



Course Syllabus: Special Graduate Topics in Special Education
SPED 6953 Section DX1;X20
Spring 24 Jan 16-May 10

Contact Information

Instructor: Edward Schultz PhD

Office: Bridwell 310

Office hours: Tues 9:30-11:30; TR 9:30-11:30, F10-12

Office phone: (940) 397-6203

E-mail: Edward.schultz@msutexas.edu

<https://msutexas-edu.zoom.us/j/4982114111> ZOOM for Class

Instructor Response Policy

I am usually very prompt in my communication, if I do not respond in 24 hours, send a gentle reminder. I will return emails on the weekend by the following Monday.

Textbook & Instructional Materials

Johnson, E.S. & Clohessy, A.B.. (2014) Identification and evaluation of learning disabilities. Corwin Press: Thousand Oaks, CA.

McKlesky et al. (2017) High Leverage Practices in Special Education (free e-Book)

<https://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

<https://www.ncela.ed.gov/>

Course Description

Group investigation of emerging issues in special education. May be repeated with consent of coordinator.

Course Objectives/Learning Outcomes/Course Competencies

Educational Diagnostician Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the

standard Educational Diagnostician Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.85 of this title (relating to Requirements to Renew the Standard Educational Diagnostician Certificate).

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

(1) The educational diagnostician knows and understands:

(A) state and federal regulations relevant to the role of the educational diagnostician;

(B) laws and legal issues related to the assessment and evaluation of individuals with educational needs;

(C) models, theories, and philosophies that provide the basis for special education evaluations;

(D) issues, assurances, and due process rights related to evaluation, eligibility, and placement in the least restrictive environment within a continuum of services; and

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

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

(1) The educational diagnostician knows and understands:

(A) strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;

(B) concerns of parents/guardians of individuals with exceptional learning needs and appropriate strategies to help parents/guardians address these concerns;

(C) strategies for developing educational programs for individuals through collaboration with team members;

(D) roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and

(E) family systems and the role of families in supporting student development and educational progress.

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

(1) The educational diagnostician knows and understands:

(A) issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.

(B) characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse.

(C) issues related to the representation in special education of populations that are culturally and linguistically diverse.

(D) ways in which native language and diversity may affect evaluation; and

(E) strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Table 1: Points allocated to each assignment – You can change table information but will need to use table Tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

Assignments	Points
Module 1: ELL Activities	100.00
Module 2: Textbook Activities	100.00
Module 3: Instructional Matching/Impact Statements	100.00
Module 4: Advanced SLD Identification (CSEP)	100.00
Module 5: IDD, Speech Impairment, ADHD	100.00
Lecture Notes 5 total	100.00
Research Paper	100.00
Total	700.00

Table 2: Total points for final grade.

Grade	Points
A	630-700
B	560-629
C	490-559
D	420-489
F	Less than 420

Course Schedule

Week of	Activities	Due dates
Jan 15	Module 1	NA
Jan 22	Lecture (1/24) @ 4pm	NA
Jan 29	Module 1; paper	NA
Feb 5	Module 1	NA
Feb 12	Lecture (2/14) @ 4pm	NA
Feb 19	Module 2	Module 1 Due (2/19) Midnight
Feb 26	Module 2	NA
March 4	Lecture (3/5) @ 4pm; Module 3	Module 2 due (3/4)
March 11	Spring Break	NA
March 18	Module 3	NA

March 25	Lecture (3/26) @ 4pm	Module 3 due (3/25)
April 1	Module 4	NA
April 8	Module 5	Module 4 due (4/8)
April 15	Lecture Thursday (4/16) @ 4pm	NA
April 22	Module 5	Paper Due
April 29	Paper	Module 5 due (5/8)
May 6	Finals Week	NA

Exams

No Exams Required

Projects/Assignments Required

1. You will have Five Modules to complete this semester. Each will have video instructions and written instructions.
2. We have 5 scheduled zoom lectures. They will be recorded for those who cannot make it. You must submit a one-page summary of the lecture (even if you are there) to get credit.
3. One 5-page paper (not counting the reference section) using the university databases. You can select a relevant topic appropriate for an evaluator. You should select a topic that you want to know more about. Examples could be Dyslexia Identification, Autism and Reading disabilities, Best practice in assessing adaptive behavior, etc.)

Late Work

Please adhere to due dates. If you are struggling with time management, please communicate with professor.

Important Dates

Last day for term schedule changes: Jan 6-19

Deadline to file for graduation: Feb 12

Last Day to drop with a grade of "W:" 4/24 4pm

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer

semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References/Scientifically-Based Research/Additional Readings:

- Decker, Hale, & Flanagan, D. (2013). Professional practice issues in the assessment of cognitive functioning for educational applications. *Psychology in the Schools*, 50. 10.1002/pits.21675.
- Hale, J., Alfonso, V., Berninger, V., Bracken, B., Christo, C., Clark, E., ...Schultz, E.K. (2010). Critical Issues in response-to-intervention, comprehensive evaluation, and specific learning disabilities identification and intervention: An expert white paper consensus. *Learning Disabilities Quarterly*, 33, 223-236.
- Schrank, F. A., Mather, N., & McGrew, K. S. (2014). Technical Manual: Woodcock-Johnson IV. Itasca, IL: Riverside Publishing.
- Schultz, E.K., & Stephens-Pisecco, T.L. (2018). Using the Core-Selective Evaluation Process to identify a PSW: Integrating Research, Practice, and Policy, *Special Education Research, Policy & Practice*, Fall 2018

