



M.Ed. in Educational Diagnostics Student Handbook

Educational Diagnostician Program
Terry B. Rogers College of Education and Social Sciences
West Texas A & M University
WTAMU Harrington Amarillo Center
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Educational Diagnostics Program

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Program Description

The Educational Diagnostician Program at West Texas A&M University has been designed to emphasize the professional standards for Diagnostic Specialists recognized by the Council for Exceptional Children with an emphasis on assessment, research-based practices, and interventions. All classes are online and easily accessible to students across the United States.

Program Information

Program Mission

The Educational Diagnostician Program at West Texas A&M University has been designed to emphasize the professional standards for Diagnostic Specialists recognized by the Council for Exceptional Children with an emphasis on assessment, research-based practices, and interventions. All classes are online and easily accessible to students across the United States.

Program Goals and Purposes

The purpose of the Educational Diagnostician Program at West Texas A&M University is to prepare teachers, who have at least three years of teaching experience, to appropriately administer assessment instruments, analyze assessment results and to use assessment data to identify children who have disabilities that are in need of special education and related services.

The Educational Diagnostician Program also prepares teachers to develop instructional plans based on assessment results for children identified as having disabilities and to support classroom instruction based on assessment results.

Department Mission

Guided by the democratic purposes of American education, the mission of the Department of Education at WTAMU is to prepare professional educators who are confident, skilled, and reflective critical thinkers, effective communicators, advocates of diverse learners, users of technology, life-long learners, and stewards of the profession.

Program Educational Outcomes (PEOs)

After participating in the Counselor Education Program, our candidates will be:

1. Critical creative thinkers who develop solutions to improve the educational environment and who inspire students or co-workers.
2. Effective communicators who use verbal, nonverbal, electronic, and print modes of communication to establish a positive school or work environment and promote thinking and learning.
3. Advocates for diverse learners who appreciate, promote, and model the values of diversity.
4. Users of technology who seamlessly integrate multimedia in learning environments as instructional and management tools to enhance learning.
5. Life-long learners who take responsibility for their own learning and continuously foster their professional renewal.
6. Stewards of the profession who represent ethical and professional dispositions.

Ethical and Professional Dispositions

Candidates will:

- A. Demonstrate an expectation that all students can learn and are a vital part of the learning community.
- B. Display sensitivity to students' needs.
- C. Work with peers, clinical instructors, cooperating teachers, university field supervisors, and relevant stakeholders to advance learning.

Questions related to the M.Ed. in Ed. Diagnostics Student Handbook can be directed to Dr. Simmons at msimmons@wtamu.edu.

- D. Model poise, maturity, and sound judgment.
- E. Engage in continuous self-evaluation and improvement.
- F. Promote ethical and professional standards in teaching, learning, and research.

Educational Diagnostician Faculty

Dr. Michelle Simmons Associate Professor WT-Amarillo Center (806) 651-8232 msimmons@wtamu.edu	Dr. Stephanie Hart Assistant Professor WT-Amarillo Center (806) 651-3621 slhart@wtamu.edu
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Admissions Policies and Procedures

Admissions Process

Step One:

Apply to the West Texas A&M University Graduate School. Students may find additional information in applying to the Graduate School at: <https://www.wtamu.edu/academics/graduate-school/apply/index.html> . Admittance by the Graduate School does not guarantee acceptance into the Educational Diagnostician program.

Step Two:

Complete program specific requirements:

M.Ed. in Educational Diagnostics application: [M.Ed. Ed. Diag. Graduate Online Application.docx](#)

Admissions Requirements

Following are criteria designed to provide guidelines for prospective students. Meeting these minimum criteria does not guarantee admission. Each applicant to an entry-level program must:

- Meet University Graduate School admission requirements;
- Have a 2.75 undergraduate grade point average;
- Complete a formal application and 3 short answer essay questions;
- Hold a valid teaching certificate;
- Provide current records of teaching service;
- Provide a current resume;
- Obtain 2 professional letters of recommendation to the program;
- Secure an educational diagnostician mentor prior to enrolling in assessment courses

TEA Requirements

English Language Proficiency:

An applicant for certification in Texas must be able to communicate, listen, read, write, and comprehend the English language sufficiently to use it easily and readily in daily communication and teaching. English language proficiency shall be evidenced by one of the following:

- (A) completion of an undergraduate or graduate degree at an accredited institution of higher education in the United States; or
- (B) verification of minimum scaled scores on the Test of English as a Foreign Language Internet-Based Test (TOEFL IBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing; (TOEFL scores must not be older than 2 years from date of application) or
- (C) completion of an undergraduate or graduate degree earned at an institution of higher education in a country outside of the United States listed in [TAC 230.11](#)

For more information, please consult [WTAMU's university policy on language proficiency](#).

Criminal History Information:

A criminal background check including fingerprinting will be performed by the Texas Education Agency before a certification-seeking candidate will be allowed to certify or gain employment on a non-teacher certificate. [TAC 227.1\(b\)\(1\)\(2\)](#).

