Department. Option (2) would be the only formal program in the state to provide currently licensed Educational Diagnosticians and School Psychologists with an opportunity to seek further graduate education in current, research-based assessment and intervention strategies.



*Department of Educational Specialties*

October 13, 2011

To: Whom it may concern  
From: Ruth Luckasson, Chair, Department of Educational Specialties *RL*  
Re: Transmittal of the proposal for a new *Transcribed Graduate Certificate in Educational Diagnosis*

Attached please find the Special Education proposal for a new *Transcribed Graduate Certificate in Educational Diagnosis*. This proposed certificate represents extensive curricular work to address a serious need for well prepared Educational Diagnosticians to serve New Mexico children, families, and schools.

The proposed certificate has been formally approved by the Special Education faculty and the Department of Educational Specialties faculty.

Consistent with the rules for a new certificate, the proposal was then submitted to Dean Howell, College of Education, for approval. Following his approval, he submitted it to the UNM Provost's office, which also approved the certificate to go forward.

We now submit the proposal through the College of Education and UNM curricular process.

Thank you for your consideration.



**UNM Special Education Program**  
Proposal for a Transcribed Graduate Certificate in Educational Diagnosis

***Proposed Catalog Listing***

---

The Graduate Certificate in *Educational Diagnosis* is designed to prepare in-service special education and general education teachers and related professionals to conduct research-based diagnostic assessments. This Graduate Certificate program prepares these professionals to coherently analyze and integrate relevant information necessary to make appropriate recommendations that assure that students with disabilities have appropriate supports for educational success. The Graduate Certificate is open to graduate students at the University of New Mexico either in conjunction with a graduate degree or as a stand-alone certificate. The Graduate Certificate program offers two options, with each option developed prospectively with the designated faculty certificate advisor. Option (1) is open to individuals who minimally hold a bachelor's degree and who are interested in advanced training in educational assessment and diagnosis. Option (2) is open to individuals who are currently licensed by the New Mexico Public Education Department as Educational Diagnosticians or School Psychologists and who are seeking to further develop their diagnostic assessment skills, including their ability to connect current research with practice. Both options require that the student successfully complete 18 credit hours of coursework and a final capstone project. Option (1) prepares students to apply for licensure through the New Mexico Public Education Department as an Educational Diagnostician.

**Prerequisites for Option (1): 12 hours**

SPCD 561L	Educational Diagnosis: Diagnostic Assessment of Young Children	3
SPCD 563L	Educational Diagnosis: Multidisciplinary Collaboration for Diagnostic Assessment	3
SPCD 564L	Educational Diagnosis: Introduction to Diagnostic Assessment for Eligibility for Special Education Supports	3

and one of the following courses:

LLSS 556	First and Second Language Development	3
SPCD 560	Introduction to Multicultural/Bilingual Special Education	3

**Total Required Course Work for Option (1): 18 hours**

SPCD 566L	Educational Diagnosis: Differential Diagnosis I	3
SPCD 567L	Educational Diagnosis: Differential Diagnosis II	3
SPCD 568L	Educational Diagnosis: Diagnostic Assessment of Culturally and Linguistically Diverse Students	3
SPCD 596L	Educational Diagnosis: Advanced Application of Skills (must be taken 3 times)	1
SPCD 569L	Educational Diagnosis: Clinical Internship in Educational Diagnosis	6

**Total Required Course Work for Option (2): 18 hours**

SPCD 510      Special Education Law    3  
SPCD 598      Directed Readings in Special Education    3  
Electives      6

and at least two of the following courses, as selected in consultation with the certificate faculty advisor:

SPCD 561L      Educational Diagnosis: Diagnostic Assessment of Young Children      3  
SPCD 563L      Educational Diagnosis: Multidisciplinary Collaboration for Diagnostic Assessment    3  
SPCD 564L      Educational Diagnosis: Introduction to Diagnostic Assessment for Eligibility for Special  
Education Supports      3  
SPCD 566L      Educational Diagnosis: Differential Diagnosis I    3  
SPCD 567L      Educational Diagnosis: Differential Diagnosis II    3  
SPCD 568L      Educational Diagnosis: Diagnostic Assessment of Culturally and Linguistically Diverse  
Students      3

**UNM Special Education Program**  
Proposal for a Transcribed Graduate Certificate in Educational Diagnosis

***1. Program Description***

---

***a. What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any).***

The Graduate Certificate in *Educational Diagnosis* is designed to prepare in-service special education and general education teachers and related professionals to conduct research-based diagnostic assessments. This program prepares these professionals to coherently analyze and integrate relevant information necessary to make appropriate recommendations that assure that students with disabilities have appropriate supports for educational success. This certificate proposal reflects a repackaging of the University of New Mexico's existing coursework offerings in the area of Educational Diagnosis. The current coursework enables students to apply for licensure as Educational Diagnosticians through the New Mexico Public Education Department (NM PED), but does not provide a mechanism for them to earn formal, transcribed recognition of this coursework. This proposal outlines an opportunity for students to apply their licensure coursework towards a graduate certificate in order to earn a transcribed graduate certificate for the work that they are already required to complete, as well as provide a way for our graduates to communicate their high-level of knowledge and expertise in Educational Diagnosis to the schools, families, and communities that they will serve.

The program at UNM would be unique in providing students with advanced professional development documented on their transcript as evidence for current and future employers. Our program would be the only program to provide post-BA students with a formal, transcribed, organized graduate program taught by our highly competent faculty and integrated within our UNM graduate program in special education. The other programs in the state either integrate the educational diagnosis coursework within their Masters degrees or provide the courses as a series of 'licensure-only' courses. In the UNM graduate program, students will receive high-quality instruction, personal faculty advisement,



face-to-face support and mentoring, and on-site internship supervision highly qualified faculty members. For students who are currently licensed Educational Diagnosticians or School Psychologists, this certificate program would be the only program in the state designed to provide them with an opportunity to seek further professional development in current, research-based assessment and intervention strategies.

### ***Certificate Program Goals***

Specifically, the certificate is designed to address the need for competent, professional educational diagnostic services for New Mexican children and adults with exceptionalities (i.e., with disabilities or who are gifted) by preparing individuals with the knowledge and skills to provide sophisticated and high quality evaluations for individuals in need of these services. This certificate would have two options: Option 1 for individuals who are seeking licensure from the NM PED as Educational Diagnosticians; and Option 2 for individuals who are currently licensed by the NM PED as Educational Diagnosticians or School Psychologists, but who would like to increase their diagnostic assessment skills, including their ability to connect current research with practice.

*Option 1:* This option is designed to address the needs of current professionals in education or related fields who want to become licensed Educational Diagnosticians in the state of New Mexico. This is done through advanced professional education in educational diagnosis that would be reflected in a transcribed graduate certificate. Becoming a licensed Educational Diagnostician in the state of New Mexico requires (a) a Masters degree, (b) completion of 30 hours of coursework from an approved Educational Diagnostician Preparation program, including a 300-hour internship (such as the program and internship currently approved and existing at UNM), (c) successful passing of a licensure exam. (See Appendix A for a detailed listing of UNM's Educational Diagnostician Preparation coursework that is currently approved by the NM PED.) This option is for individuals who do not hold a current license as an

Educational Diagnostician. This option would serve three purposes: (1) prepare the students to take the NM PED's licensure exam for Educational Diagnosticians; (2) demonstrate that the students have meet the coursework requirements of the NM PED's license in Educational Diagnosis; and (3) fulfill the NM PED's internship requirement for individuals seeking a license in Educational Diagnosis.

*Option 2:* This option is designed to meet the needs of a second group – those who are currently licensed Educational Diagnosticians or School Psychologists working in New Mexico but who need continuing education in the area of diagnostic assessment in the school setting. It will provide advanced professional development in the areas of current assessment techniques and research. It is designed to assist currently licensed Educational Diagnosticians and School Psychologists in updating and expanding their abilities to conduct high-quality assessments and make research-based instructional recommendations to school teams. This continuing advanced professional development will be reflected in a transcribed graduate certificate.