Appendix A: Standards/Competencies

The TExES Educational Diagnostician (253) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. These are aligned with §239.80. General Provision in the TAC and Advanced Specialty Set: Educational Diagnostician Specialist <https://exceptionalchildren.org/standards/cec-advanced-specialty-set-educational-diagnostician-specialist>

Advanced Preparation Standard 1: Assessment	
<i>Knowledge</i>	
SEDS.1.K1	Standards of reliability and validity related to individual test measures
SEDS.1.K2	Procedures used in standardizing assessment instruments

SEDS.1.K3	Standard error of measurement related to individual test measures
SEDS.1.K4	Use and limitations of portfolios in assessment
SEDS.1.K5	Sources of test error
SEDS.1.K6	Uses and limitations of assessment information
SEDS.1.K7	Achievement assessment measures
SEDS.1.K8	Cognitive assessment measures
SEDS.1.K9	Language assessment measures
SEDS.1.K10	Motor skills assessment measures
SEDS.1.K11	Social, emotional, and behavior assessment measures
SEDS.1.K12	Vocational and career assessment measures
<i>Skills</i>	
SEDS.1.S1	Select and use formal and informal observation measures
SEDS.1.S2	Select and use formal and informal functional assessment measures
SEDS.1.S3	Assess basic academic skills formally and informally
SEDS.1.S4	Select, administer, and score assessment instruments accurately
SEDS.1.S5	Analyze error patterns
SEDS.1.S6	Prepare comprehensive assessment reports
SEDS.1.S7	Employ assistive technology in the assessment process
SEDS.1.S8	Select accommodations and modifications based on assessment results
SEDS.1.S9	Facilitate progress monitoring
SEDS.1.S10	Use progress monitoring data to develop and revise individual goals

Advanced Preparation Standard 2: Curricular Content Knowledge

None specified

Advanced Preparation Standard 3: Programs, Services, and Outcomes

Knowledge

SEDS.3.K1	Assessment procedures that address all disabilities
SEDS.3.K2	Variability of individuals within each category of disability
SEDS.3.K3	Over- and underrepresentation of individuals with cultural and linguistic diversity referred for assessment
SEDS.3.K4	Characteristics of individuals with exceptional learning needs that affect the development of programs and services

Skills

SEDS.3.S1	Synthesize information from multiple perspectives in developing a program assessment plan
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Advanced Preparation Standard 4: Research and Inquiry

Knowledge

SEDS.4.K1	Best practices in research-based assessment
SEDS.4.K2	Resources and methods that address student learning, rates, and learning styles

Skills

SEDS.4.S1	Evaluate assessment techniques based on learning theories
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Advanced Preparation Standard 5: Leadership and Policy

Knowledge

SEDS.5.K1	Laws and policies related to assessing individuals with exceptional learning needs
SEDS.5.K2	Emerging issues and trends that influence assessment
SEDS.5.K3	Implication of multiple factors that influence the assessment process
SEDS.5.K4	Models, theories, and philosophies that form the basis of assessment
SEDS.5.K5	Issues in general and special education that affect placement decisions for individuals with exceptional learning needs
SEDS.5.K6	Policy and research implications that promote recommended practices in assessment

Skills

SEDS.5.S1	Design and evaluate procedures for effective participation in school, system, and statewide assessments
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Advanced Preparation Standard 6: Professional and Ethical Practice

Knowledge

SEDS.6.K1	Qualifications to administer and interpret test results
SEDS.6.K2	Organizations and publications relevant to the field of educational diagnosticians
SEDS.6.K3	Ethical considerations relative to assessment

Skills

SEDS.6.S1	Respect individual privacy and confidentiality
SEDS.6.S2	Participate in professional development activities
SEDS.6.S3	Cite all sources of reported information
SEDS.6.S4	Inform individuals of the purpose of evaluation, rationale, and timelines for
SEDS.6.S5	Provide assessment results in a clear, cohesive, and timely manner
SEDS.6.S6	Update skills necessary to provide effective assessment

Advanced Preparation Standard 7: Collaboration

Knowledge

SEDS.7.K1	Roles of various agencies within the community
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Skills

SEDS.7.S1	Communicate with team members to determine assessment needs
SEDS.7.S2	Communicate with team members to review assessment results
SEDS.7.S3	Assist with prereferral interventions and strategies
SEDS.7.S4	Assist teachers in interpreting data, including large-scale and individual assessments
SEDS.7.S5	Use interagency collaboration in planning intervention

The Standards

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

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

- Standard III** The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.
- Standard IV** The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.
- Standard V** The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
- Standard VI** The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.
- Standard VII** The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.
- Standard VIII** The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.
- Standard IX** The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.
- Standard X** The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements:

The Learner and Learning

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning Environments

Content Knowledge

Standard #4: Content Knowledge

Standard #5: Application of Content

Instructional Practice

Standard #6: Assessment

Standard #7: Planning for Instruction

Standard #8: Instructional Strategies

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

Standard #10: Leadership and Collaboration

[https://ccsso.org/sites/default/files/2017-11/InTASC Model Core Teaching Standards 2011.pdf](https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf)