

TENTATIVE: SUBJECT TO CHANGE
The University of Texas at Tyler School of Education
Seminar: Learning and Neurological Disabilities EDSP 5360
University of Texas at Tyler School of Education

Course: **EDSP 5360**
Semester & Year Fall 2026
Time & Days: Online
Location: Online

Instructor Information:

Time & Days: Online (By appointment only)
Location: Online

Instructor: **Cristina Chen, Ph.D.**, Assistant Professor, School of Education
Office: BEP 212C
Cell Phone: 214-293-4249 (Text or Phone) **Preferred
Email: cristinachen@uttyler.edu **Preferred
Office Hours: Monday & Wednesday 4:00 to 5:30 p.m. (Virtual), By appointment only.
<https://uttyler.zoom.us/j/7245363206?pwd=B9fl1UubGST3GnzENOFDfdZvcSM1Ta.1>

Course Catalog Description

This course provides a study of the behavioral, motor, and learning characteristics of individuals with learning and neurological disabilities.

Major area: Special Education – Educational Diagnostician Student Learning Outcomes:

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator

Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Specialty Set: Educational Diagnostician Specialist Standards.

Objectives/Learning Outcomes	Standards: <u>SBEC</u> <u>CEC</u>
Demonstrate an understanding of learning disabilities and ADHD to include characteristics, legal issues and philosophical issues	<u>Domain I, II, III, IV-Standard IV</u> <i>SEDS.3.K1</i> <i>SEDS.5.K1 ACSI.1.K3</i>
Demonstrate critical thinking, independent inquiry, analysis, and scholarly writing.	<u>Domain I, III, IV-Standard I, II</u> <i>SEDS.6.S3 SEDS.6.S5</i>
Demonstrate understanding of the evolution of theories and practices within the field of learning disabilities.	<u>Domain I, II, IV-Standard V</u> <i>ACSI.3.K2</i> <i>SEDS.5.K2 SEDS.5.K4</i>
Demonstrate understanding and critical thinking regarding future trends in the field of learning disabilities	<u>Domain I, III, IV-Standard I, II</u> <i>SEDS.5. K2 SEDS.5. K4</i>
Demonstrate understanding of least restrictive environment for student with learning disabilities, placement options, and decisions and the procedures for determining least restrictive environment and home and family guidance.	<u>Domain I, II, III-Standard IV</u> <i>ACSI.3. K3, ACSI.3. K5</i>
Demonstrate understanding of specific areas of learning disabilities, instructional strategies, and remedial and accommodating approaches.	<u>Domain I, II, IV-Standard X</u> <i>ACSI.3. K4</i> <i>ACSI.3. K6 SEDS.1. S6</i>

TEXAS TEACHER STANDARDS

In accordance with 19 TAC §149.1001, this course aligns with the Texas Teacher Standards. Please access the current standards via the official Texas Administrative Code: [19 TAC §149.1001 – Teacher Standards](#)

Evaluation and Grading

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

Percentage of Weight by Assignment

1. Exams	5%
2. Quizzes	5%
3. Article Reviews	10%
4. Discussion Board Conversations	30%
5. Online Class Sessions (RTGM/Zoom)	30%
6. Dyslexia Module & TEA Dyslexia Academy Courses	20%

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Last Day to Withdraw from Class: October 30, 2026

Description of Course Assignments, Evaluation, and Grading:

1. **Exams:** Exams are one way in which you can demonstrate your knowledge and skills over the semester. Your exams may cover textbook readings, online module assignments and activities, and may be objective or short-answer responses or a combination of both (50 points each).
2. **Quizzes:** After you have completed the module activities, you will take a quiz as noted on the course schedule. Items and learning activities contained in the module are potential questions for quizzes. For example: chapter readings, outside reading assignments, articles, video clips, video lectures, assignments/activities, etc. (10 points each).
3. **Article Reviews:** Reading outside journal articles facilitates deeper understanding of the topics presented. A template for article reviews and scoring rubric will be posted on Canvas (20 points each).
4. **Real-Time Group Meetings (RTGMs):** RTGMs are held via Zoom. During these meetings, you and your group members will participate in scheduled Zoom conferences to discuss specified topics. (40 points).
5. **Discussion Board:** Throughout the semester, you will have the opportunity to discuss case study scenarios involving students with varied learning disabilities via the Discussion Board. The purpose of these discussions is to strengthen your ability to develop and evaluate Summaries of Assessment and Statements of Eligibility and to apply the professional reasoning necessary to make appropriate eligibility decisions.

