## Educational Diagnostician

### **Admission Requirements:**

* Must reside in Texas or sign the exception document
* Fulfill all requirements set forth by the Graduate School
* Have at least 2 years of creditable teaching experience in Texas
* Hold a valid Texas teaching certificate
* Bachelor’s degree
* 3.0 or higher GPA\*\*
* Program Applications will be accepted for Fall and Spring semesters only:
  + Deadlines for Admission are: August 1 (Fall); December 1 (Spring), 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.

The Graduate School Catalog specifies the circumstances under which candidates may be placed on probation, suspension or dismissal. Additionally, the Educational Diagnostician Program Faculty may recommend to probate, suspend or dismiss from the program candidates who do not meet the program’s academic requirements, do not make satisfactory progress over time toward completion of the educational diagnostician degree or who display inappropriate behaviors.

Success in the Educational Diagnostician Program consists of more than grades. Work habits and attitudes play a major role in the success of any educational diagnostician candidate. Any of the following actions will constitute a mandatory meeting with the faculty and possible dismissal from the Educational Diagnostician Program:

1. Dishonesty (cheating, plagiarism, etc.).
2. Mistreatment of and/or disrespect for fellow candidates or faculty.
3. Abusing a fellow candidate or faculty member (including abusive language or bullying).
4. Violations of the rules, regulations, and principles in the *CEC Code of Ethics* and the *Texas Tech Code of Student Affairs*.
5. Receipt of a Fail grade in EDSP 5093, EDSP 5396 or EDSP 5094.
6. Failure to maintain an overall GPA of 3.0 or higher.
7. Unethical behavior as defined by ethical guidelines and practice (e.g., CEC).
8. Sexual harassment as defined by Texas Tech University.
9. Limited Prerequisite skills – knowledge of IEP development, PLAFP, CBM monitoring, and APA format

**Program Signature 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**

Upon completion of the Educational Diagnostician Program, the Candidate can:

**Collaborate**

* **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

**Plan and Implement Informal Assessments**

* **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

**Plan, Implement, and Interpret Formal Assessments**

* **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**

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| --- | --- | --- |
| **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 | | |
| \*\*EDSP 5300 – Leveling course – Required in the first semester of classes if candidate does not have certification in Special Education. | | |

**Scope and Sequence for Educational Diagnostician**

**Upon admittance candidates will receive a course sequence template. Candidates can choose courses to take each semester with the exception of EDSP 5301, EDSP 5093, EDSP 5396, and EDSP 5094. See Course Template listed at the bottom of the Educational Diagnostician Flyer.**

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| --- | --- | --- | --- | --- | --- |
| Skills Addressed |  |  |  |  | **Assessment** |
| Collaborate | EDSP 5301:  Educational Appraisal | EDSP 5303:  ABA in Special Education | EDSP 5307:  Collaborative Problem Solving in Special Education | EDSP 5330:  High Incidence characteristics | Course Project |
| Plan and Implement Informal Assessments | EDSP 5304:  High Incidence Instructional Methods | EDSP 5306: Low Incidence Instructional Methods | EDSP 5308:  Authentic Assessment |  | Course Project |
| Plan, Implement, and Interpret Formal Assessments | EDSP 5093:  Internship | EDSP 5396: Standardized Cog/Ach Assessment | EDSP 5094:  Advanced Internship |  | \*\*Comprehensive Examination Project demonstrating mastery of skills |
| **Comprehensive Examination Project is completed during the last semester of coursework.** | | | | | |

**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 (253).

\_\_\_\_\_ 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. TTU does not permit prior experience to apply for practicum credit.

\_\_\_\_\_ Educational Diagnostician Certification requires successful completion of an educational diagnostician preparation program, successful completion of the TExES Educational Diagnostician examination (253), 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 (253) upon receiving release from TTU to do so. Candidates who do not complete the TExES Educational Diagnostician Exam (253) within one year after graduation will be required to repeat EDSP 5094.

\_\_\_\_\_ Candidates who fail the TExES Educational Diagnostician Exam (253) 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.

\_\_\_\_\_ Candidates without Special Education certification will be required to enroll in EDSP 5300 in the first semester of course work.

\_\_\_\_\_ I have received and reviewed the CEC Educator’s Code of Ethics (<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>)

# 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 ComprehensiveExamination Project.

1. Candidates must contact their advisor to request the ComprehensiveExamination Project description not more than two weeks prior to the COE Comprehensive Examination due date.
2. Submit your Intent to Graduate electronically with the Graduate School.
3. 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.
4. 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:

* 1. 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.

