I. Course Description (3 Hours of Credit)
This course provides the competencies needed to be proficient with individual testing, scoring, and interpretation of tests for individual psychoeducational assessment within the context of special education. Instructor’s permission is required. Prerequisites are CNEP 5317 and CNEP 5374.

II. Rationale
SPED 5310 is a required course for the Educational Diagnostician certificate. This course provides students with the skills necessary to properly administer and interpret psychoeducational tests for the purpose of determining eligibility for special education services and program planning/evaluation.

III. State Standards for Teachers
The state adopted proficiencies covered in this course include the following:

1. Learner-Centered Knowledge. The teacher possesses and draws a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. Council for Exceptional Children: Initial Level Content Standards
TAMUCC Special Education Program is aligned with the National CEC Standards
Beginning special educators demonstrate their mastery of the following standards:
Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
- philosophies and evidence-based principles and theories
- relevant laws and policies
- diverse and historical points of view
- human issues that influence the field and professional practice
- issues of human diversity that can impact families, cultures, and schools
- relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners
Special educators:
- know and demonstrate respect for their students first as unique human beings
- understand the similarities and differences in human development
- understand how exceptional conditions can interact with the domains of human development
- use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

Initial Content Standard 3: Individual Learning Differences
Special educators:
- know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:
- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
- select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
- modify learning environments appropriately for individuals with exceptional learning needs enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
- promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators actively:
- create learning environments for individuals with exceptional learning needs
- foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
- foster environments in which diversity is valued
- shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
- help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
- use direct motivational and instructional interventions
- teach students to respond effectively to current expectations
- intervene with individuals with exceptional learning needs in crisis
- coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language
Special educators:
- understand typical and atypical language development
- use individualized strategies to enhance language development and teach communication skills
- are familiar with augmentative, alternative, and assistive technologies to support
and enhance communication
- match communication methods to an individual’s language proficiency and cultural and linguistic differences
- provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Instructional Planning
Individualized decision-making and instruction is at the center of special education practice. Special educators:
- develop long-range individualized instructional plans anchored in both general and special education curricula
- systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
- emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- modify instructional plans based on ongoing analysis of the individual’s learning progress
- facilitate instructional planning in a collaborative context
- develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
- use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.
Special educators use the results of assessments:
- to help identify exceptional learning needs and to develop and implement individualized instructional programs
- to adjust instruction in response to ongoing learning progress
Special educators understand:
- legal policies and ethical principles of measurement
- measurement theory and practices
- appropriate use and limitations of various types of assessments
Special educators collaborate with families and other colleagues to:
- assure nonbiased, meaningful assessments and decision-making
- conduct formal and informal assessments of behavior, learning, achievement and environments
- identify supports and adaptations required for individuals
- regularly monitor the progress of individuals
- use appropriate technologies to support their assessments.

Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:
- to practice ongoing attention to legal matters along with serious professional and ethical considerations
Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration
Special educators routinely and effectively collaborate with families, other educators, related service
providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

TExES COMPETENCIES

The Educational Diagnostician Field 153 TExES program competencies covered in this course follow.

DOMAIN 1 – 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.

The beginning educational diagnostician:

B. Knows how to access information on the cognitive, academic, communicative, physical, social, and emotional characteristics of individuals with various disabilities.

C. Demonstrates awareness of the variation in ability among individuals with various disabilities.

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.

The beginning educational diagnostician:

B. Recognizes how the ethnic, cultural, and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning, and instruction.

C. Applies knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities.

E. Demonstrates awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.

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.

The beginning educational diagnostician:

A. Demonstrates knowledge of the characteristics and needs of individual students in relation to assessment and evaluation for their least restrictive placement within a continuum of services.

B. Knows the rights of parents/guardians and students (i.e., procedural safeguards) in relation to
assessment and evaluation.

C. Applies knowledge of the links between evaluation, goals and objectives, and placement decisions.

D. Uses assessment and evaluation information to assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

E. Interprets and uses assessment and evaluation information to plan individualized programs, make instructional decisions, and support ongoing review.

F. Knows the roles of team members, including the student when appropriate, in planning an individualized program.

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

The beginning educational diagnostician:

A. Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.

B. Demonstrates knowledge of standards for test norming, reliability, and validity; procedures used in standardizing assessment instruments; and sources of measurement error.

C. Demonstrates knowledge of how to select and use assessment and evaluation materials based on technical quality and individual student needs (e.g., communication, physical and other disabilities.)