Original posts to the Discussion Board topic must be made during the Open Period to be awarded credit. After the Open Period closes, the Response Period will begin.

During the Response Period, you will respond to your classmates' posts. Original posts must be submitted during the Open Period to receive credit for that portion of the Discussion Board assignment.

Discussion Board posts and responses are formal graduate-level assignments and should be approached accordingly. Thoughtful, detailed, and substantive responses are required to earn full credit.

To prepare you for the discussion boards in this course, you will complete the *TEA Learn Course – Guidance for the Comprehensive Assessment of Specific Learning Disabilities* (25 points)

6. **Dyslexia Module:** an intensive six-week study of the characteristics of dyslexia and an in-depth examination of dyslexia screening and assessment. Because this is a six-week course of study, you will have the opportunity to engage in a variety of learning experiences and instructional activities **(TBD)**.
 - a. **TEA Dyslexia Academy Courses:** The Texas Education Agency has created several Dyslexia Academy courses that you will need to successfully complete in this course. These courses fulfill the applicable training requirements adopted by the SBOE pursuant to Sections 7.102 and 38.003 noted on pages 28-29 of the 2024 Dyslexia Handbook. **(100 points). To receive a grade of an A, B, or C in this course, you must complete each of the TEA Dyslexia Academy Courses as assigned.**
7. **Zoom Class Sessions:** You will have the opportunity to participate in Zoom Conferences throughout the semester. The primary purpose of these class sessions is to facilitate conversations about course assignments/activities. The secondary purpose is to build an online community of learners **(75 points)**.

Teaching Strategies

The following instructional strategies will be employed during this class: video lectures, YouTube video clips/lectures, Canvas activities, multimedia and simulations.

Required Text and Related Readings

Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. John Wiley & Sons.

Swanson, H. L., Harris, K. R., & Graham, S. (Eds.). (2013). *Handbook of learning disabilities* (2nd ed.). Guilford Press.

Recommended & Highly Encouraged

Dehn, M. J. (2014). *Essentials of processing assessment* (2nd ed.). John Wiley & Sons.

NOTE: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

There will be other readings as assigned in class. You will access all of our class notes, assignments, grades, and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Canvas.

Course Policies:

- **People First Language/Class Etiquette:** Always refer to persons with disabilities with respect. Students are expected to use respectful and professional language when referring to

individuals with disabilities. In this course, we will generally use person-first language, such as “a student with autism,” while also recognizing and respecting an individual’s stated preference for identity-first language when appropriate.

- **Communication:** You’ll need to log in to Canvas regularly to review assignments, announcements, course updates, and other important information. The Coffee & Conversations discussion board is available for general course questions and discussions. Students are encouraged to post questions that may benefit the entire class, as classmates may also be able to provide helpful information or clarification.

Questions involving grades, personal circumstances, accommodations, or other confidential matters should be directed to me privately.

I generally respond to emails within 24 hours during the week and within approximately 48 hours on weekends. Response times may be longer during university holidays and semester breaks.

Questions or concerns about grades are best addressed through a live, individual conversation so that we have an opportunity to discuss the assignment, grading criteria, feedback, and any questions you may have. I am happy to schedule a Zoom meeting with students who would like to discuss their academic performance.

Course Organization, Participation, Assignment Submission, and Late Work

Course Organization and Frequent Logins

This course is organized into weekly learning modules. Unless otherwise noted, modules will open on Mondays at 6:00 a.m. Central Time and close on Sundays at 11:59 p.m. Central Time.

Because this is an online course, students have flexibility regarding when and where course activities are completed. With that flexibility comes responsibility for managing time, reviewing course requirements, and completing assignments by established deadlines.

Students are expected to access Canvas regularly throughout each module. Frequent logins are encouraged so that students remain current with course materials, announcements, assignments, feedback, and communications. Students are responsible for monitoring Canvas and university email throughout the semester.

Professional Responsibility and Timelines

Meeting established timelines is an important professional competency for educational diagnosticians. In professional practice, diagnosticians are responsible for managing evaluation timelines, completing reports and documentation, preparing for meetings, and fulfilling other responsibilities within established timeframes.

