Course Syllabus: Legal & Ethical Practice-NonTx

College of Education
SPED 6203 Section X10

Fall 2026, Aug 24-Dec 12

Contact Information

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Course Description

Analysis of legal and ethical practices in special education and its relationship to assessment and leadership. Provides a foundation for candidates who are going to assume leadership positions in the field of special education, with an emphasis on organization and structure of special education programs, policy analysis, and the role of the special education administrator.

Historical foundations of special education law, federal and state regulations, and case law related to special education; includes assessment-related law.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the TExES Examination Framework/Standards and Texas Ed Diag Standards. This course provides teacher candidates with a knowledge base of the environment in which they may serve as a diagnostician. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.
2. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.

3. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
4. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.
5. Apply 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 and compliance with local, state, and federal monitoring and evaluation requirements.
6. Apply 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 and compliance with local, state, and federal monitoring and evaluation requirements.
7. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
8. Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.
9. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
10. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
11. Professional Learning and Ethical Practice **-** engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

The candidate will meet the following Special Education Standards all beginning Special Education Teachers of Candidates in Individualized General Curriculums in Texas.

The candidate will meet the following Texas Educator Standards for special educators. These are aligned with the Council for Exceptional Children (CEC) knowledge and skills standards as they apply to students with disabilities**.**

Objectives/Learning Outcomes	**Standards:**	**Competency**	**Assignments**

Students will review ethical standards of practice, roles, and responsibilities regarding assessment including state and federal regulations relevant to the role of the educational diagnosticians, FERPA, and procedural safeguards.	Standard VII: The educational diagnostician applies knowledge of professional practices, roles, responsibilities, and legal/ethical foundations of evaluation.	Competency 7: Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.	Weekly Assignment, Quizzes, and Ethics Project, Professional development project.
Students will address ethical issues in regard to student with behavioral and social interaction skills.	Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.	Competency 9: Behavioral and Social Interaction Skills	Weekly Assignments and Reading, Class discussions.
Students will use a case-based approach to address ethical dilemmas and decision-making scenarios.	Standard II. The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.	Competency 7: Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.	Weekly Assignment, Ethics Project, Ethics Interview

Student will be able to articulate the purpose and philosophy behind educational evaluation and special education, as well as demonstrate an understanding of relevant legal foundations, enabling them to apply this knowledge effectively in practice using case studies of due process hearing.	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education	Competency 1: Purpose, Philosophy, and Legal Foundations of Evaluation and Special Education	Reading, Case Study, Research Project Professional Development Project
Students will be able to explain the key principles and legal frameworks governing evaluation and special education, and apply these concepts to assess diverse learners, ensuring their educational needs are met effectively	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education	Competency 1: Purpose, Philosophy, and Legal Foundations of Evaluation and Special Education	Reading, Case Study, Research Project
Students will be able to effectively demonstrate skills in scheduling, time management, and organization by developing and implementing a personal study plan that optimally allocates time for coursework, projects, and extracurricular activities, resulting in improved academic performance and reduced stress levels.	Standard VIII. The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.	Competency 7: Apply knowledge of professional practices, roles, responsibilities, and the legal and ethical foundations of evaluation related to special education.	Reading, Case Analysis, Research Project

Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.	Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.	Competency 1: Purpose, Philosophy, and Legal Foundations of Evaluation and Special Education Competency 4: Assessment, Evaluation, Program Planning, and Instructional Decision Making	Reading, Case Analysis, Research Project
Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.	Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making. Standard I. The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of	Competency 4: Student Assessment and Evaluation, Program Planning, and Instructional Decision Making. Competency 1: Purpose, Philosophy, and Legal Foundations of Evaluation and Special Education	Reading, Case Analysis, Research Project

	evaluation and special education		
Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.	Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.	Competency 1 — Purpose, Philosophy, and Legal Foundations of Evaluation and Special Education	Reading, Case Study, Research Project

Dispositions

Students will demonstrate the dispositions of dependability, sensitivity, and a commitment to becoming practitioners and leaders in the profession of education who practice within the CEC Code of Ethics.

CEC Code of Ethics

- Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- Practicing collegially with others who are providing services to individuals with exceptionalities.
- Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- Using evidence, instructional data, research, and professional knowledge to inform practice.
- Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- Engaging in the improvement of the profession through active participation in professional organizations.