### ***Rationale for the Certificate***

The enactments of federal laws, including the Education for All Handicapped Children Act of 1975 (renamed the Individuals with Disabilities Education Act of 1990), the reauthorization of the Individuals with Disabilities Education Act of 1997, the No Child Left Behind of 2001, and the Individuals with Disabilities Education Improvement Act of 2004 have been designed to ensure the educational rights of all children. These federal requirements include stipulations for evaluation personnel that require that at least one member of the multidisciplinary team serving each student be someone qualified to interpret evaluation procedures and results, including the interpretation of the instructional implications of evaluation results.

This legislation clearly establishes the need, in New Mexico as well as every other state and jurisdiction, for qualified assessment specialists. A variety of different professionals can conduct



educational assessments for students with suspected exceptionalities, and each type of professional offers distinct perspectives and theoretical orientation (Salvia & Ysseldyke, 2004; Venn, 2000).

Educational Diagnosticians are in a unique position to assess and diagnose students' learning difficulties given their classroom-based experience in teaching students with and without exceptionalities (National Clearinghouse for Professionals in Special Education, 2000). Educational Diagnosticians are highly trained to link the interpretation of assessment results to instruction. As a member of the multidisciplinary team, an Educational Diagnostician plays a key role in coordinating the assessment, diagnosis, and eligibility determination of students with suspected exceptionalities.

The Educational Diagnostician Preparation Program, developed and delivered by faculty members within the Department of Educational Specialties in the University of New Mexico's College of Education, offers advanced training to prepare students for careers as Educational Diagnosticians. This comprehensive coursework allows graduate students to pursue licensure as Educational Diagnosticians by the NM PED while completing other graduate coursework at UNM. The proposed transcribed certificate repackages these offerings in order to provide increased options that can be offered through the UNM Special Education Program to make it possible for currently licensed Educational Diagnosticians and School Psychologists to continue to increase their assessment skills and for beginning Educational Diagnostician students to develop advanced competencies and skills related to educational diagnosis. The Graduate Certificate in *Educational Diagnosis* has been designed to inspire graduating Educational Diagnosticians who earn this certification to provide high-quality evaluations to students with exceptionalities. With the program's emphasis on cultural and linguistic diversity, newly licensed and returning Educational Diagnosticians who earn the Graduate Certificate in *Educational Diagnosis* from the University of New Mexico are highly qualified and well suited to work with the diverse population of students throughout New Mexico.

The steady decline in the number of Educational Diagnosticians available to provide necessary

evaluation and consultation services leaves school districts across the state with an urgent need for highly trained Educational Diagnosticians to assess students and help the multidisciplinary teams to determine eligibility of students with possible exceptionalities from preschool to high school. The growing numbers of struggling students throughout New Mexico who are likely to be referred for special education will continue to grow, thus increasing the demand for qualified Educational Diagnosticians. There is no question that the demand for training Educational Diagnosticians will continue to expand.

Specifically, for students choosing Option 1, the Graduate Certificate in *Educational Diagnosis* is a natural, logical, repackaging of the UNM Special Education Program's current offerings at no cost to the University. The University of New Mexico has been offering the courses required by the NM PED for licensure as an Educational Diagnostician since the 1970s, but has never had a formal graduate program linked specifically to the coursework. As a result, students either take the courses in non-degree status or they enroll in another graduate program (e.g., the MA in Special Education) but generally do not finish that program. This practice has a significant negative impact on the student's identity as a UNM graduate student, on the limitations of their transcript because often no completed program is identified, and on graduation rates across the graduate programs in the Special Education Program. This certificate would allow students to earn a transcribed certificate for the courses that they are already taking and would improve the formal graduation rates of our program. In addition, the students who complete the certificate program will have documentation on their transcripts that demonstrates that they have received intensive, integrated, high-quality instruction and training in the field of Educational Diagnosis. This documentation will serve multiple purposes, including raising the level of knowledge and expertise expected from Educational Diagnosticians, provide a clear indicator to the NM PED and hiring agencies that a graduate has completed the coursework required for licensure as an Educational Diagnostician by the NM PED, and clearly communicate a level of expertise to schools, communities, school districts, and families.



The need for a Transcribed Graduate Certificate in *Educational Diagnosis* for students choosing Option 2 is equally clear and compelling. The field of diagnostic assessment is a dynamic field, with ongoing advances in methods, models, and techniques related to evaluation. New Mexico does not currently have an opportunity for currently licensed Educational Diagnosticians to expand on their skills and keep current on the latest research-based developments in the area of diagnostic assessment through graduate education. This proposed certificate would provide currently licensed Educational Diagnosticians and School Psychologists with access to continuing educational units and a transcribed graduate certificate designed to update and expand their skills and provide graduates with documentation of that advanced knowledge and expertise.

***b. How does the program fit within the unit's future plans?***

Individuals seeking training and licensure as Educational Diagnosticians work with adults and children with known or suspected disabilities, including mental disorders, and children who are or may be gifted/talented in a variety of settings, including public, private, and charter schools and private practice. The vision of the UNM Special Education program is to facilitate the development of supportive, effective, and culturally responsive environments for individuals with special needs and their families. The mission of the Special Education program is to improve educational opportunities and services for individuals with exceptionalities, students at risk of school failure, and others facing significant life challenges.

Educational Diagnosticians in New Mexico serve as evaluation specialists on the school-based teams that work with children with exceptionalities. These teams are responsible for evaluating students to determine the presence and nature of a child's exceptionality, as well as assisting teachers and families in developing an educational program to meet the child's unique needs to promote their educational opportunities. As such, Educational Diagnosticians have a great responsibility to ensure that



the evaluations are conducted and interpreted in comprehensive, appropriate, and culturally-sensitive manners. This graduate certificate would provide the Educational Diagnostician students with the knowledge and skills to conduct the assessments and guide the school-based teams through the evaluation process, which, in turn would provide the children with improved educational opportunities consistent with the vision and mission of the Special Education program.

The sequence of courses in Option 1 of this certificate is already being offered through the Special Education program at UNM because the program values and is committed to the high-quality education of future Educational Diagnosticians. Students who chose Option 2 will work with their faculty advisor to develop a customized set of courses selected from our menu of existing courses. That set of coursework will be designed to address each student's individual needs for professional growth in the area of assessment and instruction.

This certificate supplements the educational programs already offered through the University of New Mexico Special Education program by providing a specialized focus for advanced study, either as part of a graduate degree program (e.g., the PhD or MA program) or as additional professional development. See Appendix B for sample program of studies for students enrolled in the Transcribed Certificate in *Educational Diagnosis*.

The Special Education Graduate Program at UNM currently offers the following degrees and certificates:

- M.A.            Special Education (Plan II without thesis—36 hours)
- Ed.D.           Special Education (72 hours + dissertation)
- Ph.D.           Special Education (72 hours + dissertation)
- Certificate: Educational Specialist (Ed.S.)    Special Education (30 hours Post-Masters)
- Certificate: Instruction for Students with Intensive Social, Language, and Behavioral Needs  
(18 hours Post-B.A.)

The proposed certificate would be a third certificate supported and administered by the Special Education Graduate program.

***c. How does the program fit within the UNM mission and strategic plan? Does the program address particular research priorities?***

The mission of the University of New Mexico “is to serve as New Mexico’s flagship institution of higher learning through demonstrated and growing excellence in *teaching, research, patient care, and community service.*” The proposed Transcribed Certificate in *Educational Diagnosis* aligns directly with this mission. The certificate’s goal is to prepare practitioners to provide high-quality, research-based educational diagnosis services for individuals across New Mexico. Specifically the certificate is designed to utilize current, relevant courses within a coherent and meaningful framework to prepare in-service special and general education teachers and other related professionals to work as Educational Diagnosticians to serve individuals in need of these services. The curriculum focuses on issues critical to the evaluation, education, and support of individuals with known or suspected exceptionalities in New Mexico and throughout the Southwest.

***d. Does the program overlap or duplicate any existing program within UNM? In the state and/or region?***

The proposed certificate does not duplicate any existing program at UNM, in New Mexico, or at any WICHE institution. Two institutions of higher education in New Mexico (New Mexico State University and University of the Southwest) provide graduate education in the area of educational diagnosis. Both of these institutions offer the educational diagnostician coursework as part of a Master’s degree in Education or as ‘licensure-only’ courses. Neither institution provides a certificate in this area as proposed. In addition, neither institution provides an option for advanced professional development for currently licensed Educational Diagnosticians who are seeking high-quality graduate-level training in

connecting assessment data to research-based instructional strategies. There is no comparable or similar program available through the WICHE professional student exchange or WICHE regional graduate program.

