The University of Texas at Tyler

Online Masters Degree in Special Education with Educational Diagnostician Certification Program Handbook

THE UNIVERSITY OF TEXAS AT TYLER
3900 University Boulevard ● Tyler, TX 75799 ● (903) 566-7133

Welcome to The University of Texas at Tyler educational diagnostician program. This handbook will serve as a guide for you throughout your program. Information contained in this handbook does not replace information from your advisor. When in doubt, please contact your advisor with questions or concerns you may have along the way. We are always happy to visit with you.

Best of luck to you in this endeavor,

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The University of Texas at Tyler
College of Education and Psychology
School of Education

Dean, College of Education and Psychology

Dr. Wes Hickey

Director, School of Education

Dr. Frank Dykes

Educational Diagnostician Program Coordinator

Dr. Jessica A. Rueter

Online M.Ed. in Special Education with Educational Diagnostician Certification

COE Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

COE Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Special Education Program Objectives

At the conclusion of the Special Education Master's Degree program, graduates should:

- Understand the theories and research in the field of special education and be able to apply them to improve learning for exceptional learners;
- Know and use appropriate assessment instruments with individuals, groups, and for identification and program effectiveness;
- Identify and implement appropriate instructional strategies with diverse learners, preschool through adult; know and develop effective individualized education plans;
- Serve as advocates for children with disabilities;
- Work collaboratively with students, parents, administrators, related service personnel, and other colleagues.

Overview of the Educational Diagnostician Program

The Special Education Master's Degree program is aligned with national and state standards for educational diagnosticians. Students are prepared to practice in accordance with the Code of Ethics and Standard Practices for Texas Educators adopted by the Council for Exceptional Children. Our curriculum has been aligned with state standards and we share accountability with our candidates for their performance on the Texas Examination of Educator Standards (TExES). Additionally, our program is aligned with the Advanced Special Education Diagnostician Specialist Standards set forth by the Council for Exceptional Children (CEC).

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision-making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED SPECIALTY SET:
EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS
Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and

their families.

TEA Educational Diagnostician Standard	Coursework Alignment
I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.	EDSP 5357. 5360 EDSP 5350, 5364 EDSP 5365, 5366 EDSP 5378
II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.	EDSP 5357. 5360 EDSP 5364, 5365 EDSP 5366, 5378, 5368
III. The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	EDSP 5350, 5357 EDSP 5364, 5361
IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision-making.	EDSP 5350, 5357 EDSP 5360,5364 EDSP 5365,5366, 5378 EDSP 5371, 5368
V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	EDSP 5350, 5357 EDSP 5360,5361 EDSP 5364, 5365 EDSP 5371
VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.	EDSP 5357,5364 EDSP 5365, 5366 EDSP 5371
VII. The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.	EDSP 5350, 5357, 5370 EDSP 5368
VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.	EDSP 5357, 5364 EDSP 5368
IX. The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	EDSP 5363, 5368 EDSP 5357
X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.	EDSP 5350, 5360 EDSP 5361,5365 EDSP 5371, 5366

Program Admission Requirements

Admission to the graduate special education program is based on admission to the Graduate School; therefore, a student applying for the Master's in Special Education must first apply to the Graduate School.

To be admitted to the UT Tyler Master of Special Education with Educational Diagnostician Certification program, an individual must:

1. Hold a bachelor's degree from an accredited institution.
2. Be a Texas Certified Teacher (any field).
3. Complete The Graduate Study Admissions Application form and submit it to the Office of Graduate Admissions.
4. Submit Texas teaching service record and any other documentation required by Texas governing units.
5. Submit official transcripts from the undergraduate institutions attended.
6. If required, send official scores (obtained within the past five years) on the Graduate Record Examination (GRE) directly to the Office of Graduate Admissions.
7. Complete an interview with a member of the special education faculty.
8. Have an appropriate GPA in degree plan as set by Texas Administrative Code and other administrative units.
9. Submit a Student Information Sheet (SIS), which includes a Statement of Purpose.
10. Submit a reference request form. One of the recommendation forms must be completed by the current principal of the campus on which the candidate is currently employed.
11. Admission is determined based on the undergraduate GPA and, if necessary, satisfactory scores on the GRE in combination with the undergraduate GPA, successful admission interview, letters of recommendation, successful completion of the Statement of Purpose, and the applicant's demonstrated commitment to his or her chosen field of study. To be admitted, a candidate must earn a combined total of 4 points for the Statement of Purpose and Interview. For example, a candidate must earn 2 points from the Statement of Purpose rubric and 2 points from the Interview rubric. See chart :

