Educational Diagnostician

Admission Requirements:

- Fulfill all requirements set forth by the Graduate School
- Hold a valid teaching certificate*
- Bachelor’s degree
- 2.75 or higher GPA**
- Deadlines for Admission are: August 1 (fall); December 1 (spring); and May 1 (summer).

*Applicants pursuing admission into the Educational Diagnostician Program who reside in states other than Texas are required to secure a teaching certificate issued by the Texas Education Agency (TEA) in order to sit for the state Educational Diagnostician Certification Exam and practice as an Educational Diagnostician in the state of Texas. Applicants who chose to pursue certification/licensure are encouraged to contact their education agency to ensure this program meets their state’s requirements.

** Applicants with a GPA below 2.75 will be required to take the GRE and perform at or above a score equivalent to a 2.75 GPA on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE® (Graduate Record Examinations) revised General Test. The State Board for Educator Certification will use equivalency scores established by the Educational Testing Service, and the Texas Education Agency (TEA) will publish equivalency scores annually on the TEA website. Applicants with a GPA below 2.75 will be reviewed on a case by case basis and may be deferred to a later admission date.

Trademark Outcome: Engage in collaboration with stakeholders to improve outcomes for students in assessment and classroom settings.

Standards Used:
  - Council for Exceptional Children (CEC)
    - Advanced Specialty Set: Special Education Diagnostician Specialist (SEDS)

Performance Skills

The Candidate can:

Phase One

- **SEDS.7.S1 Collaboration** - Communicate with team members to determine assessment needs
- **SEDS.3.K4 – Programs, Services, and Outcomes** – Characteristics of individuals with exceptional learning needs that affect the development of programs and services

Phase Two

- **SEDS.7.S1 – Collaboration** - Communicate with team members to determine assessment needs
- **SEDS.7.S2 – Collaboration** - Communicate with team members to review assessment results
- **SEDS.7.S4 – Collaboration** - Assist teachers in interpreting data including large scale and individual assessments
- **SEDS.1.S3 – Assessment** – Assess basic academic skills formally and informally
- **SEDS.1.S4 – Assessment** – Select, administer, and score assessment instruments accurately
Phase Three

- **SEDS.1.S5 - Assessment** – Analyze error patterns
- **SEDS.5.K4 – Leadership and Policy** – Models, theories, and philosophies that form the basis of assessment
- **SEDS.1.S6 – Assessment** – Prepare comprehensive assessment reports
- **SEDS.1.S10 – Assessment** – Use progress monitoring data to develop and revise individual goals
- **SEDS.1.S8 – Assessment** – Select accommodations and modification based on assessment results
- **SEDS.7.S2 Collaboration** – Communicate with team members to review assessment results.
- **SEDS.7.S4 - Collaboration** – Assist teachers in interpreting data, including large-scale and individual assessments

### Program of Studies for Professional Educational Diagnostician

#### Master’s Degree with Certification

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>EDSP 5301</th>
<th>Educational Appraisal of Exceptional Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDSP 5303</td>
<td>Applied Behavior Analysis in Special Education</td>
</tr>
<tr>
<td></td>
<td>EDSP 5304</td>
<td>Instructional Strategies for Teaching Students with High Incidence Disabilities</td>
</tr>
<tr>
<td></td>
<td>EDSP 5306</td>
<td>Instructional Strategies for Teaching Students with Low Incidence Disabilities</td>
</tr>
<tr>
<td></td>
<td>EDSP 5307</td>
<td>Problems and Trends in Special Education</td>
</tr>
<tr>
<td></td>
<td>EDSP 5308</td>
<td>Authentic Assessment for Students with Exceptionalities</td>
</tr>
<tr>
<td></td>
<td>EDSP 5330</td>
<td>Children and Youth with High Incidence Disabilities</td>
</tr>
<tr>
<td></td>
<td>EPSY 5331</td>
<td>Human Development in Education</td>
</tr>
<tr>
<td></td>
<td>EDSP 5093</td>
<td>Internship in Special Education</td>
</tr>
<tr>
<td></td>
<td>EDSP 5396</td>
<td>Standardized Cog/Ach Assessment</td>
</tr>
<tr>
<td></td>
<td>EDSP 5094</td>
<td>Advanced Internship in Special Education</td>
</tr>
<tr>
<td>Educational Diagnostician Master’s Degree ONLY</td>
<td>EPSY 5379</td>
<td>Introduction to Educational Research</td>
</tr>
</tbody>
</table>