UNM is already offering an approved series of courses that lead to licensure in the area of educational diagnosis. This program will not change as a result of this certificate. Instead, the certificate simply provides a mechanism through which students receive documentation on their transcripts that accurately reflects the graduate work they have completed.

Please see Appendices B and C for sample coursework plans that illustrate how the proposed certificate fits within the UNM Special Education program's existing graduate degrees. Appendix C provides a summary of the total hours of coursework required for students who are pursuing a Graduate Certificate in *Educational Diagnosis* concurrently with another graduate program in Special Education at UNM. In addition to the graduate degrees outlined in Appendices B and C, it would also be possible for a student to complete the Graduate Certificate in *Educational Diagnosis* concurrently with a PhD in Special Education following an individualized program of study.

***e. What is the governance structure of the program?***

The proposed certificate will be administered within the Special Education Graduate Program. This Program is administered and located within the Department of Educational Specialties and the Special Education Program, including a Special Education Program Coordinator and a Department Chair.

***f. For interdisciplinary programs, describe the responsibilities of each participating unit.***

N/A

***g. What is the program development and implementation timeline?***

Pending approval by the university curricular review system, we propose implementation of the certificate program by Fall 2012.



## ***2. Student Impact***

---

### ***a. How many students are projected to enroll?***

A projected enrollment of students in the Graduate Certificate in *Educational Diagnosis* for the first five years is presented in the table below. The majority of graduate students in the Special Education Program at UNM are enrolled part-time and we anticipate that the majority of the students wishing to enroll in the certificate program will also be part-time students, as this program is designed to provide advanced training and education for current professions in education, educational diagnosis, and other community-based roles.

Year	ONE	TWO	THREE	FOUR	FIVE
New Students	11	1	16	1	16
Continuing Students	0	11	1	16	1
Total	11	12	17	17	17
Credit Hours	46	158	78	222	78

Note: The above enrollment projections reflect starting a new cohort of Option 1 students ( $n = 15$ )

every other fall and accepting 1 new Option 2 student every year.

### ***b. From where will these students be drawn?***

Two populations of students will be recruited for this program. First, for Option 1, we anticipate that a number of our current master's and doctoral program students will seek this certificate, as many of them are currently enrolled in the pre-requisite courses and have expressed interest in pursuing licensure as Educational Diagnosticians. In addition, professionals currently working in community

settings (e.g., general education and special education teachers) contact our program on a regular basis (e.g., at least 10-15 per semester) expressing interest in pursuing the program. The UNM Special Education program's coursework leading to licensure in Educational Diagnosis has had a steady enrollment for most of the past 40 years, with each cohort of students producing between 10 and 20 licensed Educational Diagnosticians. Over the past five years, we have increased the rigor of our program, including increasing the prerequisite coursework required to enter the program. That led to a temporary slight decrease in enrollment. The cohort of students who most recently completed their program included 6 students, as does the current cohort. To date we have approximately 12 students who are planning to apply to our next cohort.

For Option 2, we will recruit currently practicing Educational Diagnosticians and School Psychologists from across the states who are interested in refining and further developing their knowledge and skills in sophisticated assessment techniques. Our program receives approximately 20 phone calls annually from licensed Educational Diagnosticians and School Psychologists who are seeking additional graduate coursework. These calls represent a large pool of potential students who are interested in taking courses related to the latest assessment techniques and tools, leadership, and collaboration. We must currently turn this pool of students away, but the proposed certificate would provide a mechanism for fulfilling these students' needs.

***c. What are the demographic characteristics and educational goals of the target students?***

The Special Education graduate students currently enrolled in master's, doctoral, and graduate certificate programs within Special Education primarily identify themselves as Anglo (57%) or Hispanic (22%). Remaining students identify as African American (7%), Native American (5%), or Asian (2%). We anticipate that the ethnic makeup of target students for our proposed certificate would match these demographics.

Most of the graduate students in our current Special Education programs are between 31 and 40 years of age (32%). Students who are between 20 and 30 years of age make up 31% of the total number of graduate students. Twenty-one percent of our current students are between 41 and 50 years of age and 17% are over 50. Because our proposed certificate is a graduate certificate, we anticipate that the majority of our target students will be between 30 and 50 years old.

The primary educational goal of the target students will be to complete the graduate certificate requirements to obtain advanced professional training in educational assessment and diagnosis. A second goal for many students will be to obtain licensure through the New Mexico Public Education Department as an Educational Diagnostician. Some of these students may also be pursuing a graduate degree in Special Education or other field.

***d. What are the employment goals of the typical target student?***

The typical target student will be working towards licensure as an Educational Diagnostician through the New Mexico Public Education Department. Following completion of the certificate program, and pending successful licensure, they will primarily be working in the public school system as Educational Diagnosticians. Other students may be working as Educational Diagnosticians or School Psychologists while completing this certificate program and would be completing this program to advance their professional skills.



### ***3. Curriculum Plan***

---

#### ***a. Describe the curriculum and its impact on existing courses, including courses in other departments.***

The proposed certificate will offer two options. For both Options 1 and 2, students will be required to complete a minimum of 18 graduate-level courses at UNM. Students choosing Option 1 will complete these 18 hours to obtain licensure as an Educational Diagnostician in New Mexico, including a 6 hour internship experience. Students choosing Option 2 will complete these 18 hours (including 3 hours of project coursework) to obtain the advanced professional development and transcribed certificate, but will not apply for licensure as an Educational Diagnostician because students choosing this option must already hold a current license as an Educational Diagnostician or School Psychologist in New Mexico.

The certificate program emphasizes diagnostic assessment, comprehensive evaluation strategies, and linking assessment data to evidence-based instructional and intervention strategies. Each of the components focused on within the certificate's required coursework directly supports the purpose of the certificate and ensures a rigorous course of study. The internship requirement for Option 1 provides students with an opportunity to apply theory to practice under the supervision of a community-based or school-based clinical supervisor who holds a Level 3 license in Educational Diagnosis from the NM PED. The internship is structured to allow students to demonstrate the competencies required under the NM PED's license in Educational Diagnosis. The students choosing Option 2 will complete 3 hours of project coursework to demonstrate a strong ability to integrate current research findings in the area of assessment with school-based practice.

The coursework for the proposed Educational Diagnostician certificate, described below, does not require the creation of any new courses, as the courses have been offered at UNM since the 1970s. In order to assure an organized, integrated curriculum, the students must 1) take all prerequisite and core coursework at UNM, and 2) follow a planned, written program of studies preapproved by their

Special Education faculty certificate advisor in order to ensure an organized, integrated curriculum. Faculty members officially assigned to the UNM Special Education program's Educational Diagnostician Preparation program will serve as faculty advisors for all students in the certificate program (Dr. Margaret Collier and Dr. Joanna Cosbey). No student may enroll in SPCD 569L Clinical Internship in Educational Diagnosis (Option 1) or SPCD 598 Directed Readings (Option 2) unless the student is admitted to the Educational Diagnostician certificate program and has successfully completed the planned program of prerequisite and core courses. All coursework, including Clinical Internship in Educational Diagnosis and Directed Readings course, must be completed within three years. Students completing the certificate in conjunction with a graduate degree must complete certificate requirements within the time limits for the graduate degree (UNM Catalog, 2011-2012).

#### **Graduate Certificate Requirements**

Standards for admission to the certificate program are comparable to those for other graduate programs at UNM and other state institutions of higher education. These criteria reflect the program's commitment to a rigorous course of study. We currently have an admission process in place for our Educational Diagnostician Preparation program, and we will continue using that process, which is outlined below.

For students choosing Option 1, the admission requirements are as follows:

- Hold minimally a bachelor's degree in education or a closely related field from an accredited institution;
- Demonstrate a minimum of 2 years of successful experience as a licensed classroom teacher or minimum of 2 years of school-based experience in a closely related field;
- Completion of the four pre-requisite courses (LLSS 556/SPCD 560, SPCD 561L, SPCD 563L, and SPCD 564L);

- Demonstration of a grade-point average of at least 3.0, with a 3.5 or better (with no grade lower than a 'B') in their pre-requisite courses;
- Completion of a strong application packet, including a well-written writing sample, at least three strong professional references, and a one-page letter of interest that clearly articulates the student's reasons for applying to the certificate program and his/her professional goals.