Questions related to the M.Ed. in Ed. Diagnostics Student Handbook can be directed to Dr. Simmons at msimmons@wtamu.edu.

Items on a candidate's criminal history report may render the candidate ineligible for certification. Candidates may [request a preliminary TEA background check](#) for an evaluation of the criminal history. Please note that applicants may request a preliminary TEA background check for an opinion of charge prior to starting a program.

All applicants with any prior or current criminal charges are encouraged to discuss their specific background with the Director of Educator Preparation Programs before enrolling in any academic program that includes a certification route.

***Note:** Requirements for licensure/certification vary from state to state. Our programs prepare candidates for certification and/or licensure in the State of Texas. We do not represent that our programs prepare candidates for licensure or certification in other states.*

Transfer Credits:

The Educational Diagnostician Program allows candidates to transfer in up to 12 SCH from a previously completed master's program depending on the discipline and the grade for each course. Courses must have been completed within 5 years of entry into the WT Educational Diagnostician program. Please contact Dr. Michelle Simons at msimmons@wtamu.edu to discuss any questions about transfer credits.

Valid Texas Teaching Certificate:

Candidates must provide record of a valid SBEC current, Texas teaching certificate upon program application. Candidates who hold an alternative teaching certification or are completing an alternative teaching certification *and* will receive a valid SBEC current, Texas teaching certification within one academic year of admission can be considered for program admission. Program faculty review of alternative teaching certificate or documentation of enrollment in alternative teaching certification program is required.

Record of Teaching Service:

Three years of teaching experience as a classroom teacher and successful completion of the educational diagnostician certification exam are required for certification. Candidates can be admitted to the program with a minimum of 1 year's record of teaching service at time of admission but **MUST** complete a years of service deficiency letter and provide record of 3 years' teaching service upon program/degree completion.

Master's Comprehensive Examination:

Candidates seeking the M.Ed. with certification, as well as, those seeking certification only, are required to pass a comprehensive exam during the last semester of course work.

Dates for application consideration per semester are as follows:

Summer	May 1
Fall	August 1
Spring	December 1

Program Faculty Advising and Registration Procedures

Upon formal admittance to the program, students are assigned a Special Education program faculty advisor. **The faculty advisor will provide students with a program rotation upon admission that details courses.** The rotation will include the courses the student will be completing during the program. Upon beginning their studies at WTAMU, students initiate contact with their assigned advisors and consult regularly with them throughout their program. Faculty members work closely with their advisees to plan the degree program most appropriate to the student's professional goals. Each student's courses and completed program are subject to the approval of the faculty advisor. Dates for fall, spring, and summer pre-registration are posted on-line during each preceding semester.

Course descriptions can be found online in the university graduate course catalog:

https://catalog.wtamu.edu/preview_program.php?catoid=33&poid=5398#ed-diag

M.Ed. Educational Diagnostic Candidate: Degree and Certification Program Rotation

Leveling Course: EDSP 6341 Assessment, Intervention and Differentiation (3 SCH_Fall)

Program progress at 6 SCH (2 courses)/semester:

Fall	Spring	Summer I	Summer II	Fall	Spring
EDSP 6352: Instructional Programming for Students: Low Incidence Disabilities (3 SCH_Fall)	EDSP 6356: Consultation and Collaboration, Exceptional Children (3 SCH_Spring)	EDPD 6329: Human Development (3SCH_Fall/Spring/Summer)*	COUN 6330: Cross/Cultural Counseling (3SCH_Fall/Spring/Summer)*	EDSP 7364: Legal Issues in Special Populations (3 SCH_Fall)**	EDSP 6358: Advanced Assessment & Interpretation in Educational Diagnostics (3 SCH_Spring)
EDPD 6303: Educational Research (3SCH_Fall/Spring/Summer)*	EPSY 6322: Mental Testing I (3 SCH_Spring)**	EDSP 6359: Management of Classroom Behavior, Exceptional Learners (3 SCH_Summer I)	EDSP 6354: Instructional Programming for Students: High Incidence Disabilities (3 SCH_Summer II)	EPSY 6374: Mental Testing II (3 SCH_Fall)**	EDSP 6377: Practicum (3 SCH_Fall/Spring)**

*Offering of departmental core courses (EDPD 6303, EDPD 6304 and EDPD 6329) vary according to departmental scheduling. These courses may be offered Fall, Spring or Summer.