Total of 36 semester hours for Master’s Degree
Total of 33 semester hours for Certification Only
## Scope and Sequence for Educational Diagnostician

<table>
<thead>
<tr>
<th>Phase 1: Communication</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5303: ABA in Special Education</td>
<td><strong>EDSP 5307:</strong> Collaborative consultation methods</td>
<td>EDSP 5330: High Incidence characteristics</td>
<td></td>
<td></td>
<td>P1 Assessment: Communication skills mastery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 2: Plan and Implement Intervention</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5301: Educational Appraisal</td>
<td>EDSP 5304: High Incidence Instructional Methods</td>
<td>EDSP 5306: Low Incidence Instructional Methods</td>
<td><strong>EDSP 5308:</strong> Authentic Assessment</td>
<td></td>
<td>P2 Assessment: Plan &amp; implement mastery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3: Evaluate and monitor progress</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>A&amp;Es</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 5093: Internship</td>
<td>EDSP 5096: Standardized Cog/Ach Assessment</td>
<td>EDSP 5094: Advanced Internship</td>
<td></td>
<td></td>
<td>P3 Assessment: Evaluates intervention results and monitors progress</td>
</tr>
</tbody>
</table>

**End of Phase Assessment**

Upon admittance candidates will receive a suggested course sequence. Candidates are not required to follow the suggested course sequence with the exception of EDSP 5093, EDSP 5396, and EDSP 5094.

- The Phase 3 End of Phase Assessment (Comprehensive Examination Project) is taken during the last semester of coursework.

- EDSP 5093/EDSP 5396/ EDSP 5094 – EDSP 5093 is a Prerequisite to EDSP 5396 and EDSP 5094. EDSP 5396 is a Prerequisite to EDSP 5094 (EDSP 5094 will be taken during your last full semester of coursework). All three courses are only available in the Fall/Spring semesters.

- EDSP 5093, EDSP 5396, and EDSP 5094 – Coursework includes administration of formal assessments (Woodcock-Johnson, Wechsler, and Kaufman). A limited number of test kits are available from TTU, therefore, you are encouraged to obtain test kits locally. Test kits cannot be mailed out of state/country. Candidates who do not follow the test kit return policy, or candidates residing out of state/country are required to obtain test kits locally to fulfill course requirements.

- Candidates earning the grade of C or lower for any course(s) required for certification must attend a mandatory meeting with the faculty advisor(s) before continuation in the program. A grade of “B” or higher in EDSP 5093, EDSP 5396 and EDSP 5094 is required for approval to sit for the TExES Educational Diagnostician examination (153).
The Practicum experience included in EDSP 5094 must be completed in a school accredited by the Texas Education Agency (TEA) in order to practice as an educational diagnostician in the state of Texas. Candidates are responsible for locating and securing a Practicum Site and an Educational Diagnostician willing to serve as a Site Supervisor. TTU does not arrange for a Practicum Site or Site Supervisor. If the candidate cannot arrange for a Texas Education Agency (TEA) approved site and site supervisor, the candidate will not be able to complete the Master’s Educational Diagnostician Program or state certification.

Educational Diagnostician Certification requires successful completion of an educational diagnostician preparation program, successful completion of the TExES Educational Diagnostician examination (153), Master’s Degree, 2 creditable years of teaching experience as a classroom teacher, and a valid (Texas) teaching certificate.