Additional criteria for completion of the certificate for students choosing Option 1 are:

- Maintain a minimum cumulative GPA of 3.5 on a 4-point scale, in all of the certificate courses;
- Have a Program of Studies approved by the Dean of Graduate Studies;
- Be enrolled at UNM at the time that the certificate requirements are completed;
- All 18-hours must be taken from UNM in order to earn this certificate. Courses taken at other universities will not count towards earning this certificate.
- Successfully complete a final integrating project in the form of a comprehensive portfolio that successfully demonstrates the student's competencies in the areas emphasized in the certificate program.

The admission criteria for students choosing Option 2 are:

- A current New Mexico license in Educational Diagnosis or School Psychology;
- Completion of at least a master's degree;
- A grade-point average of at least 3.2 in their graduate coursework; and
- Completion of a strong application packet, including a well-written writing sample, at least three strong professional references, and a one-page letter of interest that clearly articulates the student's reasons for applying to the certificate program and his/her professional goals.



Additional criteria for completion of the certificate for students choosing Option 2 are:

- Maintain a minimum cumulative GPA of 3.5 on a 4-point scale, in all of the certificate courses;
- Have a Program of Studies approved by the Dean of Graduate Studies;
- Be enrolled at UNM at the time that the certificate requirements are completed;
- All 18-hours must be taken from UNM in order to earn this certificate. Courses taken at other universities will not count towards earning this certificate.
- Successfully complete a final integrating project in the form of a comprehensive portfolio that successfully demonstrates the student's competencies in the areas emphasized in the certificate program.

(1) Core Requirements

**Total Required Coursework for Option 1: 18 hours plus four pre-requisite courses (Note: The four pre-requisite courses are required by the New Mexico Public Education Department for students seeking licensure as educational diagnosticians)**

- **Pre-requisite Courses:**
  - LLSS 556: *First and Second Language Development (3 credit hours)* or SPCD 560: *Introduction to Multicultural/Bilingual Special Education*  
**Lead Faculty Member:** Dr. Julia Scherba de Valenzuela
  - SPCD 561L: *Educational Diagnosis: Diagnostic Assessment of Young Children (3 credit hours)*  
Explores issues related to the educational diagnosis of young children, including standardized assessment procedures, family issues and factors impacting development.  
**Lead Faculty Members:** Dr. Margaret Collier and Dr. Joanna Cosbey
  - SPCD 563L: *Educational Diagnosis: Multidisciplinary Collaboration for Diagnostic Assessment (3 credit hours)*

Emphasis on working with multidisciplinary teams for educational diagnosis of students and integration of assessment information from related service providers.

**Lead Faculty Members:** Dr. Margaret Collier and Dr. Joanna Cosbey

- SPCD 564L: *Educational Diagnosis: Introduction to Diagnostic Assessment for Eligibility for Special Education Supports*

Examination of issues related to the educational assessment and diagnosis of students for eligibility for special education supports.

**Lead Faculty Members:** Dr. Margaret Collier and Dr. Joanna Cosbey

- **Required Courses:**

- SPCD 566L: Educational Diagnosis: Differential Diagnosis I (3 credit hours)

Designed to develop competencies in administration, scoring, and diagnostic interpretation of various individual tests of intelligence. Adaptive behavior rating scales will be included to supplement the diagnostic evaluation.

**Lead Faculty Members:** Dr. Margaret Collier and Dr. Joanna Cosbey

- SPCD 567L: Educational Diagnosis: Differential Diagnosis II (3 credit hours)

Designed to teach educational diagnosticians to be proficient in administration and interpretation of tests in the areas of language aptitudes, self-concept and learning processes.

**Lead Faculty Members:** Dr. Margaret Collier and Dr. Joanna Cosbey

- SPCD 568L: Educational Diagnosis: Diagnostic Assessment of Culturally and Linguistically Diverse Students (3 credit hours)

Specifically designed for the educational diagnostician to develop skills necessary for the educational evaluation and programming of children whose language and/or culture is other than English.

**Lead Faculty Members:** Dr. Margaret Collier, Dr. Joanna Cosbey, and Dr. Julia Scherba de Valenzuela

- SPCD 596L: Educational Diagnosis: Advanced Application of Skills (1 credit hour each, must be taken 3 times)

Provides experiential practice to prepare students to select, administer, and score standardized assessments used for educational diagnosis.

**Lead Faculty Members:** Dr. Margaret Collier and Dr. Joanna Cosbey

- SPCD 569L: Educational Diagnosis: Clinical Internship in Educational Diagnosis (6 credit hours)  
Supervised community-based experience in educational diagnosis (primarily in public school system). Designed to provide opportunities for direct application of theoretical and practical knowledge.

**Lead Faculty Members:** Dr. Margaret Collier and Dr. Joanna Cosbey

**Total Required Coursework for Option 2: 18 hours** (*Note: Students choosing Option 2 must hold a current license in Educational Diagnosis or School Psychology from the New Mexico Public Education Department.*)

- **Core Courses:**

- Students choosing Option 2 must take at least two of the courses listed below. These courses will be selected in consultation with the student's certificate faculty advisor and must be part of a written cohesive, preapproved program of studies focusing on issues related to Educational Diagnosis and directly linked to the student's Directed Readings (SPCD 598).
- SPCD 561L: *Educational Diagnosis: Diagnostic Assessment of Young Children (3 credit hours)*
- SPCD 563L: *Educational Diagnosis: Multidisciplinary Collaboration for Diagnostic Assessment (3 credit hours)*



- SPCD 564L: *Educational Diagnosis: Introduction to Diagnostic Assessment for Eligibility for Special Education Supports*
  - SPCD 566L: *Educational Diagnosis: Differential Diagnosis I (3 credit hours)*
  - SPCD 567L: *Educational Diagnosis: Differential Diagnosis II (3 credit hours)*
  - SPCD 568L: *Educational Diagnosis: Diagnostic Assessment of Culturally and Linguistically Diverse Students (3 credit hours)*
  - SPCD 510: Special Education Law (3 credit hours)
- This course explores the legal rights and responsibilities of special educators in their actions with students who have exceptionalities and the families of those students. The course includes study of applicable Constitutional law, statutes, regulations and interpretive case law.

**Lead Faculty Member:** Prof. Ruth Luckasson

- SPCD 598: Directed Readings in Special Education (3 credit hours)
- Independent readings to be arranged collaboratively with individual faculty member. Student will develop an Individual Performance Contract with a faculty member to determine the key readings and to delineate the final product to be produced. Open to Special Education graduate students only.

**Lead Faculty Members:** Dr. Margaret Collier and Dr. Joanna Cosbey

- Two electives from the Special Education Program Course Offerings (6 credit hours)
- Students in Option 2 of the certificate program will take two elective courses from the graduate courses offered through the UNM Special Education program. These courses will be selected in consultation with the student's certificate faculty advisor and must be part of a written, cohesive, preapproved program of studies focusing on issues related to Educational Diagnosis and directly linked to the student's Directed Readings (SPCD 598). If the student has already taken one of the required courses from UNM within the previous 5 years, substitutions of coursework from other

courses in the UNM Special Education Program can be made at the discretion of the student's faculty certificate advisor.

Each student in the Transcribed Graduate Certificate in *Educational Diagnosis*, whether they choose Option 1 or Option 2, will be required to complete a final integrating experience. Each student will be required to complete a portfolio as a capstone project that demonstrates synthesis of theory, professional literature, and application to practice in educational diagnosis. The student, in conjunction with his/her certificate faculty advisor and Program of Studies committee will develop the content of the portfolio to demonstrate competency in each core content area of the certificate program. The portfolio must include a research-based scholarly paper related to issues in Educational Diagnosis. For students choosing Option 2, this paper must be the product from their Directed Readings (SPCD 598) course. In addition, the portfolio must include a comprehensive evaluation report, including interpretation of results and research-based instructional recommendations, based on the comprehensive evaluation of a child, including standardized test administration and parent interviews. Other elements of the portfolio must be selected by the student in conjunction with his/her certificate advisor and Program of Studies committee.

***b. What instructional model(s) will be used in presenting the program?***

Most of this program will be delivered in a face-to-face, discussion-based classroom format. Face-to-face interactions are essential in training individuals in the area of educational diagnosis because of the highly complicated and sensitive nature of the content. In addition, students have on-line discussions using WebCT, review videotapes of their own and other students' performance on classroom projects, and participate in hands-on laboratory experiences to master the administration and scoring of the course materials.