Statement of Purpose Rubric score	Statement of Purpose Points Awarded	Interview Rubric Score	Interview Points Awarded
18-20 Above Expectations	4	28-32 Excellent	4
14-17 Meets Expectations	2	21-27 Proficient	2
13-Below Does Not Meet Expectations	0	15-Below Does Not Meet Expectations	0

12. Pay $250 Admission fee as part of the first tuition bill

Application Submission

There are two portions of the application process:

First:

- Start by applying through our online application.
- Send all transcripts to the Office of Graduate Admissions (first address below)
- Send GRE scores to the Office of Graduate Admissions
    - If you have a master's degree with a GPA of 3.25 or higher, you do not need to submit GRE scores.

The Office of Graduate Admissions
ADM 345 The University of Texas at Tyler
3900 University Blvd
Tyler Texas 75799

Then:

- Complete a Student Information Sheet
- Compose a statement of purpose (described on the Department Information Sheet)
- Have three reference forms completed (one must be by your current principal
- Schedule an admission interview after all documents have been submitted.

Note: All applicants may be subject to a background and fingerprint check from a university-approved vendor at applicants' expense.

Requirements for Admission:

• Bachelor's Degree from an accredited institution of higher education
• Texas Teacher Certification (any field)
• For consideration for admission to the program, the applicant must either have an undergraduate GPA (last 60 hours) of 3.25 or higher, or earn at least 5 points from the following table:

GPA	Points Awarded	GRE Verbal	Points Awarded	GRE Quantitative	Points Awarded
3.000-3.249	3	151+	3	141+	1
2.750-2.999	2	148-150	2		
2.000-2.749	1	146-147			

- Admission is determined based on the undergraduate GPA and, if necessary, satisfactory scores on the GRE in combination with the undergraduate GPA, successful admission interview, letters of recommendation, successful completion of the Statement of Purpose. To be admitted, a candidate must earn a

combined total of 4 points for the Statement of Purpose and Interview. For example, a candidate must earn 2 points from the Statement of Purpose rubric and 2 points from the Interview rubric. See chart:

Statement of Purpose Rubric score	Statement of Purpose Points Awarded	Interview Rubric Score	Interview Points Awarded
18-20 Above Expectations	4	28-32 Excellent	4
14-17 Meets Expectations	2	21-27 Proficient	2
13-Below Does Not Meet Expectations	0	15-Below Does Not Meet Expectations	0

Intern Certificates

The University of Texas at Tyler Masters of Education in Special Education does not support the issuance of intern certificates for students who are enrolled in the program seeking certification as an educational diagnostician.

Transfer of Graduate Credit

In compliance with SACS and in accordance with the policies of UT Tyler Graduate School, transfer of graduate credit from a regionally accredited institution is limited to 9 hours for the master's degree. All transfer credit must have been completed with a grade of "B" or better, completed within the last six years, and approved by the degree-granting institution. Transfer credits should be evaluated and approved during the first semester. The course being transferred into a degree program should be a direct equivalent to the course within the certification/degree program. Students should work with their advisor to have courses evaluated for transfer.

Prior Military Experience

Prospective candidates may request that any prior military experiences be evaluated for possible course substitutions. Approval is at the discretion of the program coordinator. Course substitutions will not shorten the length of the required degree. Any course substitutions will require the student to provide evidence of proficiency in the content.