1. Complete the Comprehensive Examination Project by gathering data to demonstrate mastery of the following goals as addressed on the Comprehensive Examination Project rubric:
   1. **SEDS.7.S2 Communicates** with team members to review assessment results
   2. **SEDS.1.S6 Prepare comprehensive assessment reports** using the collaborative consultation process
   3. **SEDS.1.S8 Evaluation-**Use assessment data to develop instructional recommendations and research-based interventions
2. Steps for Completion of the Comprehensive Examination:
   1. 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.
      1. **15-20 min. Video.** Provide direct visual evidence of the candidate’s mastery of rubric skills.
      2. **FIE Report**
   2. 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.
      1. 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.
   3. 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.**

**Comprehensive Examination Project Rubric**

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

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| --- | --- | --- | --- | --- | --- |
| **Subskill** | **Meets/Exceeds**  **Expectations -5** | **4** | **Minimal/Acceptable**  **Expectation-3** | **2** | **Unacceptable-1** |
| **SEDS.7S2**  **Communicate** with team members to review assessment results | \_\_\_Clearly communicates assessment results in an objective manner  \_\_\_\_Always provides direct feedback to member questions/concerns  \_\_\_Always keeps meeting focus on student evaluation and planning | \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Somewhat clearly states assessment results in objective manner  \_\_\_\_Provides acceptable feedback to member questions/concerns  \_\_\_\_Keeps group focused on student evaluation and planning most of the time | \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Does not clearly communicate assessment results in objective manner  \_\_\_\_Does not provide acceptable feedback to member  questions/concerns  \_\_\_\_Does not keep group focused on student evaluation and planning most of the time |
| **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 | \_\_\_ Develops a detailed interpretive written report including all required components of a comprehensive FIE  \_\_\_Accurately identifies all areas of deficit and thoroughly links cognitive to achievement deficits based on assessment results  \_\_\_ Provides comprehensive interpretation of all assessment component results and discusses student needs w/group | \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Develops a written report providing brief interpretive information in all required component of a comprehensive FIE  \_\_\_Accurately identifies all areas of deficit and minimally links cognitive to achievement deficits based on assessment results  \_\_\_\_Provides appropriate interpretation of all assessment component results and discusses student needs w/group | \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Written report lacks appropriate interpretative information and/or omits some required components of a comprehensive FIE  \_\_\_Inaccurately identifies areas of deficit and does not link cognitive and achievement deficits based on assessment results  \_\_\_\_ Provides vague interpretation of most assessment component results and discusses student needs |
| **SEDS. 1.S8**  **Evaluation-** Use assessment data to develop instructional recommendations and research-based interventions | \_\_\_\_Makes all decisions/recommendations based on data w/group input  \_\_\_\_Instructional recommendations are based on assessment data in all deficit areas  \_\_\_Recommends detailed research-based interventions relevant to areas of deficit identified in FIE | \_\_\_\_  \_\_\_\_ | \_\_\_\_\_Makes most decisions/recommendations based on data  \_\_\_ Instructional recommendations are based on assessment data in most deficit areas  \_\_\_Recommends general research-based interventions relevant to areas of deficit identified in FIE | \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Makes decisions based on opinions rather than data  \_\_\_\_ Instructional recommendations do not address deficit areas  \_\_\_Does not recommend general research-based interventions relevant to all areas of deficit identified in FIE |

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.

Specializations and Certifications

[TExES Examination](http://www.depts.ttu.edu/education/graduate/psychology-and-leadership/documents/special_education/PACT_Registration_Instructions.pdf)

Useful Resources

[Required Steps for M aster’s Degree](http://www.depts.ttu.edu/gradschool/forms/List%20of%20Required%20Major%20Steps%20-%20Masters%20Degree.pdf)

[Master's Degree Plan](http://www.depts.ttu.edu/gradschool/forms/Masters%20Degree%20Plan.pdf)

Additional Information:

[CEC Code of Ethics](https://www.cec.sped.org/~/media/Files/Standards/Professional%20Ethics%20and%20Practice%20Standards/Code%20of%20Ethics.pdf)

[Graduate College Website](http://www.depts.ttu.edu/gradschool/)

[CEC Advanced Specialty Set: Special Education Diagnostician Specialist (SEDS)](https://www.cec.sped.org/~/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Advanced%20Specialty%20Set%20%20Special%20Education%20Diagnostician%20Specialist.pdf)

[Grade Appeal Process](https://www.depts.ttu.edu/opmanual/op34.03.php)



***The Candidate Can…***

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**PERFORMANCE SKILLS**

**T**

**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, EDSP 5094 and EDSP 5301 must be taken in the order listed below. Candidates are required to take EPSY 5331 and EPSY 5379 in addition to the Special Education courses listed below.**

**Fall Start Rotation**

FA: EDSP 5301 - Plus One EDSP or EPSY Course

SP: EDSP 5093 - Plus One EDSP or EPSY Course

SU: Four Courses – EDSP and/or EPSY

FA: EDSP 5396 - Plus One EDSP or EPSY Course

SP: EDSP 5094 - Plus One EDSP or EPSY Course

Complete Master’s Comprehensive Examination Project, Graduate Spring

**Summer Start Rotation**

SU: EDSP 5301 - Plus One EDSP or EPSY Course

FA: EDSP 5093 - Plus One EDSP or EPSY Course

SP: EDSP 5396 - Plus One EDSP or EPSY Course

SU: Four Courses – EDSP and/or EPSY

FA: EDSP 5094 - Plus One EDSP or EPSY Course

Complete Master’s Comprehensive Examination Project, Graduate Fall

**Spring Start Rotation**

SP: EDSP 5093, EDSP Course

SU: Four Courses – EDSP and/or EPSY

FA: EDSP 5396 - Plus One EDSP or EPSY Course

SP: EDSP 5094 - Plus One EDSP or EPSY Course

SU: Two Courses – EDSP and/or EPSY

Complete Master’s Comprehensive Examination Project, Graduate Summer