Course deadlines are intended not only to support the organization of the class but also to help students develop the planning, organization, and time-management skills expected of educational diagnosticians.

Students are therefore expected to plan ahead and complete course requirements by the established deadlines.

Assignment Due Dates

Unless otherwise indicated in Canvas or the course schedule, assignments are due by 11:59 p.m. Central Time on the designated due date.

Students are encouraged to submit assignments sufficiently in advance of the deadline to allow time to address unexpected technology or submission difficulties.

An assignment is considered submitted when Canvas or the designated submission system records a successful submission. Students are responsible for confirming that the correct, complete, and accessible file was uploaded successfully.

If a student discovers that an incorrect, incomplete, blank, corrupted, or inaccessible file was submitted, the student should contact the instructor as soon as possible.

Assignment Submission Requirements

Assignments should be submitted through the designated Canvas assignment link or other submission system identified in the assignment instructions. Assignments submitted through email generally will not be accepted unless the instructor has authorized an alternative submission method.

Students who experience a technology problem should document the issue, including screenshots when possible, and notify the instructor as soon as reasonably possible. Technology concerns will be considered based on the circumstances and available documentation.

Late Work Policy

Students are expected to submit assignments, activities, and assessments by the established due date and time. There is no automatic grace period following an assignment deadline.

Students who anticipate being unable to meet a deadline should contact the instructor as soon as possible to discuss the circumstances and request permission for a late submission. Whenever reasonably possible, this communication should occur before the assignment deadline.

Permission to submit late work is determined on an individual basis and should not be assumed.

Assignments submitted after the established deadline without instructor approval will not be accepted for credit.

When permission to submit an assignment late is granted, the following grading limits ordinarily apply unless an exception is approved due to documented extenuating circumstances or applicable university policy:

- Assignments submitted within three calendar days after the original deadline may earn a maximum of 90% of the assignment's original point value.

- Assignments submitted more than three calendar days but no more than seven calendar days after the original deadline may earn a maximum of 80% of the assignment's original point value.
- Assignments submitted more than seven calendar days after the original deadline generally will not be accepted unless an exception has been specifically approved.

Approval to submit an assignment late does not automatically waive the applicable late-grade adjustment. If an exception to the grading limit is approved, the student will be notified.

The percentages above represent the maximum grade available for an approved late submission. The assignment will still be evaluated using the established rubric or grading criteria. For example, an assignment submitted two days late that earns an 85% according to the rubric will receive an 85%. An assignment submitted two days late that would otherwise earn 100% will receive a maximum grade of 90%.

Calendar days include weekends and holidays unless otherwise specified.

Extenuating Circumstances

I recognize that significant and unexpected circumstances can arise during a semester. Students experiencing circumstances that substantially interfere with their ability to complete course requirements should communicate with me as soon as reasonably possible.

Examples may include serious or extended illness, hospitalization, military obligations, childbirth or related medical circumstances, natural disasters, or other significant circumstances recognized by university policy.

Supporting documentation may be requested when appropriate.

Whenever possible, communication should occur before the assignment deadline. When advance notice is not possible, students should make contact as soon as circumstances permit.

Routine scheduling conflicts, work responsibilities, planned travel, vacations, social events, extracurricular activities, or forgetting an assignment ordinarily do not constitute extenuating circumstances. Students are encouraged to plan ahead when such events coincide with established course deadlines.

Any approved extension, exception, or modification to the regular late-work policy will be communicated to the student.

Make-Up Activities and Assessments

Make-up activities, assignments, or assessments may be considered when documented or significant extenuating circumstances prevent a student from participating during the scheduled period.

The availability and conditions of a make-up opportunity will depend on the nature of the activity, the circumstances involved, and applicable university policies or approved accommodations.

Attendance and Class Participation

Regular and active participation is important to success in an online graduate course. Students should access Canvas frequently, remain current with course materials and announcements, and participate in required activities.

If illness or another significant circumstance interferes with participation, students should contact the instructor as soon as reasonably possible.

Logging into Canvas alone does not constitute course participation. Students remain responsible for completing required readings, activities, discussions, assignments, and assessments.

Canvas Course Activity

Canvas maintains records associated with course participation, including access to course materials, assignment submissions, submission dates and times, and other course activity.

These records may be reviewed when needed to clarify questions regarding assignment access, submission attempts, participation, or course activity.