The American Council of Education (ACE) generates the Joint Service Transcript (JST) which includes all DoD funded College Level Examination Program (CLEP) and Subject Standardized Test Program (DSST) exams. If non-DoD funded CLEP & DSST exams are not added to a JST by the veteran, they must submit a Military Transcript/Score Report Order Form to obtain a transcript for those exams. For OJT or work experience not reflected on the JST, a certified true copy counseling or evaluation report may be used for potential credit; however, the position (duty description) must be held for a minimum of 12-months. Note, verification of true copy reports must be performed by the evaluating department prior to credit approval.

Transcript Requesting: https://jst.doded.mil/official.html
Samples of Transcripts

- Army Joint Services Transcript (PDF) 1 MB
- Marine Corps Joint Services Transcript (PDF) 1 MB
- Navy Joint Services Transcript (PDF) 1 MB
- Community College of the Air Force (CCAF) Transcript (PDF) 9 MB
- Coast Guard Joint Services Transcript (PDF) 1 MB
- American Council on Education (ACE) CREDIT Transcript (PDF) 1 MB

Military Transcript/Score Report Order Form: https://getcollegecredit.com/images/uploads/documents/Military_DSST_CLEP_transcript_post74.pdf

Prior Work Experience

Prospective candidates may request that any prior work experiences be evaluated for possible course substitutions. Approval is at the discretion of the program coordinator. Course substitutions will not shorten the length of the required degree. Any course substitutions will require the student to provide evidence of proficiency in the content.

New cohorts begin each Long Summer Session. Applicants are only allowed to begin the program during the Long Summer Session

Program Requirements

Course Requirements

The Educational Diagnostician graduate program is designed for the busy educator. All coursework is delivered 100% online. This program allows students to maintain full-time employment and fulfill other duties outside of the classroom. The University of Texas at Tyler utilizes the course management system, Canvas, to deliver high quality instruction online.

The following course sequence is required for a Master's Degree in Special Education with Educational Diagnostician Certification:

Summer (Year One)
EDSP 5350 Overview of Special Education
EDSP 5370 Learning Theory
Fall (Year One)
EDSP 5364 Assessment in Special Education
EDSP 5368 Educational Strategies
Spring (Year One)
EDSP 5365 Developmental Testing
EDSP 5378 Administrative and Legal Issues
Summer (Year Two)

EDSP 5366 Full and Individual Evaluation
EDSP 5363 Behavior Disorders
Fall (Year Two)
EDSP 5371 Individual Assessment of Cognitive Functioning
EDSP 5360 Learning and Neurological Disorders
Spring (Year Two)
EDSP 5361 Overview of Transition Services
EDSP 5357 Practicum

Program Structure

The degree and certification program are offered as a cohort design, which precludes self-selection into any required course, related to the program of study. In the event, a student does not maintain a **3.0 GPA during a given semester,** the student will be required to submit a Petition for Readmission to their advisor prior to registering for the following semester.

Program Benchmarks

In order to assess a candidate's progress in the program, benchmarks have been established. These benchmarks are listed below and documentation is maintained in the candidate's electronic folder.

Benchmark 1:

EDSP 5365

A score of 90% or higher on the fourth administration of the *Kaufman Assessment Battery for Children, Second Edition.*

Benchmark II:

EDSP 5366

A score of 90% or higher on the fourth administration of the *Woodcock-Johnson IV Tests of Cognitive Abilities*

Benchmark III:

EDSP 5371

A score of 90% or higher on the fourth administration of the *Wechsler Intelligence Scale for Children, Fifth Edition.*

If a student does not achieve the 90% criteria for each benchmark, an individual academic plan will be drafted to address the areas of concern.

Program Policies

Course Structure and Organization: Courses are organized into learning modules. The modules open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because all courses in this program are online, on-campus attendance is not applicable. However, you must demonstrate self-discipline to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

Late assignments: Because all courses are online, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).

