University of St. Thomas  
School of Education  

EDUC 5343/5344 – Spring 2016  
Educational Diagnostician Practicum  
Tuesdays, 5:00 p.m. – 8:00 p.m.  

SYLLABUS  

LOCATION: Houston Community College Northwest-Spring Branch Campus  
1010 W. Sam Houston Parkway  
Houston, TX 77043  
Room 606  

INSTRUCTOR: Valerie Morgan, Ph.D.  
PHONE: 281-615-7707  
E-MAIL: morganv@stthom.edu  
OFFICE HOURS: By appointment  

COURSE OBJECTIVES/LEARNER OBJECTIVES:  
The purpose of the practicum is to meet the requirements for Texas state certification as an educational diagnostician under Texas Administrative Code (TAC) Title 19 Rules §228.2(3)(5)(10)(16) as amended to be effective December 26, 2010, §228.35(b)(d)(3)(4)(A)(B)(C)(i)(ii)(iii)(iv)(f)(1)(2)(5) as amended to be effective December 26, 2010) and §239.80 through §239.84.  

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 student’s 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.

DISPOSITIONS:
Maintaining and exhibiting professional dispositions (actions and attitudes) consistent with those required of a professional Educational Diagnostician is a critical component of this course. Please refer to the course document (on Blackboard) titled “Dispositions” for specific expectations. Consistent demonstration of the expected dispositions is one of the components of your final course grade.

REQUIREMENTS:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Documentation</th>
<th>Date due</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Contact Information</td>
<td>Information Form</td>
<td>April 1 (or as soon as mentor is identified)</td>
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<tr>
<td>District Information</td>
<td>District Profile Form</td>
<td>April 8</td>
<td></td>
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<tr>
<td>On Site Visit</td>
<td>Site Visit Scheduling Form</td>
<td>April 8</td>
<td></td>
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<tr>
<td>Mentor</td>
<td>Signed Mentor Agreement</td>
<td>April 1 (or as soon as mentor is identified)</td>
<td>70</td>
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<tr>
<td>160 Hour Requirement (including 9-15 hours meeting with UST faculty)</td>
<td>Practicum Log</td>
<td>End of practicum/July 1</td>
<td></td>
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<tr>
<td></td>
<td>Summary of Experience Reflections and Self-Assessment Review of Ed Diag program</td>
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<tr>
<td>Reports</td>
<td>FIE report #1</td>
<td>End of practicum/July 1</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>• Report signed and approved by mentor</td>
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<td></td>
<td>• Report Checklist (self-evaluation)</td>
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<td></td>
<td>FIE report #2</td>
<td>End of practicum/July 1</td>
<td>7.5</td>
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<td></td>
<td>• Report signed and approved by mentor</td>
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<tr>
<td></td>
<td>• Report Checklist (self-evaluation)</td>
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<tr>
<td>Dispositions</td>
<td>Complete all requirements in a timely and professional manner <em>(including submission of the Site Visit Scheduling Form)</em>; exhibit expected professional actions and attitudes as indicated on the “Dispositions” document</td>
<td></td>
<td>15</td>
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<tr>
<td><strong>Total Points</strong></td>
<td></td>
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<td><strong>100</strong></td>
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*Note: Forms mentioned above as required for documentation can all be found on the course Blackboard.*

All activities will be under the supervision of the campus/district Texas certified educational diagnostician or Licensed Specialist in School Psychology-LSSP (Mentor) and University of St. Thomas instructor (Field Supervisor). All activities, with the exception of our class meetings, must be approved by your Mentor in order for you to count them on your Log. Activities can include:

- Administrative paperwork
- Observation of mentor during testing, ARD meetings, parent interviews, teacher interviews, etc.
- Attend ARD meetings
• Attend district staff meetings
• Interview parents
• Interview teachers
• Review school records
• Test students
• Score tests
• Observe students
• Write reports
• Staff cases with mentor
• Attend staff development conference
• Attend district level staff development
• Observe Early Childhood Assessment or other low incidence assessment

1. Students are expected to strictly adhere to all ethical, informed consent and confidentiality guidelines. Failure to do so may result in very serious consequences at the discretion of the instructor and the university.

2. Students must submit Mentor Agreement signed by appropriately certified or licensed mentor. *This form must be signed and submitted to the UST instructor BEFORE student is allowed to count any experience hours toward their Log.*

3. Follow all practices and guidelines of the school district where practicum is located. Contact the instructor with any questions/concerns.

4. Classes will meet a minimum of three (3) times throughout the Spring semester for Report Writing Boot Camp. Classes will also meet a minimum of one (1) time in the summer semester. In addition, at least one (1) on-site practicum visit will take place involving the university field supervisor, the mentor, and the practicum student. On-site visits will be coordinated by the practicum student in conjunction with the student’s mentor. The practicum student must complete the “Practicum Site-Visit Scheduling Form” and submit it to the course instructor ASAP so that dates can be chosen and placed on the calendar. Please note that you (the student) must have secured a mentor and practicum site before on-site visits can be scheduled. If you have more than one mentor, on-site visits will be coordinated so that at least one (1) meeting occurs with each mentor. Also note that points may be deducted from your final grade in the course if proposed dates are not provided in a timely fashion and/or if visits are not scheduled.

5. The Practicum Log must be completed in the manner described by the course instructor in class. This includes each entry covering no more than a two (2) hour time span. Each entry must be detailed and specific in terms of the activity being logged. The professor reserves
the right to require students to resubmit Practicum Logs if any of these requirements are not met.

6. Mentors must sign the Practicum Log entries on a weekly basis (or more frequently). Each entry must be approved by the student’s mentor and signed with a full signature (first initial, last name is acceptable; all initials is not acceptable).

7. The instructor reserves the right to add additional class time if needed to complete necessary coursework and assignments.

**GRADING SCALE (Based on 100 point scale):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
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<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>59 or lower</td>
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Note: Though grades for some or all coursework may be posted on Blackboard, only the grade posted for you through the UST Registrar’s office qualifies as your official course grade.

**SOCIAL JUSTICE TENETS**

The School of Education at University of St. Thomas uses three (3) of the social justice teachings of the Catholic Church to drive instruction and decision making.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

**STUDENT RESPONSIBILITIES**

Students are responsible for reading, understanding, and adhering to all requirements and policies listed in the course Syllabus. It is the student’s responsibility to proactively keep the course instructor informed of any events or circumstances that may impact the student’s ability to adhere to course requirements and policies, and to remain in close contact with the instructor about those circumstances until they are resolved.

Students are also responsible for checking email (University of St. Thomas, stthom.edu, account) on a daily basis to ensure that they are up to date on the most recent information for the course. Emails sent by the instructor via the stthom.edu account are part of the official communication system of the course. It is the student’s responsibility to ensure that his or her
email account is in good working order and that emails from the course instructor’s email
address are being received without incident. The instructor expects that students will continue
to check email on a daily basis until all course requirements are fulfilled (i.e., the student has
officially completed the course).

If the student is unclear about any aspect of the Syllabus, or any other information provided by
the instructor, it is the student’s responsibility to contact the course instructor immediately in
order to ask needed questions and gain clarity.

STUDENT ACCOMMODATIONS:
Any student with a disability requiring accommodations in this course is encouraged to contact
UST Counseling and Disability Services in Crooker Center. Their offices can be reached at (713)
525-6953 or 2169. Please let the instructor know if you have made an assistance request
through the UST Counseling and Disability Services office, and also contact the instructor
directly to discuss your needs.

ACADEMIC INTEGRITY:
Taking credit for any thought, idea, or work that is not your own is plagiarism. Unless otherwise
indicated by the instructor, each completed assignment is expected to reflect independent
work and thought. Any instance of academic dishonesty will be documented and reported to
the Dean of the School of Education. Students will be informed of this action and must submit a
written response to the charge. The instructor has the right to fail the student for the specific
project or the entire course. When writing any paper, reference any information, websites,
books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the
APA manual or its website to cite accordingly. Always use 12 point font, Times New Roman,
double space, left justified.