**Courses require instructor consent to register.

Program progress at 9 SCH (3 courses)/semester:

Fall	Spring	Summer I	Summer II	Fall	Spring
EDSP 6352: Instructional Programming for Students: Low Incidence Disabilities (3 SCH_Fall)	EDSP 6356: Consultation and Collaboration, Exceptional Children (3 SCH_Spring)	EDSP 6359: Management of Classroom Behavior, Exceptional Learners (3 SCH_Summer I)	EDSP 6354: Instructional Programming for Students: High Incidence Disabilities (3 SCH_Summer II)	EDSP 7364: Legal Issues in Special Populations (3 SCH_Fall)**	EDSP 6377: Practicum (3 SCH_Fall/Spring)* *
EDPD 6303: Educational Research (3SCH_Fall/Spring/Su mmer)*	EPSY 6322: Mental Testing I (3 SCH_Spring)**			EPSY 6374: Mental Testing II (3 SCH_Fall)**	
COUN 6330: Cross/Cultural Counseling (3SCH_Fall/Spring/Su mmer)*	EDPD 6329: Human Development (3SCH_Fall/Sprin g/Summer)*			EDSP 6358: Advanced Assessment & Interpretation in Educational Diagnostics (3 SCH_Spring)	

*Offering of departmental core courses (EDPD 6303, COUN 6330 and EDPD 6329) vary according to departmental scheduling. These courses may be offered Fall, Spring or Summer.

**Courses require instructor consent to register.

Scholarships Available for Application

All students are encouraged to apply for funding, whether it is through financial aid or through scholarships as we understand that graduate school is an investment in your future. To assist you with starting point of references, please review the links below.

- [WT Office of Financial Aid](#)
- [List of WTAMU Scholarships](#)
- [Nationally Competitive Scholarships](#)

Intern/Probationary Educational Diagnostician Certificate

Educational diagnostician students (candidates) are eligible for a Intern/probational educational diagnostician certificate in their last year of the program (this would mean, the student should have 12 to 15 credits left within the program).

To be eligible for an intern/probationary certificate, the candidate would need to

- Pass the TExES 253. To receive test approval the candidate will need to:
 1. Complete practice TExES 253 with instructions in the handbook.
 2. Submit the practice TExES 253, current service record, and offer letter via email to program coordinator. Candidate must have 3 years of teaching experience on a Texas standard teaching certificate to receive the intern/probationary certification
- A job offer from a school district for an Educational diagnostician position.
- A site supervisor (Educational diagnostician or LSSP with three years of evaluation experience) within the school district
- A field supervisor (this will be the faculty within the program at WTAMU)

Once the candidate has received a job offer, they would have to contact Dr. Michelle Simmons for a Statement of Eligibility form filled out by the hiring district. No intern/probationary certificate can be given out to candidates without a job offer.

Once the job offer has been accepted, the candidate has to submit:

- The completed statement of eligibility (completed by the hiring district)
- The candidates service record (with the number of years of teaching experience)
- Site supervisor's resume
- Site supervisor's service record
- Site supervisors school counselor certificate

During the intern/probationary certificate, the Educational Diagnostician candidate is required to complete:

- The entire practicum course
- The intern certificate lasts 1 year, for example June 2025 to May 2026. If you graduate earlier, please reach out to Dr. Simmons as soon as your degree is conferred.

Withdrawing from the Program

You will need to work with our Registrar's Office to withdraw from Fall courses. The withdrawal form located on the registrar's website: <https://www.wtamu.edu/student-support/registrar/registrar-drop-withdrawal.html>. Their office can also be reached at registrar@wtamu.edu or at (806)651-4911.

West Texas A&M University Education Preparation Program Exit Policy for Candidates

It is the goal of the West Texas A&M University Educator Preparation Program (WTAMU EPP) to graduate and certify candidates who will become successful educators in the state of Texas. However, there may be circumstances in which the dismissal of a candidate becomes necessary. This policy outlines some of the reasons for dismissal, and the procedures used when the WTAMU EPP makes the decision that dismissal of a candidate is warranted.

Reasons for Dismissal by WTAMU's EPP:

- Violation of the Texas Professional Code or Texas Education Code regulations.
- Graduate Program GPA falls below 2.75. Please note that the WTAMU Graduate School's policy is that if a student's GPA falls below a 3.0, they will be placed on academic probation until the 3.0 GPA requirement has been met.

(Current Student FAQ)

- Mutual consent for termination by the public-school partner administrator and the university supervisor due to unforeseen personal circumstances.
- Failure to abide by the policies of the WTAMU EPP, public school partner, or school district.
- Unprofessional conduct towards school personnel, students, parents, and/or community members.
- Failure to address the requirements of a growth plan and show consistent progress toward improvement.
- Non-renewal of teaching contract for interns due to unsatisfactory performance growth.

Other Reasons for Being Exited from the Program:

- A candidate who is inactive for two-long semesters is no longer completing coursework, training, or testing requirements with the WTAMU EPP and is not identified as a completer of the program.
- After two-long semesters, candidates who do not demonstrate progress in the program or complete their clinical experience may be exited or withdrawn from the WTAMU EPP.

Procedure:

1. If a candidate is at risk of termination, they will be notified in writing by the WTAMU EPP detailing the reason for possible dismissal and providing an opportunity for the candidate to address the issue(s).
2. If the candidate does not agree with the decision of program dismissal, they may appeal via the WTAMU EPP Complaint Process. Information on the complaint process can be found online.
3. The final decision on the termination of a candidate will be made by a WTAMU EPP committee based on the provided evidence and circumstances.