Assignments are due Sundays at 11:59 p.m. as determined by the course schedule. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. ***Late assignments will not be accepted unless you have made prior arrangements with the instructor 48 hours in advance of the due date/time.*** Assignments and due dates are noted on the course schedule located in the syllabus.

There will be NO make-up activities or exams for any course in this program unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

Assignment Submissions: Assignments will only be accepted via the designated submission links/sites that are specifically noted in each module. We do not accept assignments via email. If the submission link and/or time have expired, you have lost the opportunity to submit your assignment.

Attendance Policy

All courses are organized into learning modules which open on Monday at 6:00 a.m. and close at 11:59 p.m. on Sunday. Attendance is measured through completion of each module. Program candidates must demonstrate self-motivation and discipline to complete all course activities and assignments in a timely manner.

Grades

It is our policy not to discuss grades via email. If you need to discuss grade issues, please email your instructor to schedule a zoom conference. This will allow the instructor time to review your concern and allow him/her to give you their undivided attention.

Please note that any course with a grade of D or lower must be repeated for certification purposes. The Texas Education Agency will not accept a grade of D or lower for certification.

Zoom Conferences

You are required to participate in online conferences as part of the educational diagnostician program at The University of Texas at Tyler. These conferences will be scheduled in each course to allow you and the instructor to engage in scholarly discourse regarding course content. A variety of times and dates will be offered via a Google Doc which allows you the opportunity to sign up for a conference that works with your busy schedule. The Google Doc link and Zoom conference link can be found in the module according to the course schedule. You will need a webcam that is video enabled and working audio to participate.

Zoom Attendance Guidelines

1. All Zoom meetings that are scheduled are required. You must log in within 1 to 3 minutes of the start time of the meeting you signed up for.
2. You must attend the meeting you signed up for on the Google Doc. Once the schedule is set, you cannot change your meeting time and date and you are obligated to attend the meeting you selected. We work very hard to keep our groups small. As teachers, you should appreciate the time it takes to organize meetings and to keep small groups balanced.
3. If you do not attend the Zoom you selected on the Google Doc or you are not on time to your meeting, **you will receive no credit even if you attend another meeting.**

Zoom Participation Guidelines:

1. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home or school or your kitchen table as long as it is distraction free. Participating in Zoom conferences in your car while driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.
2. Please make sure that you have access to a webcam that is video enabled. We want to see your bright smiling face. ☺
3. Make plans to sign in early and have your technology working before the start of the meeting.
4. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
5. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.

You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you attend a different meeting than the one you signed up for on the Google Doc, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

Gender and Appropriate Use of Titles

Academia has its own traditions and customs. Often students are not sure how to address professors. The general rule is that you address any professor as doctor regardless of gender. This includes

assistant, associate, and full professors. Addressing your professor as "Doctor" is appropriate in any verbal or written communications and should be considered the norm.

Dropping a Course

Students enrolled in the Educational Diagnostician program are admitted to a cohort, which precludes self-selection into any required course in the program. All students granted admission into the program are admitted as a cohort and must complete all coursework as a member of the cohort for which they were admitted in the academic year. ***In the event a student chooses to withdraw from a course during the semester, he/she will have to withdraw from both courses and reapply to the program.***

Technology Requirements

Access to a computer that has the following components: webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Word and Excel, digital camera with video recording capabilities and digital audio-recorder.

During the four testing courses students are required to upload test administration videos to Edthena -- https://www.edthena.com/. Students may use their laptop, phone, or external video recorders to record videos. If using a phone or laptop, he/she must ensure that there is enough memory to record 18 to 20 videos of 30 or more minutes for each test administration. Be sure that the recordings are functional and saved appropriately before submission for grading.

Additionally, students will need the capability to scan test protocols. Protocols will be submitted to Canvas once they are scanned. Other documents may also need to be scanned. Students must also be proficient in word processing including the ability to track and make changes in a document.