E. Applies knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal).

G. Applies knowledge of procedures for screening, prereferral, referral, and eligibility.

H. Demonstrates the ability to score assessment and evaluation instruments accurately, and to create and maintain evaluation reports according to federal and state guidelines.

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

The beginning educational diagnostician:

A. Analyzes the uses and limitations of various types of formal and informal assessment and evaluation data.

B. Demonstrates knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).
G. Recognizes the need to monitor the progress of individuals with disabilities.

DOMAIN III – CURRICULUM AND INSTRUCTION

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

The beginning educational diagnostician:

B. Demonstrates knowledge of individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

C. Applies skills for interpreting assessment and evaluation data and using data for instructional recommendations.

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

The beginning educational diagnostician:

A. Demonstrates knowledge of requirements and procedures for functional behavioral assessments and manifestation determination reviews.

B. Knows applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for students with disabilities.

E. Demonstrates knowledge of the effects of antecedents and consequences, including teacher attitudes and behaviors, on the behavior of students with disabilities.

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.

The beginning educational diagnostician:

A. Demonstrates knowledge of models and theories that provide the basis for special education evaluations, and knows the purpose of evaluation procedures and their relationship to educational programming.

B. Applies knowledge of state and federal laws, rules, and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs.

C. Knows how to comply with local, state, and federal monitoring and evaluation requirements.

D. Applies knowledge of issues, assurances, and due process rights related to evaluation, eligibility,
and placement within a continuum of services.

E. Demonstrates knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to individual learning needs.

F. Applies knowledge of ethical practices (e.g., in relation to confidentiality, informed consent, placement, state accountability measures).

H. Knows qualifications necessary to administer and interpret various instruments and procedures.

I. Knows organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

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

The beginning educational diagnostician:

A. Applies skills and strategies for engaging in effective communication, collaboration, and consultation with others (e.g., students with disabilities, parents/guardians, classroom teachers, other school and community personnel) to meet the needs of individuals with disabilities in a culturally responsive manner.

C. Applies skills for effective communication and collaboration in a variety of contexts (e.g., conducting conferences with students and families, working with other professionals to include students in specific learning environments, communicating about characteristics and needs of students with disabilities, reporting and interpreting assessment results to professional and parents/guardians).

D. Knows the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in planning educational programs, and knows strategies for collaborating with team members to develop appropriate educational programs for individuals.

F. Demonstrates knowledge of time management strategies and systems appropriate for various educational situations and environments, including the selection, modification and design of forms to facilitate planning and scheduling.

H. Applies knowledge of legal and regulatory timelines, schedules, deadlines, and reporting requirements and methods for maintaining eligibility folders and for organizing, maintaining, accessing, and storing records.

V. Course Objectives/Student Learning Outcomes:
This course is designed to enable students to:

1. Utilize multiple assessments, standardized and informal, in a child-centered evaluation process (III.1,2,3; IV. 001,004,005).

2. Interpret assessment results, utilizing psychometric concepts (III. 1,2; IV. 005)
3. Analyze assessment data to determine individual strengths and needs (III. 1,2,3; IV. 005).

4. Determine eligibility for special education services based on state mandated criteria (III. 1,3; IV. 001, 004, 005).

5. Use proper administration procedures for diverse assessment instruments (III. 1,2; IV 004).

6. Apply assessment data to the development of the IEP (III. 2; IV. 006).

7. Identify the available range of general (ESL, Bilingual, Compensatory, etc.) and special education services, placements and programs (III. 3; IV. 003, 006).

8. Understand the impact of culture, socioeconomic and linguistic diversity on assessment choices, administration and interpretation (III. 3; IV. 002, 008).

9. Work collaboratively with families, professionals and community agencies in a case manager role (III. 2,3; IV. 004, 009).

10. Demonstrate knowledge of state and federal special education laws (III. 2,3; IV. 002, 003, 007, 008, 009).

**VI. Course Topics**
- Special education laws and regulations
- Special education referral process/timelines
- Multiple assessment approach
- Learner-centered philosophy
- Test measurement concepts
- Standardized and informal assessment
- Linguistic, cultural and socioeconomic factors
- Adaptive, behavioral and developmental assessment
- Test interpretation/results analysis
- Parent/student rights (Confidentiality, Due Process, etc.)
- ARD process/IEP development
- Collaborative teams
- Least restrictive environment/continuum of services
- Case manager role of diagnostician

**VII. Instructional Methods and Activities:**
The methods and activities for instruction include the following:
- Readings and discussion
- Professional Writing
- Cooperative learning
- Case studies
- Field experiences
- Student Led Presentation
VIII. Evaluation and Grade Assignment

There are a total of 200 points to be earned in this class.