University Policies and Approved Accommodations

Course policies will be implemented in accordance with University of Texas at Tyler policies and approved student accommodations.

Nothing in this syllabus is intended to supersede an approved accommodation or applicable university policy. Students receiving approved accommodations should follow university procedures for communicating those accommodations to the instructor.

Zoom Conferences

Zoom conferences are synchronous class meetings and should be approached with the same professionalism and preparation expected during an in-person graduate class. These sessions are designed to promote discussion, application of course concepts, collaboration, and professional learning. Zoom conferences will begin at the scheduled time and will typically last approximately 30 to 45 minutes.

Because groups are intentionally kept small, each student's attendance and active participation contribute to the quality of the learning experience for everyone.

Zoom Attendance Guidelines

1. All scheduled Zoom meetings are required unless otherwise indicated.
2. Students should join the meeting a few minutes before the scheduled start time to allow time to address any technology concerns.
3. Students should attend the meeting and group for which they registered. Because groups are intentionally structured to support meaningful discussion, students should contact the instructor if an unexpected circumstance requires a schedule change.

4. Students are expected to attend the entire Zoom session. Attendance for only a brief portion of the meeting does not constitute full attendance or participation. Full attendance credit requires participation for substantially the entire scheduled session. Students who attend less than half of the scheduled session without an approved exception will receive no attendance credit. Students who attend more than half but miss a meaningful portion of the session may receive reduced credit.
5. Students are responsible for making their presence and participation evident during the session through attendance, engagement, and contribution to the discussion. Simply logging into the Zoom session without meaningful participation does not constitute full attendance.
6. If a student joins a meeting late, must leave early, or experiences a technology problem or other circumstance that significantly affects participation, the student should notify the instructor as soon as reasonably possible.
7. If an emergency or significant unexpected circumstance prevents attendance, the student should contact the instructor as soon as reasonably possible to discuss the situation.

Zoom Participation Guidelines

- a. Students should participate from an environment that allows them to be attentive and actively engaged in the class discussion.
- b. Students should have access to a webcam and plan to have their camera on during the meeting unless circumstances or an approved accommodation require otherwise.
- c. Students should test their technology before the meeting and plan to sign in a few minutes early.
- d. Students should make reasonable arrangements for work, transportation, childcare, and other responsibilities so that they can participate fully in the meeting.
- e. Students are expected to remain engaged throughout the session and contribute thoughtfully to the discussion and assigned activities.
- f. Students should not participate in Zoom conferences while driving or while engaged in other activities that prevent meaningful participation in the class session.

I recognize that occasional brief interruptions or unexpected technology difficulties may occur, particularly when students are participating from home. A brief interruption will not automatically result in a loss of credit. However, significant or repeated interruptions, extended absences from the meeting, or limited participation that prevents meaningful engagement may affect the student's participation grade.

Attendance credit is based on meaningful participation in the scheduled class session rather than simply logging into Zoom.

Written Assignments and APA 7th Edition: Clear and professional written communication is an essential skill for educational diagnosticians. Written assignments in this course should demonstrate graduate-level quality in content, organization, depth of analysis, writing mechanics, and presentation.

Students are expected to proofread assignments carefully before submission. Unless otherwise indicated in the assignment instructions, formal papers should be typed, double-spaced, and include page numbers.

Unless otherwise specified in the assignment instructions, all formal papers submitted in this course must follow the guidelines of the *Publication Manual of the American Psychological Association* (7th ed.). Students are responsible for appropriately citing and referencing all sources used in their work.

APA 7th edition requirements will be applied as appropriate to the type of assignment. Specific formatting, citation, reference, and writing expectations will be identified in the assignment instructions and/or grading rubric. Written work will be evaluated for accuracy, clarity, organization, grammar, spelling, punctuation, professional presentation, and adherence to applicable APA guidelines.

- **UniCheck/Similarity Review:** Written assignments may be submitted through the University's designated similarity-review system. Similarity reports are intended to support appropriate citation practices and academic integrity.

A similarity percentage alone does not establish plagiarism or academic misconduct. Reports will be reviewed in context, taking into consideration appropriately cited material, references, assignment requirements, and the nature of any matching text.