Testing Courses

There are four testing courses in the program. The use of test kits and testing materials is essential during the testing courses. The University has a very limited number of test kits; therefore, students will be required to access test kits from their respective districts. To participate in the online program, students MUST meet this requirement. The use of district testing kits is an agreement solely between the student and the district. The University of Texas at Tyler assumes no responsibility in the agreement.

If a student checks out a test kit from The University of Texas at Tyler, he/she must come to the university to check out the materials. The student will be required to complete a Loan Agreement Form. It is critical that the student understand the responsibility that comes with checking out materials. Student will replace kits, at current expense, if they are lost, stolen, damaged, or returned with missing pieces. All materials must be returned to The University of Texas at Tyler before any grade will be given to the student.

Testing Kits Used in the Educational Diagnostician Program

First Fall Testing Course

Woodcock Johnson IV Tests of Achievement-Form A
Kaufman Tests of Educational Achievement-3rd Ed.

First Spring Testing Course

Kaufman Assessment Battery for Children-2nd Ed
Adaptive Behavior Assessment System-3rd Ed.

First Summer Testing Course

Comprehensive Tests of Phonological Processing-2nd Ed.
Woodcock Johnson IV Tests of Cognitive Abilities – Form A

Second Fall Testing Course

Gray Oral Reading Test-5th Ed. – Form A
Wechsler Intelligence Scale for Children- 5th Ed.

Test Protocols

Test protocols will be provided by the School of Education. Protocols will be scanned and provided to the student through a password protected secure site via Canvas.

Practicum/Field Experience

The educational diagnostician student must complete 160 clock hours of practicum in a TEA accredited school. Students will register for EDSP 5357, Practicum in Special Education, after approval by the major advisor, during the last semester. The purpose of this structured experience is to place the practicum student in actual situations that he/she will encounter in the profession.

Students will be required to submit a request outlining the specifics regarding the mentor who is a certified educational diagnostician, campus principal/special education director, and the campus/district at which the practicum hours will be completed. It is the practicum student's responsibility to secure a mentor and a district, but final approval will be made by the major advisor. The practicum student will maintain a detailed log of approved activities throughout the practicum and will be verified by the mentor educational diagnostician. Observation hours must be verified by a mentor diagnostician or campus principal/director and completed in an acceptable instructional/educational setting.

The practicum student can expect three observations to assess progress and compliance throughout the practicum. The observations will be conducted by a certified educational diagnostician assigned as the practicum supervisor/mentor. Data will also be collected from the mentor educational diagnostician at the midterm point and end of semester. It is the

practicum student's responsibility to arrange the meeting arrangement between the mentor educational diagnostician and the faculty supervisor. Additional information regarding documentation of field-based experience will be provided in Canvas upon enrollment in EDSP 5357.

Students are required to participate in six hours of TExES preparation during the practicum in order to prepare for the TExES exam. Further information will be provided to the student during the practicum semester. In order to pass the practicum, the student will be required to take the TExES.

Background Checks

Many school districts require a criminal history check before granting access to the campus. It is the responsibility of the student to provide the hosting school district with the information required and pay any fees associated with the background checks.

Degree Plan

A degree plan will be completed during at the end of your first semester in the program. Please keep a copy of your signed degree plan for your records. Please see Appendix A for a copy of a degree plan.

TExES Certification Exam

Students in the educational diagnostician program must take the TExES exam during the last semester of their coursework while enrolled in the practicum. **A student will not be granted permission to test until he/she earns a score of 85% on the representative practice test**. Students must take the TExES exam in order to pass practicum. Registration information as well as registration deadlines and test dates can be found online at http://cms.texes-ets.org. The test preparation manual may be downloaded from the following site: https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX253_PrepMaterials.html

If the TExES exam is not passed during the practicum semester, the student must complete a remediation plan prior to approval to retest. Prior to being granted approval for retesting, a student must earn a score of 95% on the practice test.

For students that have not passed the TExEs exam during their practicum semester and are returning after one or more years of absence, the student must contact the program coordinator. The student must complete an individual remediation plan prior to approval to retest. Prior to being granted approval for retesting, the student must earn a score of 95% on the practice exam.

