I. COURSE DESCRIPTION

A practicum that the student will demonstrate competencies to designing and implementing individualized educational programs (IEP) for the exceptional child. Instructor’s permission required. Prerequisites: CNEP 5371, CNEP 5374, SPED 5310, SPED 5315, and SPED 5387. Grade assigned will be “credit” (CR) or “no-credit” (NC).

II. RATIONALE

This course is designed to provide educational diagnostician students with practical experience in selecting and administering assessment devices as well as interpreting the results of assessments. It provides students with opportunities of using the results of assessment information in determining instructional outcomes for children with disabilities.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies do not pertain to this course.

IV. TExES COMPETENCIES

The educational diagnostician Field 153 TExES program competencies covered in this course follow:

DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001
The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

Competency 002
The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction.

DOMAIN II – ASSESSMENT AND EVALUATION
Competency 003
The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision-making.

Competency 004
The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

Competency 005
The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

DOMAIN III – CURRICULUM AND INSTRUCTION

Competency 006
The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.

Competency 007
The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students’ behavioral and social skills.

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 008
The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal, and ethical foundations of evaluation related to special education.

Competency 009
The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management, and organization.

V. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:

1. Select and administer formal and informal assessment devices. (III. 003, 004, 008).
2. Interpret the results of formal and informal assessment information (III. 005).
3. Use assessment information in developing and updating an IEP (III. 006, 007).

VI. COURSE TOPICS

This is a practicum class in which the major topics to be considered are:

- Administration of assessment devices (formal and informal)
- Interpretation of assessment results in the Full and Individual Evaluation report
- Using assessment information to develop and update IEPs
- Examine the initial special education referral packet/information and timelines
- Develop Functional Behavioral Assessment (FBA), Behavior Intervention Plans (BIP), Transition Plans, Manifestation Determination, Referrals, Bilingual Testing
- Re-evaluations
- Discuss the implications of culture, socioeconomic and linguistic diversity on assessment choices, administration and interpretation
- Special education laws and regulations
- IEP (ARD) process
- Case Studies

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

The activities for instruction include the following:

- Modeling
- Guided practice and discussion
- Administering assessment devices
- Interpreting the results of assessment information
- Developing and updating IEPs
- Participating in or observing an IEP (ARD) meeting
- Case studies

VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:

A. Grading criteria

- Administering assessment devices
- Interpreting the results of assessment information
B. Class assignments/projects

1. The class will complete an initial referral for special education. You will be required to turn in the completed FIE.
2. You will be given one additional referral packet with testing results. You will be required to complete the FIE report for this student.
3. You will be assigned three initial referrals to special education with the assessment personnel on your campus. You will be responsible for the three initial referrals from beginning to end of referral process (gathering information, testing, scoring, interpreting the results, writing the FIE report, IEP development and ARD meeting, conferring with assessment person on your campus and practicum instructor).
4. You will maintain a daily log on each of the three students on initial referrals and any other contacts/work related to special education (format will be provided). For each class meeting scheduled, you will bring your daily log and any information (referral packet, test protocols, FIE report) to be reviewed and discussed in class.
5. Develop a Functional Behavioral Assessment (FBA), a Behavior Intervention Plan (BIP), an Individual Education Plan (IEP), and a Transition Plan on at least one student. This needs to be recorded in your daily log. Bring information to class to be reviewed.
6. Conduct/participate in a 3-Year Re-evaluation, transfer, permanent, initial, annual, special review, and manifestation determination on at least one student. This needs to be recorded in your daily log. Bring information to class to be reviewed.
7. ATTENDANCE IS MANDATORY!! If a class is missed, a legitimate excuse is necessary. The student will be required to obtain handouts and notes from another class member. A written summary of the material from the missed class (one page, doublespaced, typed) must be turned in to the professor the next time the class meets.
8. All assignments must be typed; not hand-written.

