

Educational Diagnostician

Admission Requirements:

- Must reside in Texas
- Fulfill all requirements set forth by the Graduate School
- Have at least 1 year of creditable teaching experience
- Hold a valid Texas teaching certificate
- Bachelor's degree
- 3.0 or higher GPA**
- Deadlines for Admission are: August 1 (Fall); December 1 (Spring); and May 1 (Summer).

** Applicants with a GPA below 3.0 will be required to take the GRE and perform at or above a score equivalent to a 3.0 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 3.0 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 candidate skills in assessment practices and planning for students with disabilities in a classroom setting.

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

Required Courses 33 semester hours	EDSP 5301 EDSP 5303 EDSP 5304 EDSP 5306 EDSP 5307 EDSP 5308 EDSP 5330 EPSY 5331 EDSP 5093 EDSP 5396 EDSP 5094	Educational Appraisal of Exceptional Children Applied Behavior Analysis in Special Education Instructional Strategies for Teaching Students with High Incidence Disabilities Instructional Strategies for Teaching Students with Low Incidence Disabilities Collaborative Problem Solving in Special Education Authentic Assessment for Students with Exceptionalities Children and Youth with High Incidence Disabilities Human Development in Education Internship in Special Education Standardized Cog/Ach Assessment Advanced Internship in Special Education
Educational Diagnostician Master's Degree ONLY	EPSY 5379	Introduction to Educational Research
Total of 36 semester hours for Master's Degree Total of 33 semester hours for Certification Only		

Scope and Sequence for Educational Diagnostician

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.

	A&Es	A&Es	A&Es	A&Es	Assessment
Phase 1: Communication	EDSP 5301: Educational Appraisal	EDSP 5303: ABA in Special Education	**EDSP 5307: Collaborative Problem Solving in Special Education	EDSP 5330: High Incidence characteristics	P1 Assessment: Communication skills mastery
Phase 2: Plan and Implement Intervention	EDSP 5304: High Incidence Instructional Methods	EDSP 5306: Low Incidence Instructional Methods	**EDSP 5308: Authentic Assessment		P2 Assessment: Plan & implement mastery
Phase 3: Evaluate and monitor progress	EDSP 5093: Internship	EDSP 5396: Standardized Cog/Ach Assessment	EDSP 5094: Advanced Internship		P3 Assessment: Evaluates intervention results and monitors progress
** End of Phase Assessment The Phase 3 End of Phase Assessment (Comprehensive Examination Project) is taken during the last semester of coursework.					**Culminating P3 Assessment: Comprehensive Examination Project demonstrating mastery of all three skills

Program Requirements and Information

- _____ 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 – Only Form A and pencil and paper formats will be accepted). A limited number of test kits are available from TTU, therefore, you are encouraged to obtain test kits locally. Candidates who do not follow the test kit return policy are required to obtain test kits locally to fulfill course requirements. Test kits cannot be mailed out of state. Therefore, candidates who have relocated out of state before completion of the program, will be required to locate test kits locally in order to complete program 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, 3 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.

By initialing each item above and signing below, I acknowledge and understand the requirements set forth by the program and TEA to obtain the M.Ed. and state certification as an Educational Diagnostician. I understand that if the above requirements are not met, I will not be able to complete the M.Ed. Educational Diagnostician Program or state certification.

Signature

Date

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 candidate skills in assessment practices and planning for students with disabilities in a classroom setting.

Subskill	Meets/Exceeds Expectations -5	4	Minimal/Acceptable Expectation-3	2	Unacceptable-1
SEDS.7S2 Communicate with team members to review assessment results	<p>___ Clearly communicates assessment results in an objective manner</p> <p>___ Always provides direct feedback to member questions/concerns</p> <p>___ Always keeps meeting focus on student evaluation and planning</p>	<p>___</p> <p>___</p> <p>___</p>	<p>___ Somewhat clearly states assessment results in objective manner</p> <p>___ Provides acceptable feedback to member questions/concerns</p> <p>___ Keeps group focused on student evaluation and planning most of the time</p>	<p>___</p> <p>___</p> <p>___</p>	<p>___ Does not clearly communicate assessment results in objective manner</p> <p>___ Does not provide acceptable feedback to member questions/concerns</p> <p>___ Does not keep group focused on student evaluation and planning most of the time</p>
SEDS.1.S6 Prepare comprehensive assessment reports using the collaborative consultation process SED.7.S4 Assist teachers in interpreting data, including large-scale and individual assessments	<p>___ Develops a detailed interpretive written report including all required components of a comprehensive FIE</p> <p>___ Accurately identifies all areas of deficit and thoroughly links cognitive to achievement deficits based on assessment results</p> <p>___ Provides comprehensive interpretation of all assessment component results and discusses student needs w/group</p>	<p>___</p> <p>___</p> <p>___</p>	<p>___ Develops a written report providing brief interpretive information in all required component of a comprehensive FIE</p> <p>___ Accurately identifies all areas of deficit and minimally links cognitive to achievement deficits based on assessment results</p> <p>___ Provides appropriate interpretation of all assessment component results and discusses student needs w/group</p>	<p>___</p> <p>___</p> <p>___</p>	<p>___ Written report lacks appropriate interpretive information and/or omits some required components of a comprehensive FIE</p> <p>___ Inaccurately identifies areas of deficit and does not link cognitive and achievement deficits based on assessment results</p> <p>___ Provides vague interpretation of most assessment component results and discusses student needs</p>
SEDS. 1.S8 Evaluation- Use assessment data to develop instructional recommendations and research-based interventions	<p>___ Makes all decisions/recommendations based on data w/group input</p> <p>___ Instructional recommendations are based on assessment data in all deficit areas</p> <p>___ Recommends detailed research-based interventions relevant to areas of deficit identified in FIE</p>	<p>___</p> <p>___</p> <p>___</p>	<p>___ Makes most decisions/recommendations based on data</p> <p>___ Instructional recommendations are based on assessment data in most deficit areas</p> <p>___ Recommends general research-based interventions relevant to areas of deficit identified in FIE</p>	<p>___</p> <p>___</p> <p>___</p>	<p>___ Makes decisions based on opinions rather than data</p> <p>___ Instructional recommendations do not address deficit areas</p> <p>___ Does not recommend general research-based interventions relevant to all areas of deficit identified in FIE</p>