Prior to registering for the TExES, please contact your practicum instructor. A form must be completed and approval granted prior to your registration.

Certification

In order to apply for certification for the standard Educational Diagnostician Certificate, the following must be completed:

1. Complete the educational diagnostician program;
2. Hold a valid Texas teaching certificate;
3. Hold an earned master's degree;
4. Complete a minimum of three years teaching in a TEA accredited school;
5. Pass TExES Educational Diagnostician examination.

Following the successful completion of all program requirements, you will apply and be recommended for your certificate by The University of Texas at Tyler

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following.

1. In order to receive an educational diagnostician certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for an educational diagnostician, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a $50 fee for this criminal history evaluation.

Educator Preparation Program Complaint Policy

Please see the following link for UT Tyler's School of Education Educator Preparation Program Complaint Policy:
http://www.uttyler.edu/education/files/Complaint%20Policy%20for%20SOE%20EPP. Pdf

Program Faculty

Jessica A. Rueter, Ph.D. is an Associate Professor of Special Education at The University of Texas at Tyler. Dr. Rueter has 28+ years of experience as a special education teacher, educational diagnostician, and as a university professor. Dr. Rueter has several publications to her credit and is a frequent speaker at the international, national, and state level. She is an assessment consultant to school districts in East Texas and in the Dallas Fort Worth metropolitan area and has served as an expert witness in due process hearings. Her research interests include best practices of assessment of students with disabilities and translating assessment results into evidence-based instructional practices. Dr. Rueter serves as Program Coordinator for the educational diagnostician program at The University of Texas at Tyler, former co-chair for the SSEPC Symposium, former past-president of the Council for Educational Diagnostic Services, former past-president of the Texas Council for Exceptional Children, and continues to be an active member of CEC, CEDS, TED, and SSEPC.

Frank Dykes, Ed.D. has more than 35 years of experience in education as a general education teacher, special education teacher, educational diagnostician, central office administrator and university professor. He maintains an active role in public education as an educational

consultant in the areas of assessment, evidenced-based strategies, cultural diversity and learning disabilities. Dr. Dykes has several publications to his credit and is a speaker at the international, national, and state level. His research interests include special education assessment, learning disabilities, teacher training, RTI, minority overrepresentation in special education, and LGBTQ youth issues. Dr. Dykes is the past state treasurer for the Council for Exceptional Children-Texas and is a member of the CEC Elections Committee, TED, DDEL, TEDA and is President of the Teacher Education Division of CEC.

Staci M. Zolkoski, Ph.D. is an associate professor at the University of Texas at Tyler in the School of Education. Prior to joining the School of Education family, Dr. Zolkoski has 13 years of experience as a general education inclusion-based classroom teacher, field-based researcher/coordinator, and university professor. Additionally, she has a specialization in emotional and behavioral disorders. Dr. Zolkoski has several publications and has presented at the international, national, and state level. Her research interests include increasing effective classroom instruction for all students with disabilities, particularly students with emotional and behavior disorders, resilience in children and youth with special needs, improving mental health for all students, and parental involvement in schools, focusing specifically on father involvement.

William Geiger, Ed.D., is a Professor of Special Education in the School of Education. Dr. Geiger holds a M.Ed. and Ed.S.in Special Education from the University of Florida and an Ed.D. in that discipline from the University of Alabama. Dr Geiger has nearly 45 years of experience in higher education and has served in both faculty and administrative roles.