Voluntary withdrawal from the WTAMU Educator Preparation Program:

- Candidates who voluntarily choose to withdraw from the WTAMU EPP prior to graduation or

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certification must complete a written statement outlining the reasons for withdrawal and acknowledging the consequences of graduation without TEA Certification via signed Exit Form.

- A meeting between the candidate and an EPP Director will be required prior to approval for the exit.
- Re-entry into any of the WTAMU EPP educator certification programs will be considered on an individual basis based on the reason for exit/withdrawal/dismissal may be based on test performance, grades, and/or candidate performance in the EPP.
- Fees paid will not be refunded if a participant exits or is terminated from the WTAMU EPP.

Consequences:

Violations of this policy may result in the termination of the candidate from the WTAMU EPP. It is essential that all candidates adhere to the policies and guidelines set forth by the program to ensure the success and professionalism of the WTAMU educator certification program. WTAMU's EPP reserves the right to note your departure was in negative standing.

This policy is in accordance with Texas Administrative Code § 228.31(b, Subchapter D) and aims to maintain the integrity and quality of the WTAMU EPP.

Returning Students

Any student who has not been actively enrolled in courses for more than one semester will be required to reapply to the program. When you want to re-enroll, you will need to complete the application on the graduate school website. Here is the information from the Graduate School on the re-enrollment process:

You will need to use the WTAMU Applicant Portal to reapply:

(https://wtamu.force.com/ERx_Forms_Portal_Login). Once logged in, select the Application History tab and then the 'Create New Application' button. Please complete the application in its entirety prior to submitting it. Use the Returning User login to reapply to the program. Since you are reapplying to the same program, you will not need to repay the \$55 application fee. You can select the 'I Have Previously Paid for this Program' option when prompted for payment. Additionally, the graduate school will be able to use any previously received official transcripts for this new application. The graduate school will then defer to the program coordinator on whether or not we will require updated departmental documentation for this new application.

However, depending on when a student last applied, they may not have applied using our WTAMU Applicant Portal. They may have to register for the Portal

(https://wtamu.force.com/ERx_Forms_Portal_Register) instead of using the Returning User Login.

Practicum Procedures for all Students

Applicable to Students in All Programs

The practicum experience is a critical component in the preparation of educational diagnosticians.

We anticipate that students will have the opportunity to use and apply the skills developed in the degree program at their placement sites. Practicum is designed to help students begin to apply theory to practice. Students participate in the practicum in the final semester for program enrollment by registering for EDSP 6377. Details regarding practicum course requirements are provided during the course through WTCClass Canvas.

Certification

The Educational Diagnostician program is designed to meet the academic and field experience requirements for State Board of Education certification in Texas. In addition to submitting logs to their instructors and documenting practicum hours, all students are responsible for keeping copies of practicum course assignments for personal records.

Certified Educational Diagnostician

Graduates of the Educational Diagnostician program will be recommended for the [Texas State Board of Education Certificate in Educational Diagnostics](#). All students seeking Texas certification as educational diagnosticians should have their credentials and program plans reviewed by Dr. Crystal Hughes or Mr. Gilbert Antunez (Office of Alternative Certification) and by Dr. Michelle Simmons (Educational Diagnostician Program Coordinator). Students must have three years of credible teaching experience through a standard teaching certificate issued by the state of Texas and have fulfilled all program requirements, including successful completion of the comprehensive exam.

How do I receive test approval for TExES 253?

Complete Practice TExES 253:

- The practice TExES 253 will be completed during the practicum course, EDSP 6377, in collaboration with the program coordinator, Dr. Michelle Simmons.

- Candidates will receive documentation to receive TExES 253 test approval upon an 80% or higher successful performance on the TEXES 253 practice exam.
- Forms will need to be filled out and returned to msimmons@wtamu.edu.

Candidates will be required to apply for certification on TEA's website

- Log on to your account
- Click on Application's link: "Standard Certificate Texas Program"
- Apply for Standard Certificate through WTAMU's "Univ Based" preparation route
- Submit the appropriate fee to TEA for the certificate
- Students will need to submit their TExES 253 results to msimmons@wtamu
- Students can only be certified once the degree is conferred by graduate school.

TExES 253 Approval and Certification after Graduation

All program graduates are STRONGLY ENCOURAGED to take the TExES 253 within one semester of graduation from the program. This ensures student success on the TExES 253 certification exam.

TEA gives the program in TAC 228.31 (e), subchapter D the decision on how to proceed with a program finisher seeking certification test approval after graduation:

- 228.31 (e) The EPP shall grant test approval when the EPP determines the candidate is ready, or if the candidate is a completer. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed all requirements of the EPP or if the candidate has returned to the EPP for test approval one or more years following the academic year of **completion of all program requirements**.

The Educational Diagnostics certification program requires any candidate seeking test approval that has completed the program one or more years following the academic year of completion to complete proper remediation for TExES 253 test approval.