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 \(SEDS\)](#)

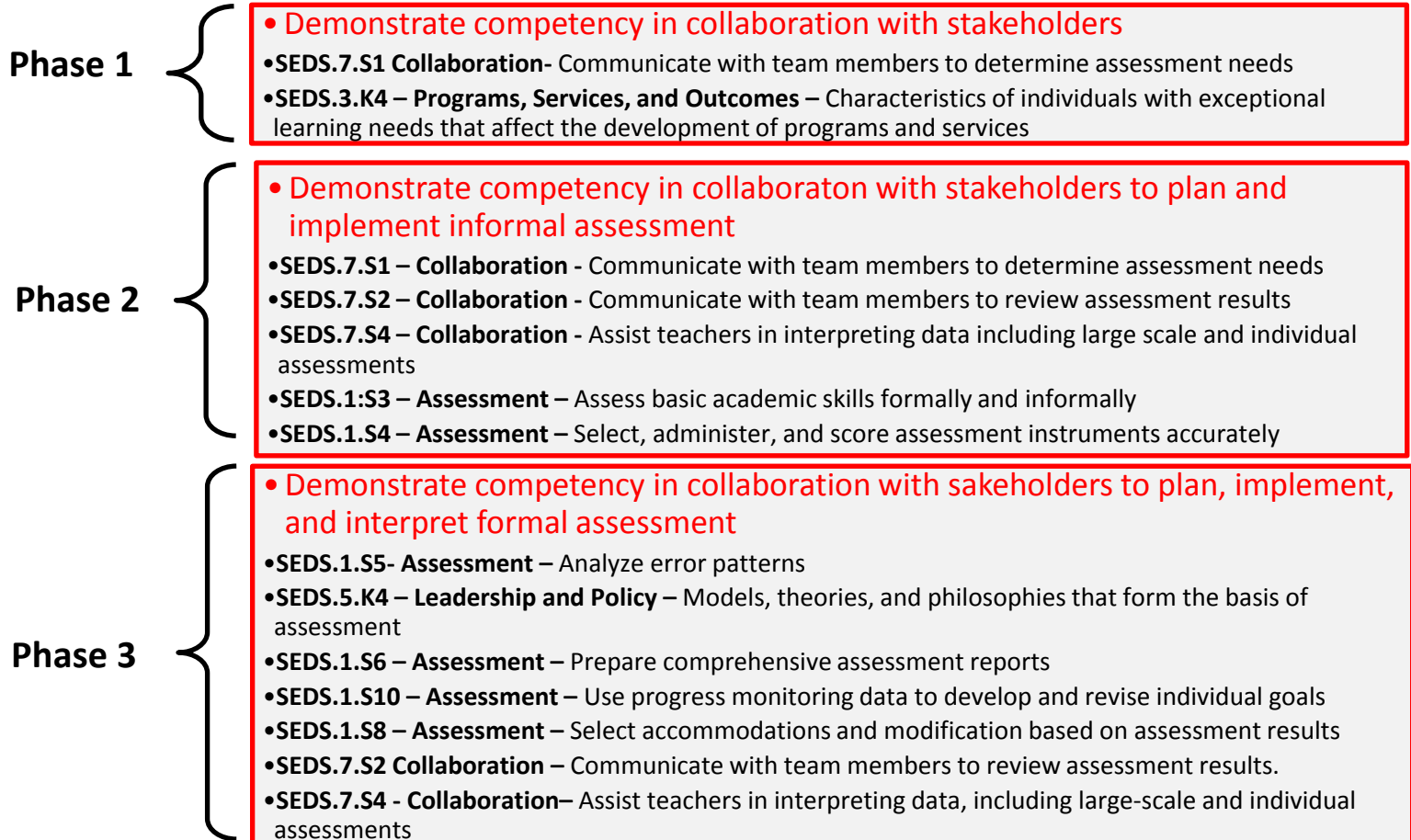


TRADEMARK OUTCOME

Engage in collaboration with stakeholders to improve candidate skills in assessment practices and planning for students with disabilities in a classroom setting.

PERFORMANCE SKILLS

The Candidate Can...



Phase 1 A&E

Collaboration Skills

EDSP 5301: Educational Appraisal

EDSP 5303: ABA in Special Education

EDSP 5330: High Incidence Characteristics

EDSP 5307*: Collaborative Problem Solving in Sped

* End of Phase Assessment

Phase 2 A&E

Plan & Implement an Informal Assessment

EDSP 5304: High Incidence Methods

EDSP 5306: Low Incidence Methods

EDSP 5308*: Authentic Assessment

*End of Phase Assessment

Phase 3 A&E

Plan, Implement, & Interpret Formal Assessment

EDSP 5093: Internship

EDSP 5396: Standardized Cognitive and Achievement Assessment

EDSP 5094: Advanced Internship

End of Phase Assessment
Comprehensive Examination
Project.