***c. What are the expected student learning outcomes for the program? How will the learning outcomes be measured?***

The expected student learning outcomes for the program align with the New Mexico Public Education Department's licensure requirements (see Appendix D). In general, students will:

1. Demonstrate skill in making recommendations to facilitate integration of a child with an exceptionality into the general education curriculum;
2. Demonstrate the ability to select, administer, score and interpret a variety of assessments used for the educational diagnosis of students, based on the needs of individual students;
3. Demonstrate the ability to clearly communicate assessment results with parents and other members of educational teams (including verbally and in writing);
4. Demonstrate clear knowledge of state and federal standards and regulations, including eligibility criteria for special education services, confidentiality, and parents' rights;
5. Demonstrate ability to use assessment results in making recommendations for eligibility, instruction, accommodations, and transitions as part of IEP development;
6. Articulate the scope and role of an educational diagnostician, including the ethical principles that guide these professionals;
7. Maintain professional behavior (including formal and informal written and verbal communication) that is consistent with professional standards and ethical guidelines for educational diagnosticians; and
8. Demonstrate knowledge and sensitivity to address linguistic, cultural, social, and ethnic values and attitudes of diverse populations

Outcomes will be assessed in ways that will allow ongoing evaluation of the effectiveness of the certificate program. First, outcomes will be assessed by student's successful completion of the courses included in the certificate program (i.e., students earning passing grades in each course). Students will also complete end-of-course evaluations that will provide valuable information for faculty on the content of courses. Second, students will be required to write comprehensive evaluation reports every



semester. These reports will be evaluated using a rubric to assess the students' knowledge of evaluation issues gained from their coursework and prepare them for their internship and work as Educational Diagnosticians. We will track the students' scores on that rubric and use the information to improve instruction in our courses. Third, students will develop a portfolio that will function as the capstone for the certificate. This will include documentation of their knowledge and skills on core content areas of the certificate program. It could include items such as comprehensive evaluation reports, scored assessment protocols, reflection papers, research papers, or other types of work samples that illustrate the student's competence in a core content area. Students' program of studies committees will review and evaluate the portfolios; this information will be tracked as a means of on-going evaluation of the certificate program. Finally, outcomes will be assessed by tracking the number of students choosing Option 1 who successfully complete the licensure exam for the NM PED's license in Educational Diagnosis. This will allow us to monitor the effectiveness of the certificate in preparing students for this exam.

#### ***4. Budgetary Impact***

---

##### ***a. How many faculty are necessary for program delivery and what are their qualifications?***

Four full-time faculty members in the Special Education Program at UNM will teach the core courses that make up the certificate program. These faculty members in the Special Education Program at UNM currently teach the courses that will make up the certificate program. The faculty members teaching the core and elective courses have extensive expertise in the content area in which they teach and in assessment, evaluation, and/or instructional planning for individuals with exceptionalities. All of the courses included in the certificate program are already part of the faculty's regular teaching load. These faculty members include:

- Margaret Collier, PhD, Assistant Professor of Special Education. Her research interests are assessment, design, and development of assessment measures, transition planning, response to intervention, and supporting struggling readers.
- Joanna Cosbey, PhD, OTR/L, Assistant Professor of Special Education. Her areas of interest and expertise are assessment and evaluation, social participation, and sensory processing disorders.
- Ruth Luckasson, JD, Distinguished Professor, Professor of Special Education. Her areas of expertise are legal rights and advocacy of persons with intellectual disability and professional leadership.
- Julia Scherba de Valenzuela, PhD, Associate Professor of Special Education. Her research interests are bilingual special education, and assessment and communication development among culturally and linguistically diverse populations.

In addition, students who choose Option 2 must take two elective graduate courses as part of their certificate program. Faculty who teach these are all fulltime members of the Special Education program at UNM and have extensive experience in their areas of expertise. These include:

- Susan Copeland, PhD, BCBA-D, Associate Professor of Special Education. Her research and teaching interest focus on developing instructional, social, and behavioral supports for individuals with significant disabilities within inclusive settings.
- Erin Jarry, PhD, Lecturer III. Her areas of focus are teacher preparation to support inclusive education, educational leadership to promote inclusive education, and collaborative teaching models.
- Liz Keefe, PhD, Associate Professor of Special Education. Her areas of focus are inclusive education, collaborative teaching models, and educational equity.
- Susan Kingsley, MEd, doctoral candidate, Lecturer in Special Education. Her research interests are in early identification and intervention of young children with behavior problems and evidence based practices in early childhood special education and pre-service teacher education.

- Veronica Moore, PhD, Lecturer III. Her areas of expertise are strategies for enhancing student empowerment and learning and supporting students in the Least Restrictive Environment.
- Elizabeth Nielsen, PhD, Associate Professor of Special Education. Her areas of expertise are teacher preparation in the area of gifted education, gifted students with disabilities, interdisciplinary education, strategies for critical and creative thinking, and students at-risk for school failure.
- Cathy Qi, PhD, Associate Professor of Special Education. Her areas of focus are Asperger's syndrome, autism spectrum disorders, and language and behavioral assessment for children from low-income families.
- Loretta Serna, PhD, Professor of Special Education. Her areas of expertise include teacher preparation for children and youth with emotional and behavioral disorders, self-determination and social behavior, instructional strategies for at-risk youth, applied behavioral analysis, and program evaluation.
- Trish Steinbrecher, PhD, Assistant Professor of Special Education. Her areas of interest are special education teacher quality and teacher effectiveness, high incidence disabilities, online technology in teacher education, and the use of quantitative statistical methods in large-scale and small-scale special education research.

***b. How will this program affect the workload of current faculty and support staff?***

This program will not affect the workload of current faculty and support staff because the courses, admission process, and advisement framework are already in place and have been for a number of years.

***c. Will additional faculty or staff be required? What is the cost?***



No additional faculty or staff will be required, as the courses, admission process, and advisement framework are already in place.

***d. What faculty and staff development services will be required?***

No additional faculty or staff development services will be required to implement the proposed certificate program.

***e. What impact will enrollments in the certificate program have on student support (GA & TA positions, scholarships, etc.)?***

The proposed certificate program will not create changes in needed student support. We do not anticipate requiring additional GA/TA positions. Students could apply for scholarships, but the number doing so would be consistent with the number currently applying, as the number of students served likely won't increase significantly. The purpose of this certificate is to allow students to more accurately reflect the coursework they are completing by being admitted to an appropriate graduate program and to more clearly communicate their high-quality education to the community, not to recruit additional students or expand the program.

***f. What technology, media, equipment and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost?***

No additional technology, media, equipment, or instructional supplies are needed to reach the learning outcomes of the proposed certificate. The resources needed are already available within the College of Education and the Special Education program.

***g. Are there any needs for additional or renovated space?***

Additional space is not required to implement the proposed certificate in *Educational Diagnosis*.

***h. What student support services are likely to be needed and to what extent (CAPS, Library, ITS, advising, etc.)? What is the estimated cost?***

As all of the courses in the program have been in existence for many years, there is no anticipated increase in any student support services. Students will continue to utilize the library, ITS, and the College of Education Writing Studio. All advising will continue to be completed by faculty within the UNM Special Education program. Additional support services will not be required. See Appendix E for the Library Impact Statement.

***i. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.***

Students will be expected to cover course fees of approximately \$60 per semester to cover the costs of consumable materials, including the assessment protocols that will be used in each of the courses. These materials are essential to the courses because they provide students with hands-on experiences administering, scoring, and interpreting the various assessments covered in the program. These course fees have been in place for at least the last several years and are used to ensure that the students have hands-on experiences and access to the most current assessment instruments. The internship will have a higher course fee to reflect the cost of supervising students completing field-based experiences. This fee will be consistent with the course fees paid by students completing student teaching.

## ***5. Accreditation Plan***

---

***a. How does the program affect any existing accreditation and licensure requirements?***

The implementation of the certificate program in Educational Diagnosis will not affect existing accreditation or licensure requirements.