The graduate/candidate must complete the following:

1. Meet with the program coordinator to develop a written remediation plan. Both the program coordinator and graduate will agree upon and sign written plan.
2. Audit one or more of the following courses: EPSY 6322, EPSY 6374, EDSP 6358 & EDSP 6377 (contingent upon program coordinator guidance and the timeframe in which the student last completed the courses).
3. Complete an online remediation program (i.e. CertifyTeacher.com) and provide documentation to program coordinator demonstrating successful completion of the online remediation program.
4. Take a TEXES 253 practice exam. Practice exam will be facilitated and administered by program coordinator.

Additional Program Policies

Comprehensive Examinations

All M.Ed. candidates in must satisfy the Educational Diagnostician program comprehensive examination requirement. Students will do this by taking a multiple choice and essay exam in collaboration with their program coordinator. This is typically completed during the practicum course, EDSP 6377. Students must complete their comprehensive examination requirement during the last two semesters before they expect to graduate. Exams are given during spring, and fall semesters. Students must pay an online proctoring fee through Examity to register to take the comprehensive exam. Students must check with their advisor to apply for the comprehensive exam. Practice exams are also given each semester.

Application for Graduation

Students must apply for graduation at <https://www.wtamu.edu/academics/graduation-application.aspx>. Application forms and instructions are available at this website. Students are advised to submit their applications well in advance of the deadline date.

Questions related to the M.Ed. in Ed. Diagnostics Student Handbook can be directed to Dr. Simmons at msimmons@wtamu.edu.

Job Placement

The staff of the University Career Services Center assists students in seeking professional positions as they near graduation. Services available through the Center include resume and interview coaching. Students should also tell the Educational Diagnostician faculty members when they are looking for professional positions. If faculty members know students are searching, they will assist them in any way possible. In addition to writing letters of reference, professors often learn about job leads through informal communication with their colleagues. The professional friends and associates of faculty members can often help students find the positions they are seeking.

Student Remediation, Probation, And Dismissal Procedures

The members of the Educational Diagnostician program recognize their obligation to: consult with colleagues and document their decision to refer students for assistance or to request that students be put on probation or dismissed from the program; support students in obtaining remedial assistance; and, assure that students have adequate recourse to address decisions made.

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting student's ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a time line for change. This should be done prior to initiating formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences formal remediation procedures may be implemented as delineated in the following section of this handbook.

Remediation Procedures

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for consideration of probation and/or enforced withdrawal from the program will be initiated. These procedures are followed to ensure that the rights of the student and the integrity of the program can be protected in the process.

Step 1

When a determination is made by a faculty member that an educationally, or professionally related problem exists, which could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. They will meet to discuss the problem and try to outline, verbally and in writing, ways to correct or rectify the problem. This interaction process should allow the student ample opportunity to react to the negative information presented regarding a problem area. If the problem is resolved, no further action is needed.

Step 2

If the problem continues, the advisor again will discuss the problem with the student. A meeting will then be held with the student's advisor, the program coordinator, the student, and the concerned faculty member as appropriate. The meeting date will be set so that the student will have the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to determine whether the problem needs to be addressed by the program core faculty and relevant adjunct faculty.

Step 3

If the outcome of the meeting of the advisor, program coordinator, and student is that the problem should be brought to the entire program faculty, a meeting of the faculty will be called. The student will be informed of the time of this meeting in advance and will have an opportunity to provide additional information or evidence to the faculty for consideration at the meeting, either in writing or in person. The faculty will vote to decide whether further remediation is required and/or the student should be placed on probation or the student should be dismissed from the program. These actions require three quarters of the faculty present at the meeting agree. The program director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond orally and/or in writing to the recommendation.

Step 4

The program faculty will review the student's oral and/or written response to the action decided in step three and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the action taken in step three will be considered as final. A vote to reconsider may be passed by a majority of the program faculty. Final disposition of the reconsideration requires a three-quarter vote. The student will be informed of the meeting at least one week in advance and will have the opportunity to provide additional information or evidence to the faculty. The program director and the student's advisor will notify the student, in writing, of the final decision made by the faculty. Appeals may be made to the Graduate School.

Probation Procedure

Whenever a student is placed on probation, the advisor will meet with the student and provide in writing the following information:

- a) A behavioral description of the problem
- b) Possible courses of remediation
- c) Criteria stated in behavioral terms for ending the probationary status
- d) A time frame for meeting these criteria
- e) A summary of the options available to the student (e.g., appeals, dropping out, methods of remediation)
- f) A detailed description of the consequences of not meeting criteria within the time frame

An attempt will be made to clarify all these points with the student so there is an understanding on the student's part of the problem, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:

- a) Return the student to full graduate status;
- b) Continue the probation (which would necessitate preparation of another set of recommendations as specified above); or,
- c) Terminate the student's program (enforced withdrawal)

The program director will inform the student of the decision both verbally and in writing. The student will be given the opportunity to respond orally and/or in writing to this recommendation.

Enforced Withdrawal Procedure

If a student is recommended for enforced withdrawal, the program director and appropriate faculty will meet with the student and provide both orally and in writing the following information:

- a) Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.
- b) A summary of the appeal options available to the student.