Candidates are encouraged to sit for the TExES Educational Diagnostician Exam (153) upon receiving release from TTU to do so. Candidates who do not complete the TExES Educational Diagnostician Exam (153) within one year after graduation will be required to repeat EDSP 5094.

Candidates who fail the TExES Educational Diagnostician Exam (153) will be required to complete remediation as prescribed by the Educational Diagnostician faculty. After the third failed attempt the candidate will be required to complete EDSP 7000 (1 credit hour) to receive intensive remediation in deficit areas prior to being approved to retake the exam. TEA limits candidates to a limit of five attempts to take a certification test. The five attempts include the first attempt to pass the examination and four retakes.

**Master’s Comprehensive Examination Project:**

Standards Used:
Council for Exceptional Children (CEC)
- Advanced Specialty Set: Special Education Diagnostician Specialist (SEDS)

**Comprehensive Examination Project**

1. Register electronically with the College of Education Graduate Office for the Comprehensive Examination Project.

2. Candidates must contact their advisor to request the Comprehensive Examination Project description not more than two weeks prior to the COE Comprehensive Examination due date.

3. Submit your Intent to Graduate electronically with the Graduate School.

4. Candidates are required to develop a comprehensive Full Individual Evaluation (FIE) based on assessment data provided and report the results and recommendations to a group of stakeholders during a collaborative Mock ARD meeting. You have practiced for this project.
across all required program coursework. NOTE: You may NOT use or duplicate a previously
submitted project or assignment as your Comprehensive Examination Project.

5. Candidate will be provided with an FIE template and assessment data. The candidate will
identify at least two stakeholders for the Mock ARD meeting. The stakeholders will portray
the role of a parent and a teacher,
The following steps must be included:
 a) The candidate will use the data provided to write a Full Individual Evaluation (FIE)
using the template provided.
The FIE will include all required parts of an FIE including interpretation of the
assessment scores, recommendations for eligibility, instructional strategies, and
accommodations.
b) The completed FIE report will be reviewed in a collaborative Mock ARD with the
volunteer parent and teacher
c) The Mock ARD will be videotaped (15-20 min.) and the rubric timestamped for each
demonstrated rubric objective.

6. Complete the Comprehensive Examination Project by gathering data to demonstrate mastery
of the following goals as addressed on the Comprehensive Examination Project rubric:
 a) **SEDS.7.S2 Communicates** with team members to review assessment results
 b) **SEDS.1.S6 Prepare comprehensive assessment reports** using the collaborative
consultation process
 c) **SEDS.1.S8 Evaluation**-Use assessment data to develop instructional
 recommendations and research-based interventions

7. Steps for Completion of the Comprehensive Examination:
 a) Submit the finished project to College of Education (COE) Graduate School
Coordinator and your graduate advisor by the Comprehensive Examination Project
due date for the semester.
   i. **15-20 min. Video.** Provide direct visual evidence of the candidate’s mastery
      of rubric skills.
   ii. **FIE Report**
 b) The YouTube link to the Mock ARD video (15-20 min.) timestamping the evidence
of mastery for each of the skills found on the rubric provided.
   i. **Instructions to submit Videos via Unlisted You – Tube**
      1. First, you must register for your own YouTube account. (http://www.youtube.com).
         Click on “Sign In” and then “Create an Account.” Follow the instructions to set up a
         YouTube account.
         After you have recorded your video, you need to upload it to YouTube.
2. You will be asked to give a title, description, tags (education, consulting, etc) and a category.
3. Then it will ask you how you want to publish it. The options are Public (everyone sees) Unlisted (only those with a link can view) and then Private - only you can view it.
4. Select "UNLISTED."
5. After it is uploaded to YouTube, you go to "My Videos" and click on the video that you want to share. There is a share button. When you click it, you will be given a URL that you can copy and paste into an email, Blackboard, etc. Only people with that URL can view your video. It is not “searchable” on YouTube.

c) Submit the finished project to College of Education (COE) Graduate School Coordinator and your graduate advisor by the Comprehensive Examination Project due date for the semester.