If a submission raises concerns regarding appropriate source use, attribution, originality, or academic integrity, I will contact the student to discuss the assignment and determine appropriate next steps consistent with university policy. **Students are responsible for appropriately acknowledging and citing all sources used in their academic work.**

Canvas: You will access class lectures, assignments, grades, announcements, feedback, and other course information through Canvas. Students are responsible for reviewing Canvas regularly throughout the semester. Any changes to the course schedule, assignments, or other course requirements will be communicated through Canvas.

- **Technology:** Because this is an online course, students are expected to have regular access to reliable internet service and the technology necessary to participate in Canvas, Zoom, and other required course activities.

Students experiencing difficulty with Canvas or other university-supported technology are encouraged to use available university technology-support resources. General course-related technology questions may also be posted in the Coffee & Conversations discussion board when appropriate.

If a technology problem may interfere with completion or submission of a course requirement, students should document the issue when possible and contact the instructor as soon as reasonably possible.

TENTATIVE: SUBJECT TO CHANGE
EDSP 5360: TOPICAL OUTLINE

Course Schedule of Activities:

Date	Topic	Assignments	What's Due
August 24 – Aug 30 Module 1	Brief History of LD	Read Chapter 2 View Lecture	Quiz 1 Guidance Document for Comprehensive Eval of SLD TEA Learn Course <i>Sign up for the Zoom Meeting</i> <i>TEA Dyslexia Academy Opens</i>
August 31 – September 6 Module 2	Classification and Definition of LD/LD and the Law	Read Chapters 3 & 4 View Lecture	Quiz 2 Discussion Board #1 Open Week <i>Zoom Video Conference</i>
September 7 to September 13 Module 3	ELL and Reading/Adults with LD	Read Chapters 5 & 6 View Lecture	Quiz 3 Discussion Board #1 Response Week; Discussion Board #1 Due <i>Article Review #1</i>
September 14 to September 20 Module 4	RTGM “HB 3928”	RTGM	<i>RTGM #1</i>
September 21 to September 27 Module 5	ADHD, EF, and Reading/RAN and Reading	Read Chapters 9 & 10 View Lecture	Quiz 4 Discussion Board #2 Open Week
September 28 to October 4 Module 6	Memory Difficulties	Read Chapter 12 View Lecture	Quiz 5 WM Video Presentation Discussion Board #2 Response Week; Discussion Board #2 Due
October 5 to October 11 Module 7	LD and Math/Language Processes	Read Chapters 13 & 14 View Lecture	Quiz 6 Discussion Board #3 Open Week
October 12 to October 18 Module 8			Exam #1 Discussion Board #3 Response Week; Discussion Board #3 Due

October 19 to October 25 Module 9	Definitions and Characteristics of Dyslexia	Chapter 1 – Dyslexia Handbook Chapter 1 & 2 (Essentials)	Quiz 7 <i>Embracing Dyslexia Critique</i>
October 26 to November 1 Module 10	Dyslexia Screening	Read Chapter 2 – Dyslexia Handbook Read Chapter 11 (Swanson, Harris, Graham)	Quiz 8 Article Review #2
November 2 to November 8 Module 11	Procedures for the Evaluation and Identification of Students with Dyslexia	Read Chapter 3 – Dyslexia Handbook Read Chapter 5 & 6 (Essentials)	Quiz 9 <i>Dyslexia Evaluation Reflections</i>
November 9 to November 15 Module 12	Critical, Evidence-Based Components of Dyslexia Instruction	Read Chapter 4 – Dyslexia Handbook Read Chapters 7, 8, and 9 (Essentials)	Quiz 10 <i>The Testing Psychologist Reflection</i>
November 16 to November 22 Module 13	Dysgraphia RTGM – “Thinking Through Dyslexia and Dysgraphia Assessment & Eligibility Decisions”	Read Chapter 5 Dyslexia Handbook Dyslexia & The FIE Webinar	Discussion Board #4 Open Week RTGM #2
November 23 to November 29	THANKSGIVING HOLIDAY	THANKSGIVING HOLIDAY	THANKSGIVING HOLIDAY
November 30 to December 6 Module 14	TEA Dyslexia Academy <i>(Modules opened Aug 24 closes December 6)</i>		<i>TEA Dyslexia Academy Courses</i> Discussion Board #4 Response Week; Discussion Board #4 Due
December 7 to December 11 Module 15			Exam #2 (Closes Friday, December 11 at 8:00 am)

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative

academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

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.

CEC ADVANCED SPECIALTY SET: EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS

Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.