He has authored chapters in textbooks, journal articles, and monographs and has held leadership positions at state and national levels. Those positions include service as President of the Arkansas Federation of the Council of Exceptional Children and as President of the Teacher Education Division of the national Council for Exceptional Children. Dr. Geiger has served as a consultant to the U. S. Department of Education, the National Association of State Directors of Special Education, the Department of Higher Education in Puerto Rico, and the Arkansas departments of education and higher education. He also served as a member of the Board of Examiners for the National Council for the Accreditation of Teacher Education for more than a decade.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative

Code Title 19: Education

Part 7: State Board for Educator Certification

Chapter 247: Educator's Code of Ethics

Rule 247.2: Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

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

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

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

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

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

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

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

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

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

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

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her

employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

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

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

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

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

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

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

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

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

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

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

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

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

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

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

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

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

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

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

APPENDIX

College of Education and Psychology
The University of Texas at Tyler
Graduate Degree Plan
M.Ed. in Special Education with Educational Diagnostician Certification

Name: ID: Date:
Address:
Degree Held:
Date of first graduate work applied to degree:
Email:

Block	Course Number	Course Title (credit hours)	Term	Year	Grade
I	EDSP 5350	Overview of Special Education (3)	Summer		
	EDSP 5370	Learning Theory (3)	Summer		
II	EDSP 5364	Assessment in Special Education (3)	Fall		
	EDSP 5368	Educational Strategies (3)	Fall		
III	EDSP 5371	Wechsler Scales (3)	Spring		
	EDSP 5360	Learning and Neurological Disabilities (3)	Spring		
IV	EDSP 5365	Developmental Testing (3)	Summer		
	EDSP 5363	Behavior Disorders (3)	Summer		
V	EDSP 5366	Full and Individual Evaluation (3)	Fall		
	EDSP 5378	Administrative and Legal Issues (3)	Fall		
VI	EDSP 5361	Overview of Transition Services for Students with Disabilities (Birth to 21) (3)	Spring		
	EDSP 5357	Practicum (3)	Spring		

* Substitutions require advisor approval

According to University Policy: All coursework for the Masters degree must be completed within 6 years. Date Admitted:

Last Semester:_

Student Name (Please print) Student Signature: Date:

Faculty Name (Please print) Faculty Signature: Date:

Graduate Coordinator (Please print) Coordinator Signature: Date:

Rubric for Statement of Purpose (Ed. Diag Interviews)

	4	3	2	1	Your Score
Reference/Citations	References are cited in text and contains a supplementary reference page. Citations are properly cited.	Minor edits needed to in-text citations/reference page.	Major edits needed to in-text citations/reference page	References are not cited in text. Does not contain reference page.	
Content	Content of paper is appropriate for topic. ***There is a direct relationship between content, articles selected, and topic.***	Content of paper is loosely associated with the topic. There is a ***vague relationship between content, articles selected, and topic.***		Content of paper is not appropriate for topic. There does not appear to be a relationship between content, articles selected, and topic.	
Academic Voice	Statement of Purpose is professionally written in 3rd person voice and is formal (i.e. academic) in nature. There are zero errors with respect to academic voice and informal language.	Majority of Statement of Purpose is professionally written. <2 uses of slang/ informal tone and/or 1st person voice.		Statement of Purpose is informal in tone and is not written in academic prose. Contains >2 uses of 1st person voice and/or slang/informal language.	
Writing	Clear articulate writing used. Used conventional rules of English. < 2 edits required.	Minor edits needed. Minor problems with conventional rules of English.	Major edits needed. Major problems with sentence structure, conventional rules of English.	Does not demonstrate collegiate level writing.	
Organization of writing	Well organized thinking that discusses the major points in an order that makes sense.	Minor jumping around on points. Could be better with few minor moves.	Major jumping around on points. Major organizational edits needed to articulate clearly.	No organizational thought demonstrated in (1) writing Statement of Purpose, (2) major points discussed in the article.	