Participating in the growth and dissemination of professional knowledge and skills. *Adopted by the CEC Board of Directors, January 2010*

Methods of Instruction

This course will be presented in a manner that will allow you to learn independently, from each other, through the discussion board, recorded lecture, reading, and postings. While you may work somewhat at your own pace, I have found that most students appreciate the structure of due dates. Please adhere to the due dates and adjust your study schedule accordingly. Internet courses are a convenient and effective method of learning; however, they require as much work and attention as traditional instruction. The following will ensure success this semester:

1. Do not think you can do this course in your spare time. Plan, plan, and plan some more. Schedule at least 12-15 hours a week to dedicate to this course.

2. Please adhere to all deadlines and due dates-this will help you plan-you may complete assignments early but do not turn them in late.

3. Please read and re-read assignments. Get clarification as soon as you can (do not wait until the night before it's due).

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

Textbook & Instructional Materials

Yell, M. (2026). The law and special education (6th ed.). Upper Saddle River, N.J.: Pearson.

Howe, K. R., Boelé, A. L., & Miramontes, O. B. (2018). The ethics of special education 2nd ed.). Teachers College Press

Student Handbook

Refer to: Student Handbook

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

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this Moffett Library webpage to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

Assignments	Points
Self-Introduction	40
Discussions (4-50 points each)	200
Quiz (7-20 points each)	140
Due Process Hearing (3@ 50 points each)	150
Ethics Interview	100
SPED Legislation Research Project	170
Professional Development Project	100
Final Exam	100
Total	**1000**

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Self-Introduction

Use the Discussion Board in course under the communication-discussion) menu to complete this assignment. After you click communication, click on Discussion and to go the "Self-Introduction" to introduce yourself by clicking Reply.

Due Process Hearing and Discussion

Post what you have learned from the law and special education and due process hearing. To receive credit for this assignment, you must also read and comment on at least 2 other post from your peers in a meaningful constructive manner.

Quizzes

Students will complete seven (7) quizzes, each worth 7–20 points. The quizzes consist of short True/False and multiple-choice questions. Most quizzes contain five questions, with some quizzes including a few additional questions.

Projects Required

SPED Legislation Research Project

This is a key Assessment; students must turn this in and score at least an 80% in order to receive credit for the course. **Students will submit the assignment to TK 20 and D2L.

Professional Development Project

**This is a key Assessment. The Professional Development Project assessment measures the ability of the candidate to design professional development suitable for training educators to improve instructional programs for students with Exceptional Learning Needs (ELN). *This is a major grade for the class.

This assignment will be submitted in TK 20 and D2L. You are required to select a topic relevant to your area of study, such as Learning Disability, Emotional Disturbance, Dyslexia, Low-Incidence Disability, Autism, or Parent Advocacy, etc. Your task is to create a training session with a PowerPoint presentation (maximum 20 slides), training notes and clear references to the research literature used in creating the training, citing all sources appropriately. **Students will submit the assignment to TK 20 and D2L.**

Ethics Interview

Students will interview someone who is working (or retired) in a supervisory or practitioner capacity in the school system (ex. Special Education Director, Coordinator, Educational Diagnostician, etc.) about ethics and leadership in their positions. They will summarize their findings in a two-page paper.

Final Exam

Students will take a final exam on the assigned reading and course content. Final exam is worth 100 points and will be multiple choice and T/F. Final exams are due 12/9 at 11:59 pm and covers Chapters 7-13 (Law Textbook).

Extra Credit

Extra credit assignments will not be given in this course.

Late Work

Late will only be accepted in extreme circumstances (death in the family, illness, etc.). I must be contacted prior to the assignment due date and appropriate documentation must be provided. **Late work submitted for reasons other than extreme circumstances, if accepted, will receive a 25% deduction.**

Make Up Work/Tests

Make-up work will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted before the due date, and appropriate documentation must be provided. Late work submitted for reasons other than extreme circumstances, if accepted, will receive a 25% deduction.

Important Dates

- Last day for term schedule changes: August 24, 2026. Check date on Academic Calendar.
- Deadline to file for graduation: September 21, 2026. Check date on Academic Calendar.
- Last Day to drop with a grade of "W:" November 23, 2026. Check date on Academic Calendar.
- 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

Because this course does not include physical or in-person class meetings, regular attendance will be demonstrated through daily access to D2L, listening to recorded lectures, active participation in class discussions, and completion of assigned course activities**.**

Students are expected to log in to D2L every day to review course announcements, materials, recorded lectures, class discussions, assignments,

and other course activities. Students are expected to listen to all assigned recorded lectures, participate meaningfully in class discussions, and complete assignments and other required activities by the designated deadlines.