***b. If new accreditation is required, describe the accreditation process and the expenses involved.***

N/A

## ***6. Additional Information***

---

### ***a. Provide any additional information needed to make the case for development of a proposal.***

We recognize that the University is not currently in a period of growth. However, this proposed Transcribed Certificate in *Educational Diagnosis* does not represent growth for the UNM Special Education Program. Our students are currently completing the coursework included in this certificate, but are not receiving documentation on their transcripts that clearly communicates the scope and depth of their work. This proposal represents a way to package existing offerings, using the same structure that students are currently working under, to provide them with transcribed documentation of this work without leading to any type of growth or new development within the UNM Special Education Program.

In addition, to determine whether or not there was a perceived need for this transcribed certificate, informal interviews were conducted to obtain information from statewide stakeholders, including school districts, regional education cooperatives, advocacy agencies, legal experts in the area of education, and others. Throughout these interviews, the respondents voiced support for a Transcribed Certificate in *Educational Diagnosis* offered through UNM. Some of the comments that were made in support of advanced graduate-level coursework related to educational diagnosis indicate the following themes:

1. Currently, a significant majority of the due process hearings in educational settings throughout the state have a crucial element related to evaluation, assessment, and/or eligibility determination, with an estimate from the New Mexico Public Education Department suggesting that at least 95% of all of the legal cases concerning students with disabilities involve issues related to assessment;



2. New Mexico has a definite need for a venue through which currently licensed professionals in the areas of Educational Diagnosis and/or School Psychology can obtain advanced continuing professional development;
3. Transcribed documentation of graduate-level coursework in the area of educational diagnosis would facilitate communication regarding qualifications and expertise with the state, school districts, communities, and families.

Specifically, the Chair of the Developmental Disabilities Planning Council, Liz Thompson, indicated that the council acknowledges that a Graduate Certificate in *Educational Diagnosis* "would contribute to a much-needed service for students with disabilities," and Jan Winslow, representing Parents Reaching Out, indicated that high quality assessment is a very important factor in the delivery of services for those students needing special services.

*Appendix A: UNM Special Education Program Coursework Plan that is Approved by the NM Public Education Department to Meet Licensure Requirements for Educational Diagnosticians*

LLSS 556: First and Second Language Development OR SPCD 560: Introduction to Multicultural/Bilingual Special Education (3 credit hours)

SPCD 561L: Educational Diagnosis: Diagnostic Assessment of Young Children (3 credit hours)

SPCD 563L: Educational Diagnosis: Multidisciplinary Collaboration for Diagnostic Assessment (3 credit hours)

SPCD 564L: Educational Diagnosis: Introduction to Assessment for Eligibility for Special Education Supports (3 credit hours)

SPCD 566L: Educational Diagnosis: Differential Diagnosis I (3 credit hours)

SPCD 567L: Educational Diagnosis: Differential Diagnosis II (3 credit hours)

SPCD 568L: Educational Diagnosis: Diagnostic Assessment of Culturally and Linguistically Diverse Student (3 credit hours)

SPCD 569L: Educational Diagnosis: Clinical Internship (6 credit hours)

SPCD 596L: Educational Diagnosis: Advanced Application of Skills (3 credit hours)

*Appendix B: Sample Coursework Plans for Graduate Students Pursuing a Transcribed Certificate in Educational Diagnosis (Option 1) in Conjunction with Another Graduate Program*

1. MA in Special Education (Concentration I) + Graduate Certificate in *Educational Diagnosis* (Option 1) + Special Education Teaching License
2. MA in Special Education (Concentration I) + Graduate Certificate in *Educational Diagnosis* (Option 1)
3. MA in Special Education (Concentration II) and Graduate Certificate in *Educational Diagnosis* (Option 1) + Special Education Teaching License
4. MA in Special Education (Concentration II) + Graduate Certificate in *Educational Diagnosis* (Option 1)

**Scenario 1:** MA in Special Education (Concentration I) and Graduate Certificate in *Educational Diagnosis* (Option 1) for Student also Pursuing a Special Education Teaching License

Course	Existing MA in Concentration 1	Graduate Certificate in <i>Educational Diagnosis</i> (Option 1)
SPCD 501	Prerequisite	
SPCD 504	Core	
SPCD 505	Core	
SPCD 507	Core	
SPCD 510	Core	
SPCD 511, 524, or 525	Core	
SPCD 519	Core	
SPCD 520	Prerequisite	
SPCD 527	Core	
SPCD 552	Core	
SPCD 583	Core	
SPCD 584	Core	
SPCD 560 or LLSS 556	Elective	Prerequisite
SPCD 561L	Elective	Prerequisite
SPCD 563L	Elective	Prerequisite
SPCD 564L		Prerequisite
SPCD 566L		Core
SPCD 567L		Core
SPCD 568L		Core
SPCD 569L		Core
SPCD 596L		Core
Culminating Experience	Comprehensive Exam	Portfolio
<b>Total Hours</b>	39 (+ 6 prerequisites)	18 (+ 12 prerequisites, including 9 completed in MA)
<b>Total</b>	66 hours	

**Scenario 2:** MA in Special Education (Concentration I) and Graduate Certificate in *Educational Diagnosis* (Option 1) for Student Not Pursuing a Special Education Teaching License



Course	Existing MA in Concentration 1	Graduate Certificate in <i>Educational Diagnosis</i> (Option 1)
SPCD 501	Prerequisite	
SPCD 505	Core	
SPCD 507	Core	
SPCD 510	Core	
SPCD 511, 524, or 525	Core	
SPCD 519	Core	
SPCD 520	Prerequisite	
SPCD 527	Core	
SPCD 552	Core	
SPCD 587	Elective	
SPCD 560 or LLSS 556	Elective	Prerequisite
SPCD 561L	Elective	Prerequisite
SPCD 563L	Elective	Prerequisite
SPCD 564L	Elective	Prerequisite
SPCD 566L		Core
SPCD 567L		Core
SPCD 568L		Core
SPCD 569L		Core
SPCD 596L		Core
Culminating Experience	Comprehensive Exam	Portfolio
<b>Total Hours</b>	36 (+ 6 prerequisites)	18 (+ 12 prerequisites completed in MA)
<b>Total</b>		60 hours

**Scenario 3: MA in Special Education (Concentration II) and Graduate Certificate in *Educational Diagnosis* (Option 1) for Student also Pursuing a Special Education Teaching License**

Course	Existing MA in Concentration II	Graduate Certificate in <i>Educational Diagnosis</i> (Option 1)
SPCD 501	Prerequisite	
SPCD 502	Prerequisite	
SPCD 503	Core	
SPCD 504	Core	
SPCD 505	Core	
SPCD 506	Core	
SPCD 508	Core	
SPCD 513	Core	
SPCD 514	Core	
SPCD 517	Core	
SPCD 518 or 519	Core	
SPCD 534	Core	
SPCD 593: Reading	Core	
SPCD 530, 540, 550, or 570	Elective	
SPCD 532, 542, 551, or 576	Elective	
SPCD 554, 574, or 510	Elective	
SPCD 560 or LLSS 556		Prerequisite
SPCD 561L		Prerequisite
SPCD 563L		Prerequisite
SPCD 564L		Prerequisite
SPCD 566L		Core
SPCD 567L		Core
SPCD 568L		Core
SPCD 569L		Core
SPCD 596L		Core
Culminating Experience	Comprehensive Exam	Portfolio
<b>Total Hours</b>	<b>42 (+ 6 prerequisites)</b>	<b>18 (+ 12 prerequisites)</b>
<b>Total</b>		<b>78 hours</b>

**Scenario 4: MA in Special Education (Concentration II) and Graduate Certificate in Educational Diagnosis (Option 1) for Student Not Pursuing a Special Education Teaching License**

Course	Existing MA in Concentration II	Graduate Certificate in Educational Diagnosis (Option 1)
SPCD 501	Prerequisite	
SPCD 502	Prerequisite	
SPCD 503	Core	
SPCD 505	Core	
SPCD 508	Core	
SPCD 513	Core	
SPCD 517	Core	
SPCD 518	Core	
SPCD 534	Core	
SPCD 530, 540, 550, or 570	Elective	
SPCD 532, 542, 551, or 576	Elective	
SPCD 554, 574, or 510	Elective	
SPCD 560 or LLSS 556	Elective	Prerequisite
SPCD 561L	Elective	Prerequisite
SPCD 563L	Elective	Prerequisite
SPCD 564L	Elective	Prerequisite
SPCD 566L		Core
SPCD 567L		Core
SPCD 568L		Core
SPCD 569L		Core
SPCD 596L		Core
Culminating Experience	Comprehensive Exam	Portfolio
<b>Total Hours</b>	<b>42 (+ 6 prerequisites)</b>	<b>18 (+ 12 prerequisites completed in MA)</b>
<b>Total</b>	<b>66 hours</b>	