200-180 = “A”
179-160 = “B”
159-140 = “C”
139-120 = “D”
119 points or lower constitutes an F.

The major requirements of this course include the following assignments:

1. BlackBoard Discussion – 2 @ 10 points
2. RtI Paper – 20 points
3. Achievement Testing and Report – 3 @ 30 points each
4. Adaptive Behavior Assessment and Report- 1 @ 20 points
5. ECI Assessment and Report- 1 @ 20 points
6. Attendance- 30 points

In order to receive full credit for discussion board responses, each response must be thorough and well-written. Posts must abide by the most current version of the APA. All course members are expected to communicate in a respectful and professional manner. In all written correspondence, text speak is not appropriate. Using text speak in an assignment, will affect your assignment grade (such as: “I” instead of “I”).

During our course, students will be expected to use language consistent with IDEA (emphasizing “person-first” language). Person first language is also to be used in all assignments for this course. Not using the correct terminology will affect your assignment grade.

IX: Required Text:

X. Bibliography


**Online Information:**

Notice of Procedural Safeguards (July 2018) [https://fw.esc18.net/Documents/Pro_Safeguards_ENG.pdf](https://fw.esc18.net/Documents/Pro_Safeguards_ENG.pdf)


Texas Educational Diagnosticians Association (TEDA): [www.txeda.org](http://www.txeda.org)

**Personal Liability Insurance:** Students may wish to become a member of the Texas Educational Diagnosticians’ Association and purchase professional liability insurance. If he or she chooses, they may obtain professional liability elsewhere.

**Confidentiality:** A practicum student may have access to the school records of students receiving special education services as well as general education students. It is a legal requirement that the information in these records, as well as anything that the student might observe or hear discussed regarding students or adults in the practicum setting must remain confidential (private) and that the information is used only in an appropriate and professional manner. Practicum students must not release or discuss any confidential information with any unauthorized person.

**XI. Tentative Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Activity</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Syllabus Review and Intro to WJIV Tests of Achievement</td>
<td>Administer 3 Achievement Tests. Administration must be complete by 2/20</td>
</tr>
<tr>
<td>1/30</td>
<td>Chapter 2 Timelines and Legal Framework</td>
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<tr>
<td>2/6</td>
<td>BlackBoard Discussion Chapter 3</td>
<td>Initial Post Due: 2/9 Peer Responses Due: 2/12</td>
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<tr>
<td>2/13</td>
<td>Rtl- Chapter 7</td>
<td>Rtl Paper Due 3/1</td>
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<tr>
<td>2/20</td>
<td>WJ Scoring and Report Writing</td>
<td>Achievement Reports Due 3/15</td>
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<tr>
<td>2/27</td>
<td>Assessment of Behavior Chapter 9</td>
<td></td>
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<tr>
<td>3/5</td>
<td>No Face to Face Class- work on reports</td>
<td></td>
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<tr>
<td>3/12</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>3/19</td>
<td>Assessment of Adaptive Behavior</td>
<td>Administer ABAS- Due 3/26 to score in class</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Due Date</td>
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<tr>
<td>4/2</td>
<td>Assessment in Early Childhood – Chapter 11</td>
<td>Administer ECI assessment instrument by 4/16</td>
</tr>
<tr>
<td>4/9</td>
<td>No Face to Face Class- report writing and testing</td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Scoring and Report Writing for ECI</td>
<td>ECI Report due 4/30</td>
</tr>
<tr>
<td>4/23</td>
<td>BlackBoard Discussion-Transition Chapter 12</td>
<td>Initial Post Due: 4/26 Response to 2 Peers: 4/30</td>
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<tr>
<td>4/30</td>
<td>TBD</td>
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<tr>
<td>5/8</td>
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XII. Course Policies:

*Academic Integrity/Plagiarism*

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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/).

*Submission of Work*

All written work turned in must be typewritten. With the exception of field journals, handwritten work will not be accepted. Late work will not be accepted unless prior arrangements have been made *in advance* with the instructor or documentation is provided of a medical or family emergency.

*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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

*Preferred methods of scholarly citations*

Publication Manual of the American Psychological Association (APA), Sixth Edition is the required 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://judicialaffairs.tamucc.edu/studentcofc.html](http://judicialaffairs.tamucc.edu/studentcofc.html).
**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**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 Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**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 Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](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.

**Disabilities Accommodations**
The Americans with Disabilities Act (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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

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 for assistance at (361) 825-5816.

**Required by SACS**