The grade is Pass/Fail for the Comprehensive Examination Project using the Rubric ratings of at least two faculty members. Ratings must average overall a Minimal/Acceptable or above to receive a Pass for the project.

**Important:** You must file with the Graduate School an intent to graduate and application to take the Master’s Comprehensive Exam. You will receive an email notice from the COE Graduate School Coordinator containing instructions pertaining to graduation requirements prior to your final semester.

**P 3 Comprehensive Examination Project Rubric**

**Trademark Outcome:** Engage in collaboration with stakeholders to improve outcomes for students in assessment and classroom settings.

<table>
<thead>
<tr>
<th>Subskill</th>
<th>Meets/Exceeds Expectations -5</th>
<th>4</th>
<th>Minimal/Acceptable Expectation -3</th>
<th>2</th>
<th>Unacceptable-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEDS.7S2 Communicate with team members to review assessment results</strong></td>
<td>__Clearly communicates assessment results in an objective manner</td>
<td></td>
<td>__Somewhat clearly states assessment results in objective manner</td>
<td></td>
<td>__Does not clearly communicate assessment results in objective manner</td>
</tr>
<tr>
<td></td>
<td>__Always provides direct feedback to member questions/concerns</td>
<td></td>
<td>__Provides acceptable feedback to member questions/concerns</td>
<td></td>
<td>__Does not provide acceptable feedback to member questions/concerns</td>
</tr>
<tr>
<td></td>
<td>__Always keeps meeting focus on student evaluation and planning</td>
<td></td>
<td>__Keeps group focused on student evaluation and planning most of the time</td>
<td></td>
<td>__Does not keep group focused on student evaluation</td>
</tr>
<tr>
<td>SEDS.1.S6</td>
<td>Prepare comprehensive assessment reports using the collaborative consultation process</td>
<td>SEDS. 1.S8 Evaluation- Use assessment data to develop instructional recommendations and research-based interventions</td>
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</tr>
<tr>
<td>___ Develops a detailed interpretive written report including all required components of a comprehensive FIE</td>
<td>___ Develops a written report providing brief interpretive information in all required component of a comprehensive FIE</td>
<td>___ Written report lacks appropriate interpretative information and/or omits some required components of a comprehensive FIE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Accurately identifies all areas of deficit and thoroughly links cognitive to achievement deficits based on assessment results</td>
<td>___ Accurately identifies all areas of deficit and minimally links cognitive to achievement deficits based on assessment results</td>
<td>___ Incorrectly identifies areas of deficit and does not link cognitive and achievement deficits based on assessment results</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Provides comprehensive interpretation of all assessment component results and discusses student needs w/group</td>
<td>___ Provides appropriate interpretation of all assessment component results and discusses student needs w/group</td>
<td>___ Provides vague interpretation of most assessment component results and discusses student needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Makes all decisions/recommendations based on data w/group input</td>
<td>___ Makes most decisions/recommendations based on data</td>
<td>___ Makes decisions based on opinions rather than data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Instructional recommendations are based on assessment data in all deficit areas</td>
<td>___ Instructional recommendations are based on assessment data in most deficit areas</td>
<td>___ Instructional recommendations do not address deficit areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ Recommends detailed research-based interventions relevant to areas of deficit identified in FIE</td>
<td>___ Recommends general research-based interventions relevant to areas of deficit identified in FIE</td>
<td>___ Does not recommend general research-based interventions relevant to all areas of deficit identified in FIE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The grade is Pass/Fail for the Comprehensive Examination Project using the Rubric ratings of at least two faculty members. Ratings must average overall a Minimal/Acceptable or above to receive a Pass for the project.
**Thesis Option**

Each Master’s Degree candidate will have an option of completing a thesis as part of the requirements for the Master’s Degree in Special Education. Under this option, candidates enroll in 6 semester hours of EDSP 6000, and this becomes part of the minimum of 36 semester hours on the degree plan. Candidates completing a Master’s thesis are exempt from taking the comprehensive evaluation. However, candidates must complete a final oral defense.