C. Grading is Credit (CR) or No Credit (NC)

IX. COURSE SCHEDULE AND POLICIES

Bring textbook and class-developed FIE to every class.

The weekly schedule (subject to change when necessary) for this course is as follows:

Session 1 Course introduction and practicum requirements; determine practicum settings, class FIE

Session 2 Discuss course topics (Referral, RTI, and Laws and Regulations), progress in practicum setting, review daily log, class FIE. Text: Chapters 1 & 2, Appendix A.

Session 3 Discuss course topics (Eligibility, Testing Team, Interpretation, Recommendations, and Laws and Regulations), progress in practicum setting, review daily log, class FIE. Text: Chapters 3, 4, & 5.

Session 4 Discuss course topics (ARD process, Initial ARD, Transfer ARD, Permanent ARD, Re-evaluation, and Laws and Regulations), progress in practicum setting, review daily log, class FIE. Text: Chapters 6 & 7.

DUE: Class-developed FIE #1

Session 5 Discuss course topics (FIE for Mental Retardation, FBA, BIP, Manifestation Determination, Transition Plan, and Laws and Regulations), progress in practicum setting, review daily log.

Session 6 No class. Testing in schools, working on reports, FBA, BIP, IEP, manifestation determination, re-evaluation, transfer, permanent, initial, annual, special review, and transition plan.

Session 7 Discuss course topics (FIE for Autism, IEPs and laws and regulations), progress in practicum setting, review daily log.

DUE: Evidence of FBA, BIP, IEP, manifestation determination, reevaluation, transfer, permanent, initial, annual, special review, and transition plan in daily log and copies (if possible).

Session 8 No class. Testing in schools, working on reports, FBA, BIP, IEP,
manifestation determination, re-evaluation, transfer, permanent, initial, annual, special review, and transition plan.

Session 9 Discuss course topics (FIE for Bi-lingual, FIE for Other Health Impairment, and Laws and Regulations), progress in practicum setting, review daily log.
DUE: FIE #2

Session 10 No class. Testing in schools, working on reports, FBA, BIP, IEP, manifestation determination, re-evaluation, transfer, permanent, initial, annual, special review, and transition plan.

Session 11 Discuss course topics (FIE for Emotional Disturbance, Cross Battery Testing and Laws and Regulations), progress in practicum setting, review daily log.

Session 12 No class. Testing in schools, working on reports, FBA, BIP, IEP, manifestation determination, re-evaluation, transfer, permanent, initial, annual, special review, and transition plan.

Session 13 No class. Testing in schools, working on reports, FBA, BIP, IEP, manifestation determination, re-evaluation, transfer, permanent, initial, annual, special review, and transition plan.

Session 14 Discuss course topics (PPCD Testing, BASC II, Vineland, Alpern-Ball, DAY-C), progress in practicum setting, review daily log.

Session 15 Discuss course topics (Testing for Orthopedic Impairment, Vision, Auditory, Multiply Handicapped, Deaf-Blindness, Traumatic Brain Injury, Non-Categorical Early Childhood (NCEC), Conclusion, Laws and Regulations, progress in practicum setting, and review daily log.)
DUE: Daily Log

Class policies:
For individuals that miss a class session, it is their responsibility to acquire class notes and handouts. The instructor will not furnish a copy of lecture or class notes. Late assignments will not be accepted.
X. TEXTBOOK

XI. BIBLIOGRAPHY

XII. COURSE POLICIES
Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association (most recent edition) is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Statement of Academic Continuity
In the event of an unforeseen adverse event and classes could not be held on the campus of
Texas A&M University-Corpus Christi, this course would continue through the use of e-mail and/or Blackboard. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (e.g., e-mails, Blackboard, websites) will be operational within two days of the closing of the physical campus. Students need to make certain that the course instructor has both a primary and secondary means of contacting each student.

Americans with Disabilities Act (ADA)
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office at (361) 825-5816 in CCH 117.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of
academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.