Although students are generally evaluated based on their academic effort and performance rather than attendance alone, **consistent participation and engagement are essential to successful completion of the course**.

Students who fail to regularly log in to D2L, listen to assigned recorded lectures, participate in class discussions, or complete required course activities may be considered excessively absent or inactive. The instructor may contact students regarding lack of participation and provide a verbal or written warning before taking further action. Students who demonstrate excessive inactivity or fail to meet course participation requirements may be subject to being dropped from the course, consistent with university policies.

The instructor will maintain records of student participation and engagement in the course. These records will serve as documentation of students' participation in required class discussions and course activities.

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**.**

Recording Classes

Recording classes is generally prohibited without the professor's explicit permission. Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

All assignments for the course must be submitted in order to receive a final grade. **An assignment submitted to my email because it is late and the Dropbox is close will be given zero grade**.

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) exists 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 Student Wellness Center, (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.

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the Student Emergency Support and Resources webpage to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of

Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

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 prohibits 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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit MSUReady – Active Shooter. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Grade Appeal Process

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__.

Course Schedule:

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 August 24-29	**Syllabus Review Meeting/Lecture** Self-Introduction Listen Recorded Lecture on Child Find/History of Special Education Read Chapters 1-2 (Law)	**Thursday August 27 @ 5:30pm** 8/29 @11:59 pm
Week 2 Aug 30-Sep 5	Read Chapters 3-4(Law) Complete Chapter 3 Quiz Complete Due Process Hearing #1 Begin working on Sped Legislation Research Project	9/5 @ 11:59 pm
Week 3 Sep 6-12	Read Chapter 5-6 (Law) Complete Discussion #1 Complete Chapter 5-6 quiz Continue working on: SPED Legislation Project.	9/12 @ 11:59 pm

Week or Module	Activities/Assignments/Exams	Due Date
Week 4 Sep 13-19	Read Chapter 11 (Law) Review Least Restrictive Environment Complete Due Process Hearing # 2 Begin working on the Professional Development Project. Begin working on the Ethics Interview.	9/19 @ 11:59 pm
Week 5 Sep 20-26	Read Chapter 2 (The Nature of Ethical Deliberation) Complete Discussion 2(Case 4) – **LRE and Professionals** Complete Chapter 2 Quiz Continue working on: SPED Legislation Research Project	9/26 @ 11:59 pm
Week 6 Sep 27-10/3	**Work on SPED LEGISLATION RESEARCH PROJECT** Read Chapter 7-8 (Law) Complete Chapter 7 & 8 Quiz Continue working on: SPED Legislation Research Project	10/3 @11:59 pm
Week 7 Oct 4-10	**Complete and Submit SPED LEGISLATION RESEARCH PROJECT**	**10/10 @**11:59 pm

Week or Module	Activities/Assignments/Exams	Due Date
Week 8 Oct 11-17	Read Chapter 9 and 10 (Law) Complete Due Process Hearing #3 Chapter 9-10 quiz	10/17 @11:59 pm
Week 9 Oct 18-24	Read Chapters 5 (Ethics) Read Chapter 1(Ethics) Complete Chapter 5 quiz (Ethics)	10/24 @ 11:59 pm
Week 10 Oct 25-31	Read Chapter 13 & 14 (Law) Recorded Lecture-Legal Framework Legal Framework Discussion #3	10/31 @ 11:59 pm
Week 11 Nov-1/7	Read Chapter 12 (Law) Review Procedural Safeguards 6 Series Take Chapter 6 Quiz	11/7 @11:59 pm
Week 12 Nov 8-14	Complete Discussion #4: Ethical Dilemma	11/14 @ 11:59 pm
Week 13 Nov 15-21	Read Chapter 6 (Ethics Book) **Work on Ethics Interview**	11/21 @ 11:59 pm
Week 14 Nov 22-28	**Submit Ethics Interview**	11/28 @ 11:59 pm
Week 15 Nov 29-12/5	**Work on Professional Development Project**	12/05 @ 11:59 pm
Week 16-17 Dec 6-9ii	Final Exam over Chapters 7-13(Law book)	12/9 @ 11:59 pm

References/Scientifically-Based Research/Additional Readings:

Ballard, J., Ramirez, B, Winetraub. F., (Eds.) (1982). *Special education in America: Its legal and governmental foundations*. Reston, VA: Council for Exceptional Children

Bonfield, L. (2006). *American law and the American legal system in a nutshell*. Eagan, MN: Thomson West.