_____/20

18-20 Above expectations
14-17 Meets expectations
13 and Below Does not Meet Expectations

UT Tyler Masters of Special Education
Professional Interview Scoring Rubric

Name of Candidate:
Date of Interview:

	Excellent (4 pts.)	**Proficient (3 pts.)**	**Devel. Prof. (2 pts.)**	**Unacceptable (1 pt.)**
Listening *Did the student answer the question that was presented?*	Answer reflected an explicit understanding of the question	Answer reflected a general understanding of the question; May have missed a detail.	Answer reflected a partial understanding of the question.	Answer did not reflect an understanding of the question *or* answered an unasked question.
Speaking *Did the student speak in an articulate manner and integrate professional language?*	Spoke clearly and articulately; Was confident in knowledge; Integrated professional language throughout the response; No "ums, uh's, er's, etc."	Spoke articulately most of the time; Used general words at times instead of details; Integrated a good amount of professional language throughout response. Some "um's, uh's, ers."	Spoke in a somewhat nervous manner; Lacked confidence in knowledge; Sketchy use of professional language; Many "um's, uh's, er's, etc."	Nervous; Incomplete thoughts, Not articulate; No use of professional language; Response riddled with "um's, uh's, er's, etc."
Integrating *Did the student integrate knowledge, content, and experiences?*	Fully integrated knowledge, content and experiences in an organized, accurate and detailed manner; Engaged listener with unique answers	Integrated knowledge, content or experiences in a generally organized and accurate manner; Invited response from the listener.	Integrated some knowledge, content or experiences; response was somewhat rambling or missing details; Listener needed to clarify responses.	Failed to integrate knowledge, content, or experiences; Inaccurate and/or incomplete responses; Listener was confused.
Expressing *Did the student express opinion in a tactful and mature manner?*	Recognized that opinions might be at odds with listener's; Identified that it was own opinion; Expressed opinions in a highly tactful and mature manner.	Did not recognize that opinions might be at odds with listener's; Identified that response was own opinion; Expressed opinions in a generally tactful manner.	Did not recognize that opinions might be at odds with listener's; Did not identify that response was own opinion; Expressed opinions in an open, but unprofessional manner.	Did not recognize that opinion might be at odds with listener's; Did not identify that response was own opinion; Expressed opinions in a biased, or inappropriate manner.
Body Language *Did the student's body language convey interest and facilitate the response?*	Body language conveyed eagerness to respond; Sat in upright and alert manner; Seemed natural and at ease.	Body language conveyed interest in responding; Sat in an upright manner; Seemed fairly natural most of the time.	Body language was difficult to interpret (Too nervous and/or too casual); Sat upright at times, but slouched at others; Extraneous movements detracted from response.	Body language conveyed disinterest and/or extreme nervousness; Slouched or moved nervously throughout the interview.

Gestures *Did the student's gestures seem natural and facilitate the responses?*	Gestures fully facilitated and enhanced the responses; Hand and facial movements were natural, timed effectively and emphasized key points.	Gestures were appropriate and added to effectiveness of the response; Hand and facial movements were generally natural and timed to emphasize key points.	Gestures were somewhat limited, unnatural and/or stiff; Hand and/or facial movements were timed inappropriately or were distracting.	Gestures were not evident or were exceptionally distracting to the listener.
Interest in Topic *Did the student seem interested in the topic?*	Conveyed interest in the topic and the listener; Showed confidence in interacting with the listener.	Generally conveyed interest in the topic and listener; Showed generally good levels of confidence in interacting with listener.	Conveyed non-interest in the topic and/or listener; Did not seem confident of interactions with the listener.	Seemed disengaged with topic and/or listener.
Technology *Did the student use technology appropriately?*	Used technology appropriately. Ready to begin meeting at designated start time, technology worked throughout the interview, environment was conducive for videoconference.	Generally used technology appropriately. Ready to begin at designated start time, technology worked throughout the interview, environment was somewhat conducive for videoconference.	Technology was not used appropriately. Was late for meeting—made excuses related to technology as to why he/she could not arrive to meeting on time. Technology worked throughout the interview. Environment was distracting for videoconference.	Inappropriate use of technology. Did not arrive to meeting on time—made excuses related to technology as to why he/she could not arrive to meeting on time. Technology was inconsistent during the interview. Environment was not conducive for videoconference.

Total: _____

Excellent (28-32 pts.)
Proficient (21-27 pts.)
Developing Proficiency (15-20 pts.) Unacceptable (0-14 pts.)