An attempt will be made to clarify all of these points with the student so there is an understanding on the student's part of the reasons for the termination decision and the options available to her or him for appeal. The termination decision will be forwarded by the program director to the Dean of the College of Education and Social Sciences. Alternative career paths and options will be discussed with students who are asked to leave the Educational Diagnostician Program in order to aid in the transition.

Comprehensive Exam

The comprehensive exam is a graduation requirement for all students enrolled in the Educational Diagnostician program. All students are required to PASS the COMPS to graduate from the program.

The Educational Diagnostician Comprehensive Exam is a multiple-choice and essay examination similar in nature to the TEXES 253. Students must complete their comprehensive exam requirement during the last two semesters before they expect to graduate. COMPS are given during spring, summer and fall semesters. Students must check with their advisor to apply for the comprehensive exam.

All EDSP master's degree candidates are expected to test ONLINE.

1) Register:

- Decide when it would be most convenient for you to take the exam and schedule that date and time on your personal calendar.
- Complete the comprehensive exam notice checklist through WTCClass.
- Register for the exam through WTCClass.
- Schedule online proctoring with Examity well in advance of testing date: Follow the instructions provided in the Examity Student Integrated Quick Guide to create a profile and schedule an exam by date and time.

The four-hour master's comprehensive exam is administered through WTCClass in an online proctored environment. The online proctor is Examity. The following rules apply:

1. The exam is located in a Bb organization in WTCClass. If this course does not appear in your list of Bb organizations in WTCClass, notify Dr. Simmons at msimmons@wtamu.edu.
2. The exam will cost you \$36 for a total of 4 hours of online proctoring (record review).
3. A password will be provided by the test proctor enabling the candidate(s) to access the exam.
4. No outside materials, including access to online resources, are allowed during the exam.
5. Exam results will be reported to the candidate via Buff email within one week of the exam date.

Online Proctored Exam: The online exam will be proctored by Examity®. This service allows flexibility to schedule exams at the candidate's convenience and take the exam wherever candidate desires as long as the exam rules are strictly observed. The exam **MUST BE** proctored online by Examity®. Do not forget to register. Do not start taking your exam on WTCClass without the online proctor. You will see an actual person on the other side of your video monitor when you take the exam. It feels just like a Zoom meeting.

To become better acquainted with Examity, please watch a video to show you how it works:

<https://www.youtube.com/watch?v=1J7Fm8fXyo0> Follow the instructions provided in the Student Integrated Quick Guide to create a profile and schedule an exam by date and time. Additionally, you may find the Student One Pager to be helpful.

Please note: The required picture identification card must be clear and in color. Examity® offers 24/7 technical support. Call 855-EXAMITY, email support@examity.com or chat with a representative by clicking on the live chat link in your Examity® portal.

Examity® System Requirements:

- You must take the exam on a desktop computer or laptop (not a tablet, Chromebook or cell phone).
- You must have a working built-in or external webcam and microphone.

Questions related to the M.Ed. in Ed. Diagnostics Student Handbook can be directed to Dr. Simmons at msimmons@wtamu.edu.

- Your Internet speed must be at least 2 Mbps download and 2 Mbps upload. Hot spots are not recommended.

Determine your Internet speed by running a test at: <http://www.speedtest.net>

Reaching Support:

- All day and all of the night.
- Phone: 855-392-6489
- Email: support@examity.com
- Live Chat: Click on the live chat link located at the top and bottom of your Examity® portal.

2) Prepare:

- Prepare for the exam using the study materials provided to you in WTCClass.
- Attend the online Zoom study session with your instructor.

3) Test:

- Log on to the online testing site 15 to 30 minutes early.
- Take your test. Pace yourself and take your time. You are prepared for this!

Comprehensive Exam Preparation Checklist

The comprehensive exam you take as the culminating event in your Master's degree is an important assessment. The program coordinator will prepare you by providing the following information. Please initial by each item indicating you have received the information and you understand the importance of each statement. If you have any questions, please address these with your faculty advisor before initialing or signing the document. *It is always your option to request to take the exam in the following semester.*

_____ I have study preparation materials for the comprehensive exam provided by my program coordinator in adequate time to prepare for the comprehensive exam. (If not, request to take the exam in the following semester).

_____ I have been given the dates of the testing window for the comprehensive exam.

_____ I have been given instructions on how to register for online exam proctoring and through WTCClass for the comprehensive exam.

_____ I understand the importance of this exam and realize that I must pass it in order to complete my master's degree.

_____ I understand that to successfully pass the comprehensive exam that I must obtain an 80% score on an exam comprised of 75 selected response (i.e. multiple choice) questions and one constructed response (i.e. written) question.

_____ I understand that I must obtain an 80% score on the master's comprehensive exam to receive approval to take the TEXES 253 Ed. Diagnostician state certification exam (if applicable).

_____ I understand that Special Education program faculty will review and score my performance on the constructed response question.