If interested in completing a Master’s thesis, candidates should discuss these plans with their advisor. A thesis committee of at least two full-time faculty members of the College of Education will be recommended by the advisor and approved by the Graduate School. This committee will provide ongoing guidance as the candidate prepares the proposal, carries out the research project, and completes the written document. The process of planning the thesis, ideally, should begin in the semester in which the candidate takes Introduction to Educational Research.

The final copy of the thesis is prepared in accordance with the requirements in Instructions for Preparing and Submitting Theses and Dissertations, available online and in the Texas Tech Bookstore.

**Evaluation for the Master Degree Thesis**

1. Check with your advisor, and with your advisor’s help, choose at least a 2-member thesis committee. This committee should match your degree plan.
2. Set up a meeting with your thesis committee to talk about your selection for an appropriate topic.
3. Your thesis committee should guide you through the process, including the Need for Human Subject approval. However, it is the responsibility of the candidate to fill out and submit paperwork to his/her advisor.
4. Thesis defenses should be completed by early November for fall or late March for spring to file the thesis with the Graduate School. Remember that the Graduate School has deadlines for submission, and candidates must adhere to these guidelines. It is the candidate’s responsibility to keep track of all deadlines. Should a candidate miss the deadlines or fail the thesis defense, he or she has one semester to complete and successfully defend the thesis. Otherwise a failing grade will be recorded.

**Specializations and Certifications**

**TExES Examination**

**Useful Resources**

- Required Steps for Master’s Degree
- Master’s Degree Plan

**Additional Information:**

- CEC Code of Ethics
- Graduate College Website
- CEC Advanced Specialty Set: Special Education Diagnostician Specialist (SEDS)
**TRADEMARK OUTCOME**
Engage in collaboration with stakeholders to improve outcomes for students in assessment and classroom settings.

**PERFORMANCE SKILLS**

*The Candidate Can...*

<table>
<thead>
<tr>
<th>Phase 1 A&amp;E</th>
<th>Phase 2 A&amp;E</th>
<th>Phase 3 A&amp;E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong></td>
<td><strong>Plan &amp; Implement an Intervention</strong></td>
<td><strong>Formal Assessment Interpretation &amp; Recommendations</strong></td>
</tr>
<tr>
<td>EDSP 5303: ABA in Special Education</td>
<td>EDSP 5301: Educational Appraisal</td>
<td>EDSP 5093: Internship</td>
</tr>
<tr>
<td>EDSP 5330: High Incidence Characteristics</td>
<td>EDSP 5304: High Incidence Methods</td>
<td>EDSP 5396: Standardized Cog/Ach Assessment</td>
</tr>
<tr>
<td>EDSP 5307*: Collaborative Consultation Methods</td>
<td>EDSP 5305: Low Incidence Methods</td>
<td>EDSP 5094: Advanced Internship</td>
</tr>
</tbody>
</table>

* End of Phase Assessment

**The Candidate Can...**

* | SEDS.7.S1 Collaboration - Communicate with team members to determine assessment needs |
| | SEDS.3.K4 – Programs, Services, and Outcomes – Characteristics of individuals with exceptional learning needs that affect the development of programs and services |
| | SEDS.7.S2 – Collaboration - Communicate with team members to review assessment results |
| | SEDS.7.S4 – Collaboration - Assist teachers in interpreting data including large scale and individual assessments |
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| | SEDS.1:S4 – Assessment – Select, administer, and score assessment instruments accurately |
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| | SEDS.1:S8 – Assessment – Select accommodations and modification based on assessment results |
| | SEDS.7.S2 Collaboration – Communicate with team members to review assessment results. |
| | SEDS.7.S4 - Collaboration– Assist teachers in interpreting data, including large-scale and individual assessments |

End of Phase Assessment in the last semester of coursework in the form of a Comprehensive Examination Project.