Davis, J. (2007). *Legislative law and process in a nutshell.* Eagan, MN: Thomson West.

Hilyerd, W. A. (2004). Using the law library: A guide for educators-Part 1: Untangling the legal system. *Journal of Law and Education*, *33* (2), 213224.

Levine, E.L. & Wexler, E.M. (1981). P.L. 94-142: An act of Congress. New York: Macmillan.

Martin, E. (2013). Breakthrough: Federal special education legislation 19651981. Sarasota, FL: Bardolf & Company.

Reynolds, W.L. (2003). *Judicial process in a nutshell (3rd ed.).* Eagan, MN: Thomson West.

Tatgenhorst, A., Norlin, J, & Gorn, S. (2014). *What do I do when…The answer book on special education law* (6th ed.). Beach Garden, FL: LRP Publications.

Valverde, J.R (2017). An indefensible idea: Eliminating individualization from the Individuals with Disabilities Education Act. *Journal of Law and Education*, *46* (2), 235-243.

Winzer, M.A. (1993). History of special education: From isolation to integration. Washington, DC: Gallaudet Press.

Yell, M.L., Katsiyannis, A., & Bradley, M.R. (2017). The Individuals with Disabilities Education Act: The continuing evolution of special education law. *Handbook of Special Education.* In J. M. Kauffman, D. P. Hallahan, and P. Pullen, *Handbook of Special Education* (2nd ed.), (pp. 55-71). Philadelphia, PA: Taylor & Francis/Routledge.

Yell, M.L., Shriner, J.G., Thomas, S.S., & Katsiyannis, A. (2019). Special education law for leaders and administrators of special education in J. Crockett, M.L. Boscardin, & Billingsley, B. (Eds.). *Special education leadership handbook* (2nd ed. pp. 77-99) Philadelphia, PA: Routledge.

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	**Standard or Competency**	**Assignment**
Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).	Standard VI, Competency 6	Reading, Case Study, Research Project
Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.	Standard I , Competency 1	Reading, Case Study, Research Project
Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.	Standard VI, Competency 6	Reading, Case Study, Research Project
Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.	Standard 1, VIII, VII Competency 8	Reading, Case Analysis, Research Project

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Apply 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 and compliance with local, state, and federal monitoring and evaluation requirements.	Standard VII, I Competency 7	Reading, Case Study, Case Analysis, Research Project
Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.	Standard I, Competency I	Reading, Case Analysis, Research Project
Demonstrate knowledge of Admission, Review, and Dismissal (ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.	Standard I , IV Competency 6	Reading, Case Analysis, Research Project
Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.	Standard I, Competency 1	Reading, Case Study, Research Project
Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).	Standard IV Competency 7	Reading, Case Study, Case analysis, Research Project

Appendix B:

Educational Diagnostician Standards

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

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

Educational Diagnostician Standard III

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

Educational Diagnostician Standard IV
The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making

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

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

Educational Diagnostician 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.

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

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

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

Framework with Competencies

DOMAIN I—IDENTIFICATION AND ASSESSMENT

Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services. For example:

A. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements.

B. Apply knowledge of the educational diagnostician's role in assisting local educational agencies (LEAs) in complying with Child Find.
C. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and related services.
D. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations.
E. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories.
F. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students. For example:

A. Demonstrate knowledge of terminology and statistical concepts used in assessment and evaluation (e.g., data distributions, measures of central tendency).
B. Demonstrate knowledge of standards for test norming, reliability, and validity; procedures used in administering and scoring assessment instruments; and sources of measurement error and potential bias.
C. Apply 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) to identify students with disabilities and determine the presence of an educational need.
D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness in assessment results.
E. Apply knowledge of targeted individualized assessment strategies to inform instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment, progress monitoring, teacher observations, student feedback).
F. Apply knowledge of methods used for academic and nonacademic assessments (e.g., vocational, developmental, behavioral, assistive technology, motor skills).
G. Demonstrate understanding of procedures for student screening; prereferral, including Response to Intervention (RtI) and multi-tiered support; referral; and eligibility.

H. Apply knowledge of administration and scoring procedures for various standardized assessments (e.g., basal, ceilings, testing the limits) and nonstandardized assessments.
I. Apply knowledge of procedures and strategies for effectively collaborating with families and with other professionals in assessing and evaluating students with disabilities.

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE). For example:

A. Demonstrate knowledge of the uses and limitations of various types of formal and informal assessment and evaluation data.
B. Demonstrate 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).

C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.
D. Apply performance data (including prereferral data) and information from teachers, other professionals, student, and parents/guardians to make appropriate educational recommendations within learning environments and to determine the effectiveness of instruction, modifications, and/or accommodations.
E. Apply knowledge of strategies for effectively communicating to parents/guardians, classroom teachers, and other professionals about assessment purposes, assessment methods, and the implications and uses of assessment results.
F. Analyze the need for further student assessment, adjustment of services, and/or evaluation as appropriate, including assessments conducted by other professionals, in specific areas (e.g., language skills, social skills, physical skills, emotional skills, assistive technology needs).
G. Apply knowledge of components required to create Full and Individual Evaluation (FIE) reports according to federal and state guidelines.

DOMAIN II—CURRICULUM, INSTRUCTION, AND INTERVENTION

Competency 004 (Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities. For example:

A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations.

B. Demonstrate knowledge of evidence-based instruction and curricula for the development of individual students' academic skills within the continuum of services in the least restrictive environment (LRE).
C. Demonstrate knowledge of targeted instructional strategies, technology, and curriculum materials to address the individual needs of students with disabilities within the continuum of services.
D. Apply knowledge of making individualized recommendations to assist the Admission, Review, and Dismissal (ARD) committee in developing appropriate and ambitious Individualized Education Programs (IEPs) that target students' individual academic needs and goals.

E. Demonstrate general knowledge of how to create, monitor the progress of, and collect data from appropriate, nonbiased, and culturally responsive interventions to assist in the ongoing appraisal of students' academic growth.
F. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills. For example:

A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments.
B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities.
C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities.
D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings.
E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions.
F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements.

G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).

DOMAIN III—PROFESSIONAL RESPONSIBILITIES

Competency 006 (Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements. For example:

A. Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).
B. Apply understanding of the special education process to assist parents/guardians and school staff in navigating through initial referral, Individualized Education Program (IEP) development, reevaluations, transition planning, and dismissal and/or graduation.
C. Apply knowledge of the roles of students with disabilities, parents/guardians, teachers, and other school and community personnel in collaborating on and planning Individualized Education Programs (IEPs) for students.
D. Apply knowledge of strategies for encouraging students' and families' active participation in the educational team, addressing families' concerns, and fostering respectful and beneficial relationships between families and education professionals.
E. Apply principles for maintaining accurate and detailed records of assessments, evaluations, and related proceedings (e.g., Full and Individual Evaluation [FIE], Admission, Review, and Dismissal [ARD]/Individualized Education Program [IEP] meetings, parent/guardian communications and notifications).
F. Apply knowledge of legal and regulatory timelines, schedules, and reporting requirements; methods for maintaining eligibility folders; and strategies for organizing, maintaining, accessing, and storing records.

Competency 007 (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education. For example:

A. Demonstrate knowledge of models and theories that provide the basis for special education evaluations and recognize the purpose of evaluation procedures and their relationship to educational programming.
B. Apply 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 and compliance with local, state, and federal monitoring and evaluation requirements.
C. Apply knowledge of issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services (e.g., least restrictive environment) and of effective communication with parents/guardians on these issues.
D. Demonstrate knowledge of Admission, Review, and Dismissal ARD)/Individualized Education Program (IEP) processes, rules, and procedures as determined by state and federal regulations.
E. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers, and other professionals in relation to students' individual learning needs.
F. Apply knowledge of professional ethical practices (e.g., in relation to confidentiality, informed consent, placement, and state accountability measures).
G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.
H. Demonstrate knowledge of organizations and publications relevant to the field of educational diagnosis and recognize the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 008 (Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research based recommendations for meeting the student's educational needs. For example:

A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.
B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.
C. Describe how a teacher would implement and monitor the progress of the recommendation.