SOCIAL JUSTICE TEACHINGS for UST School of Education

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels. These tenets are listed here:

- **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.

While these three keystones of social justice teachings are present throughout the coursework, they are specifically addressed through scenarios, case studies, and role playing activities at the undergraduate and graduate levels.

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.

**COURSE REQUIREMENTS**

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<thead>
<tr>
<th>Topic</th>
<th>Documentation</th>
<th>Date due</th>
<th>Points</th>
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<tbody>
<tr>
<td>Contact Information</td>
<td>Information sheet</td>
<td>April 1 (or as soon as mentor is identified)</td>
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<td>District information</td>
<td>District Profile</td>
<td>April 1</td>
<td>2.5</td>
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<tr>
<td>160 Hour Requirement including 9-15 hours meeting with UST faculty</td>
<td>Practicum Agreement</td>
<td>April 1 (or as soon as mentor is identified)</td>
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<td>Activity log</td>
<td>Self assessment</td>
<td>July 1</td>
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<td>Report Summary of experience</td>
<td>Review of Ed Diag program</td>
<td>July 1</td>
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<tr>
<td>Report FIE report #1</td>
<td>• Protocol checked and approved by mentor • report checklist</td>
<td>July 1</td>
<td>7.5</td>
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<tr>
<td>Report FIE report #2</td>
<td>• Protocol checked and</td>
<td>July 1</td>
<td>7.5</td>
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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). 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 practicum agreement signed by appropriately certified or licensed mentor.
3. Follow all practices and guidelines of the school district where internship 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 visit will take place involving the field supervisor (Dr. Torres), the mentor, and the practicum student. On-site visits will be coordinated by the practicum student in conjunction with the student’s mentor. The Proposed Meeting Dates form will be completed and sent to Dr. Torres 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 the professor reserves the right to deduct points 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 log must be completed so that each entry covers no more than two (2) hours. Entries must be detailed and clear. The professor reserves the right to require students to resubmit activity logs if the activities reported are unclear or if blocks of time are longer than 2 hours.

6. Mentors must sign the activity log on a weekly basis if activities are completed that week. The professor may ask for the log at any time and students are expected to provide it on demand.

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

**STUDENT ACCOMMODATIONS**

Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should request assistance through UST Counseling Services/Disability Services at 713-525-6983. Please let me know you need assistance.

**ACADEMIC DISHONESTY POLICY**

Taking credit for any thought, idea, or work that is not your own is merely plagiarism. 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 your 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 pt font, Times New Roman, double space, left justified.