*Appendix C: At-A-Glance Overview of Coursework Requirements for Students Pursuing a Graduate Certificate in Educational Diagnosis in Conjunction with Another Graduate Degree in Special Education*

---

<b>Existing Graduate Program in Special Education</b>	<b>Current Number of Credit Hours Required to Complete Graduate Program</b>	<b>Number of Credit Hours Required to Complete Graduate Program <u>AND</u> Graduate Certificate in Educational Diagnosis (Option 1)</b>	<b>Number of Credit Hours Required to Complete Graduate Program <u>AND</u> Graduate Certificate in Educational Diagnosis (Option 2)</b>
MA in Special Education (Concentration I) with Special Education Licensure	45 hours (39 hours + 6 prerequisites)	66 hours	N/A*
MA in Special Education (Concentration I) without Special Education Licensure	42 hours (including 6 prerequisites)	60 hours	N/A*
MA in Special Education (Concentration II) with Special Education Licensure	54 hours (including 6 prerequisites)	78 hours	N/A*
MA in Special Education (Concentration II) without Special Education Licensure	48 hours (including 6 prerequisites)	66 hours	N/A*
PhD in Special Education	The PhD is an individualized program of study, so the coursework requirements for a student completing a PhD in conjunction with a Graduate Certificate in Educational Diagnosis would depend upon this individualized plan.		

\* Note: Students pursuing the Graduate Certificate in Educational Diagnosis would already hold a Masters degree and, as such, would typically be unlikely to pursue this certificate in conjunction with an MA in Special Education.

## *Appendix D: New Mexico Public Education Department Licensure Requirements for Educational Diagnosticians*

---

**TITLE 6            PRIMARY AND SECONDARY EDUCATION**  
**CHAPTER 63       SCHOOL PERSONNEL - LICENSURE REQUIREMENTS FOR ANCILLARY AND**  
**SUPPORT PERSONNEL**  
**PART 4             LICENSURE IN EDUCATIONAL DIAGNOSIS PRE K-12**

**6.63.4.1            ISSUING AGENCY:** Public Education Department (PED)  
[6.63.4.1 NMAC - Rp, 6.63.4.1 NMAC, 11-30-05; A, 06-15-09]

**6.63.4.2            SCOPE:** All persons seeking licensure in educational diagnosis.  
[6.63.4.2 NMAC - Rp, 6.63.4.2 NMAC, 11-30-05]

**6.63.4.3            STATUTORY AUTHORITY:** Sections 22-2-1, NMSA 1978, 22-2-2, NMSA 1978, and 22-10A-17 NMSA 1978.  
[6.63.4.3 NMAC - Rp, 6.63.4.3 NMAC, 11-30-05; A, 06-30-06]

**6.63.4.4            DURATION:** Permanent  
[6.63.4.4 NMAC - Rp, 6.63.4.4 NMAC, 11-30-05]

**6.63.4.5            EFFECTIVE DATE:** November 30, 2005, unless a later date is cited in the history note at the end of a section.  
[6.63.4.5 NMAC - Rp, 6.63.4.5 NMAC, 11-30-05]

**6.63.4.6            OBJECTIVE:** This rule establishes the licensure requirements for persons seeking licensure in educational diagnosis.  
[6.63.4.6 NMAC - Rp, 6.63.4.6 NMAC, 11-30-05; A, 06-30-06]

**6.63.4.7            DEFINITIONS:**

A. "Level 1 licensure" means a provisional license in educational diagnosis granted for five (5) years. The license is nonrenewable unless the license holder verifies to the PED that they have not worked using the license during its effective dates and provides evidence of current employment as an educational diagnostician.

B. "Level 2 licensure" means a renewable nine (9) year license in educational diagnosis awarded after successful completion of at least three (3) full school years at level 1 educational diagnostician licensure and including documentation of professional development requirements and verification by the superintendent or the governing authority of a private school or state institution that the individual is meeting level 1 competencies and is capable of demonstrating the competencies at level 2.

C. "Level 3 licensure" means a renewable nine (9) year license in educational diagnosis awarded after successful completion of at least three (3) full school years at level 2 educational diagnostician licensure and including documentation of completion of supervised experience requirements and verification by the superintendent or the governing authority of a private school or state institution that the individual is meeting level 2 competencies and is capable of demonstrating the competencies at level 3.

D. "Supervision for an entry-level educational diagnostician" means a level 1 educational diagnostician will be required to have a minimum of one-hour per week individual supervision with a level 3 licensed educational diagnostician.

E. Satisfactory experience means the individual has:

(1) satisfactorily carried out the duties and responsibilities of the position as verified by the superintendent or the governing authority of a private school or state institution, and

(2) satisfactorily met the quality of the practice of educational diagnosis and professional responsibilities as reported by the supervising educational diagnostician.

F. "New Mexico diagnostician examination" means a comprehensive examination that evaluates the knowledge and competencies which must be passed no later than the end of the first year of level 1 licensure.

G. "Full school year" means a minimum of 160 days in a school year or 480 days over multiple school years or equivalent number of days in school districts on alternative schedules of full-time or part-time educational diagnostician work, including summer work in a variety of educational settings. An equivalent number of hours may be accepted for those educational diagnosticians who do not work every day.  
[6.63.4.7 NMAC - Rp, 6.63.4.7 NMAC, 11-30-05; A, 06-30-06; A, 06-15-09]

**6.63.4.8            REQUIREMENTS FOR PERSONS SEEKING LEVEL 1 EDUCATIONAL DIAGNOSIS LICENSURE:** All persons who perform services in educational diagnosis in public schools or in those special state-supported schools within state agencies, must hold a valid, educational diagnosis licensure issued by the PED. Persons seeking level 1 licensure in educational diagnosis pursuant to the provisions of this rule shall meet the following requirements:

A. bachelor's degree and master's degree from a regionally accredited college or university; and

B. 30 graduate hours, which may be completed as a part of the master's degree program or in addition to the master's, meeting the applicable program requirements as follows:

(1) the 30 graduate hours, if awarded by a New Mexico college or university, must be from an educational diagnostic or school psychology program approved by the PED and include an internship as follows:

(a) 240 hours, if the applicant began a program in education diagnosis prior to July 1, 2006;

(b) 300 hours, if the applicant began a program in education diagnosis on or after July 1, 2006; or

(2) the 30 graduate hours awarded by a college or university outside New Mexico must be from an educational diagnostic or school psychology program accepted by the PED and include an internship as provided in Paragraph (1) of Subsection B of 6.63.4.8 NMAC; and

(3) all persons previously licensed as educational diagnosticians or special education teachers may substitute two years of verified, successful employment as educational diagnosticians or special education teachers for these requirements if a diagnostic internship was not part of their educational program; and

C. background experience to be met by:



- (1) holding a valid New Mexico teaching license, counseling license, or professional licensure in another area of instructional support; or
  - (2) demonstrating three (3) years of documented, verified satisfactory experience in one or a combination of the following areas: work in community-based programs serving children or adults with special needs or developmental disabilities; mental health work related to educational diagnosis; clinical practice related to educational diagnosis; vocational evaluation; or teaching; and
- D. a candidate who applies for licensure as an educational diagnostician on or after the September, 2007 administration of the PED's specialty area licensure examinations shall take and pass the content knowledge assessment for educational diagnostician as stated in 6.60.5.8 NMAC, or hold national certification from the national association of school psychologists (NASP) or from the council for educational diagnostician services (CEDS) prior to the issuance of the license.
- [6.63.4.8 NMAC - Rp, 6.63.4.8 NMAC, 11-30-05; A, 06-30-06; A, 06-15-09]

**6.63.4.9 REQUIREMENTS FOR PERSONS SEEKING LEVEL 2 EDUCATIONAL DIAGNOSIS LICENSURE:** Persons seeking level 2 educational diagnosis licensure shall meet the following requirements:

- A. hold a valid level 1 license in education diagnosis for at least three (3) full school years; and
  - B. demonstrate the educational diagnostician competencies as verified by the superintendent or the governing authority of a private school or state institution; and
  - C. satisfactory completion of 1200 hours of supervised experience as an educational diagnostician (i.e., minimum of 400 internship hours and 800 post internship supervised hours in a school-related setting).
- [6.63.4.9 NMAC - Rp, 6.63.4.9 NMAC, 11-30-05; A, 06-15-09]

**6.63.4.10 REQUIREMENTS FOR PERSONS SEEKING LEVEL 3 EDUCATIONAL DIAGNOSIS LICENSURE:** Persons seeking level 3 educational diagnosis licensure shall meet the following requirements:

- A. hold a valid level 2 license in education diagnosis for at least three (3) full school years; and
  - B. demonstrate the educational diagnostician competencies as verified by the superintendent or the governing authority of a private school or state institution;
  - C. successfully complete 600 hours of mentorship in educational diagnosis in a school-related setting.
- [6.63.4.10 NMAC - N, 11-30-05; A, 06-15-09]

**6.63.4.11 REFERENCED MATERIAL:** Competencies for educational diagnosticians

- A. Professional knowledge required for the preparation of educational diagnosticians for all licensure levels:
  - (1) Professional demeanor:
    - (a) demonstrate knowledge of models and strategies of consultation and collaboration;
    - (b) demonstrate knowledge of roles of individuals with exceptional learning needs, families, and school, community personnel in planning of an individualized program;
    - (c) describe issues and problems faced by parents of exceptional children;
    - (d) demonstrate knowledge of culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, and school personnel, and community members;
    - (e) demonstrate knowledge of common service delivery models;
    - (f) demonstrate knowledge of state rules and federal regulations and ability to communicate these rules and regulations and due process rights to parents, teachers, and other professionals (eg., IDEA, Individuals With Disabilities Education Act), Section 504 of the Rehabilitation Act; New Mexico Standards for Excellence, and the No Child Left Behind Act;
    - (g) demonstrate knowledge of community resources available to parents;
    - (h) demonstrate knowledge of and ability to describe rationale for least restrictive environment considerations;
    - (i) demonstrate knowledge of and need for related services and related service delivery options;
    - (j) demonstrate skill in making recommendations to facilitate integration into the general education curriculum.
  - (2) Development and characteristic of learners:
    - (a) demonstrate knowledge of exceptionalities and ability to define/discuss them:
      - (i) exceptionalities and eligibility criteria as delineated in federal, state, and local regulations;
      - (ii) general nature and etiology of disabilities and learning styles of students with various disabilities;
    - (b) demonstrate knowledge of the range of individual abilities within categories of exceptionalities and:
      - (i) typical and atypical human growth and development in the areas of motor, language, social-emotional, and cognitive development;
      - (ii) educational implications of characteristics of various exceptionalities;
      - (iii) describe current theories of learning;
    - (c) demonstrate awareness of the following medical variables:
      - (i) common medical syndromes (and their characteristics) that impact learning;
      - (ii) etiology of common medical syndromes;
      - (iii) effects of various medications on individuals with exceptional learning needs.
  - (3) Culturally and linguistically diverse populations:
    - (a) demonstrate knowledge and sensitivity to address linguistic, cultural, social, and ethnic values and attitudes of diverse populations;
    - (b) identify characteristics and needs as related to cultural and linguistic differences;
    - (c) demonstrate skills in selecting and administering appropriate assessment instruments;
    - (d) demonstrate skill in utilizing language background, language dominance and language proficiency in the assessment process;
    - (e) demonstrate understanding of the impact of acculturation on learning and language acquisition;
    - (f) demonstrate knowledge of variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling;



- (g) demonstrate knowledge of teaching strategies addressing learning styles and learning needs of children from culturally and linguistically diverse backgrounds.
- (4) Assessment/evaluation:
  - (a) demonstrate skills and knowledge in the screening, referral, and evaluation process for preschool through post-secondary levels;
  - (b) demonstrate skills in selecting, administering, scoring and interpreting a variety of assessments in the following areas: cognitive, achievement, processing, creativity/divergent thinking, critical thinking/problem solving, language, social-emotional behavior, adaptive behavior, and vocational aptitude, ability and interests;
  - (c) demonstrate skills in formal and informal observational techniques of data collection.
- (5) Demonstrate knowledge and application of psychometric theory and descriptive statistics necessary for interpretation of psycho-educational measures to include: reliability, validity, standardization, error of measurement, and test bias.
- (6) Demonstrate ability to keep accurate and detailed records of assessment and related proceedings.
- (7) Demonstrate ability to select or modify appropriate assessment procedures and instruments to ensure non-biased results:
- (8) Demonstrate ability to use assessment results in making recommendations for eligibility, instruction, accommodations and transition as part of IEP development.
- (9) Demonstrate skill in considering assessment information for exiting from special education services.
- (10) Psycho-educational diagnostic report:
  - (a) demonstrate ability to prepare professional, understandable reports consistent with acceptable professional standards and official guidelines;
  - (b) demonstrate skill in preparing and presenting comprehensive report information keyed to the individual student's needs and parent's level of understanding including:
    - (i) background information which includes developmental history, educational/school history, language proficiency, and screening results;
    - (ii) assessment information including past evaluations, current test information, any variation from test administration and or standardization, and summaries of strengths and weaknesses;
    - (iii) related services evaluations, results, and recommendations;
    - (iv) individualized recommendations for eligibility, instruction, accommodations, and transition, based on assessment results;
    - (v) provision of explanation and copy of the psycho-educational diagnostic report to the parent/guardian;
    - (vi) use of multidisciplinary team processes in development of individual education plans.
- B. professional and ethical practice for levels 1, 2, and 3 educational diagnosticians:
  - (1) maintain a professional demeanor as defined in local education agency policy;
  - (2) maintain professional codes of conduct and ethics;
  - (3) demonstrate knowledge of the scope and role of an educational diagnostician;
  - (4) demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis;
  - (5) demonstrate knowledge of confidentiality issues and rules.
- C. Multicultural competencies for levels 1, 2, and 3 educational diagnosticians:
  - (1) demonstrate knowledge of cultural and linguistic issues in evaluation, assessment, and intervention techniques;
  - (2) demonstrate skills in interpreting and communicating evaluation results within a cultural and linguistic context;
  - (3) exhibit knowledge of the techniques in multicultural assessment and interventions.

[6.63.4.11 NMAC - Rp, 6.63.4.11 NMAC, 11-30-05; A, 06-30-06; A, 06-15-09]

**6.63.4.12 IMPLEMENTATION:** All persons holding a valid New Mexico license in educational diagnosis on the filing date of this rule shall be entitled to licensure in educational diagnosis at the same level that they hold on that date. Such licensure may be further continued pursuant to this rule.

[6.63.4.12 NMAC - Rp, 6.63.4.10, NMAC, 11-30-05]

#### **HISTORY OF 6.63.4 NMAC:**

**PRE-NMAC HISTORY:** The material in this part was derived from that previously filed with the State Records Center and Archives under SBE Regulation No 76-25 Certification for Educational Diagnosticians, filed January 20, 1977; SBE Regulation No. 88-3 Licensure in Educational Diagnosis, filed April 13, 1988.

#### **HISTORY OF REPEALED MATERIAL:**

6.63.4 NMAC, Licensure in Educational Diagnosis, filed 3-14-01 - Repealed effective 12-30-02.

6.63.4 NMAC, Licensure in Educational Diagnosis, filed 12-17-02 - Repealed effective 11-30-05

### *Appendix E: Library Impact Statement*

---

RE: Transcribed Graduate Certificate in Educational Diagnosis

Date: September 10, 2011

From: Steven R. Harris, University Libraries, Director of Collections & Acquisitions Services

University Libraries provides on-going support for the research and teaching needs of the Dept. of Educational Specialties, including Special Education. The collections include extensive holdings for many aspects of special education, including educational tests, assessment, and measurement. Because the curriculum for the certificate program already exists, the UL does not anticipate any difficulty in providing significant support. In addition to routine purchases in this area, the library has also adopted a "Purchase on Request" policy, allowing faculty members to request specific purchases to support faculty or student needs. Any additional needs can be met through this program. The librarian for the College of Education is Christina Desai (505-277-6243, [cdesai@unm.edu](mailto:cdesai@unm.edu)).