_____ I understand that if I am not successful in passing the comprehensive exam on the first attempt that I will be allowed one additional attempt in the following semester; furthermore, I understand that only 2 attempts will be given to pass the comprehensive exam and that they may not be taken in the same semester. If I do not obtain an 80% score after 2 attempts on the comprehensive exam, I understand I must complete an appeal process to request permission from the Assistant Dean of Graduate Studies for the COESS for further attempts on the comprehensive exam.

_____ I understand that comprehensive exam results will be reviewed by Special Education program faculty and I will be formally notified via email of my performance on the exam.

_____ I acknowledge that grades will not be "curved" or "rounded up." (i.e. If I obtain a 78% or 79%, this is still not a successful 80% score).

M.Ed. Candidate Signature: _____ Date: _____

Program Coordinator Signature: _____ Date: _____

Master's Comprehensive Examination Application

A graduate student is eligible to take the comprehensive examinations during the semester in which all work is to be completed. Students must be enrolled in final course work or have completed all course work during this time.

Expected Date of Graduation: _____

_____	_____	_____	_____
Last Name	First Name	Middle Name	Buff ID #

TEA ID# (if applicable): _____

Permanent

Mailing Address _____
Street or Box City State Zip

Phone #: _____

Email Address (preferred): _____

M.Ed. in Educational Diagnostics Constructed-Response Question Scoring Rubric

Date:	
Student name:	
Reviewer name:	
Total average score:	

Performance Criteria: The student must receive a score point of 3 or higher in all three performance characteristic areas (i.e. completion, application of content, and support).

Performance Characteristics:

The rubric created to evaluate student response to the constructed-response question is based on the following criteria:

Completion	The degree to which the student completes the assignment by responding to each specific task in the assignment.
Application of Content	The degree to which the student applies the relevant knowledge and skills to the response accurately and effectively.
Support	The degree to which the student supports the response with appropriate evidence, examples, and explanations based on the relevant content knowledge and skills.

	1	2	3	4	Student score
Completion	The response addresses, few, if any, parts of the assignment.	The response addresses at least some of the parts of the assignment.	The response addresses most or all parts of the assignment.	The response fully addresses all parts of the assignment.	4
Application of Content	The response demonstrates a largely inaccurate, ineffective application of the relevant content knowledge and skills.	The response demonstrates a partially accurate, partially effective application of the relevant content knowledge and skills.	The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills.	The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills.	4
Support	The response provides little to no evidence, and if provided, examples or explanations are weak or inappropriate.	The response provides limited evidence, and examples or explanations, when provided, may be only partially appropriate.	The response provides sufficient evidence, some examples, and generally sound explanations.	The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.	4

*Adapted from Pearson Education (2020, October, 14). *Texas Educator Certification Examination Program: Educational Diagnostician (253) Preparation Materials*.

https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX253_PrepMaterials.html

Failure of the Comprehensive Examination

- a) **Failing First Attempt:** Students failing the examination on their first attempt are required to wait 4 weeks to retake the exam. Please email your advisor before you can register for your COMPS second attempt. Students will be required to attend a study session with their faculty advisor before they can retake COMPS. If there is no study session available live, you will be required to attend a recorded session.

- b) **Failing the Second Attempt:** Students who fail COMPS on their second attempt are required to contact their faculty advisor and wait 8 weeks before they can take their third attempt. Students will be required to do the following before they can partake in the third attempt for COMPS:
 - a. Complete a program approved study program (i.e. CertifyTeacher. Com)
 - b. Develop and write a remediation plan with specific time frames that outline the steps the student and advisor will take to assist the student in passing the test. The plan should include an explanation of what factors led to failure of the exam (so that the faculty can better understand the needs of the student), documentation of any learning challenges which might impair the student in this process and delineation of specific accommodations required when appropriate, specific activities the student plans to undertake in order to achieve a passing score (this might include, but is not limited to, studying strategies, retaking/auditing of classes, or any other activities aimed at preparing the student for success in this endeavor), and a time-line of when the student will be carrying out these activities and retaking the exam. When the plan is completed, the student must arrange to meet with the faculty for mutual review of the plan.

- c) **Failing the Third Attempt:** Students who fail the COMPS for a third time after completing the remediation plan are subject to the following possible options:
 - Required to wait until the next semester or the next time COMPS are offered to complete COMPS, for example students who do not pass in the Fall are required to wait till the spring.
 - Complete a program approved study program (i.e. CertifyTeacher. Com)
 - Attend a study session.
 - Other options could include but are not limited to
 - Dismissal from the program
 - Requirement of extra coursework/ assignments related to the failed core areas to demonstrate competency.
 - Requirement to retake specific courses related to failure of core areas.
 - Other options based on student need

Students who fail the third attempt are welcome to submit a written letter of explanation to their advisor to advocate for themselves. The letter will be distributed to the faculty for review and further recommendation.

Educator Preparation Program Complaint Process

As defined by [Texas Administrative Code §228](#) a candidate or former candidate in an Educator

Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a site supervisor, or an administrator in a public or private school that serves as a site for clinical teaching, internship or practicum experiences may submit, in accordance with subsection (C) and (G) of this section, a complaint about an EPP for investigation and resolution. The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong.

Filing a Complaint

A formal public complaint is a signed written statement of complaints or concerns regarding the service provided by employees of the West Texas A&M University (WTAMU) Department of Education-Educator Preparation Programs. A formal written public complaint must include the facts upon which the complaint is based. Anonymous or unsigned complaints will not be processed.

These procedures will be followed when responding to a formal complaint regarding an issue involving the WTAMU Department of Education Educator Preparation Programs.

1. The complainant shall initially file a formal complaint using the [WTAMU-EPP Complaint Form](#) to the Head of the Department of Education. If the complaint is against the Department Head, then the complainant should be submitted to the Dean of the College of Education.
 Head, Department of Education Old Main, Room 416
 WT Box 60208 Fax: 806.651.3610
 Canyon, TX 79016
2. The complaint form must be signed and dated by the complainant and submitted within 30 business days of the alleged incident.
3. The department head will acknowledge receipt of the complaint, and an investigation will be conducted.
4. The department head shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any, and notice of the appeals process.

Appeal

If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Dean of the Terry B. Rogers College of Education and Social Sciences in writing with a copy of the initial complaint form and a copy of the department head's written resolution.

1. The written appeal must be signed by the complaint and submitted within 10 business days of the department head's resolution.
2. An investigation shall follow the submission of the appeal; the Dean shall submit in writing to the complainant the outcome(s) of the appeal, reason(s) for the decision, and remedies afforded, if any. The resolution or outcome from the appeal is final.

TEA Complaint

Questions related to the M.Ed. in Ed. Diagnostics Student Handbook can be directed to Dr. Simmons at msimmons@wtamu.edu.

If a complainant wishes to report an unresolved complaint to the Texas Education Agency (TEA), the complainant will need to follow the steps outlined on the TEA website,

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educators_or_Preparation_Programs/

Other Complaints

Complaints unrelated to the educator preparation programs may be submitted through the West Texas A&M University Complaint Process, found below.

Educator Preparation Program Complaint Form

Please use a current version of Acrobat Reader to complete this form.

Complainant Contact Information

Name: _____ Student ID: _____

Mailing Address: _____

Personal Phone: _____ Email: _____

Complainant's Role:

- Applicant ☐ Candidate ☐ Former Candidate ☐ Employee
- Former Employee ☐ Cooperating Teacher ☐ Mentor Teacher ☐ Site Supervisor
- Administrator of public or private school (provide district/campus information below)

School Information (site for field experiences, clinical teaching, internship, or practicum)

Phone: _____

District: _____ Campus: _____

Mailing Address: _____ City, State: _____

_____ Extension: _____ Website: _____

Principal Name: _____

Complaint Description

Certain information is necessary for the Department of Education to review a complaint. Please fill out this form carefully and as completely as possible. WTAMU can only accept complaints that allege a violation of an issue over which the WTAMU Educator Preparation Program has the jurisdiction or authority to regulate. The complaint form must be submitted within 30 business days of the alleged violation.

Please select all areas that apply.

- Admission Policy ☐ Denial of Program Admission ☐ Removal from Program
- Program Requirements ☐ Program Faculty ☐ Certification
- Field-Based Experiences ☐ Clinical Teaching ☐ Internship
- Practicum ☐ Field Supervisor ☐ Site Supervisor
- Observation & Feedback ☐ Individual Student Issue ☐ Other

All fields are required.

Describe the alleged violation (nature of the problem). Please be concise and specific as you summarize the complaint within the space provided.

Describe the facts on which the allegation is based; include significant dates and events related to the allegation. Please be specific.

List the documents that you wish to attach to support the described facts.

Describe your efforts to resolve the complaint in other ways.

Questions related to the M.Ed. in Ed. Diagnostics Student Handbook can be directed to Dr. Simmons at msimmons@wtamu.edu.

Provide additional information to consider:

Complainant's Signature (anonymous or unsigned complaints will not be processed):
Date:

Submit in person, by email or by postal mail:	Department of Education WT Box 60208 Canyon, TX 79016 Old Main, Room 415 Email: teacherprep@wtamu.edu
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This complaint procedure complies with Texas Administrative Code (TAC) §228.70. Not all complaints fall under the authority of WTAMU Educator Preparation Programs. WTAMU has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address Educator Preparation Program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232), and certification (TAC §§230, 231, 232, 239, 241, 242).

Office Use Only

Date Received	Date Candidate Verified (if applicable)	Acknowledge Receipt to Candidate Date	Date Written Response Sent

Receipt of M.Ed. in Ed. Diagnostics Program Handbook

I have received, read and agree to adhere to the policies and procedures provided in this handbook. Failing to return this signed form within 10 business days signifies that you agree with the terms outlined in the Educational Diagnostician program candidate handbook.

It is the candidate's responsibility to voice any concerns they may have with the policies outlined in the handbook. After beginning coursework, it is assumed that the candidate agrees with all policies outlined in the handbook.

Signature

Date

