TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
EDSP 5361
Overview of Transition Services for Students with Disabilities (Birth to 21)
University of Texas at Tyler School of Education

Course: EDSP 5361
Semester & Year: Spring 2016
Time & Days: Online
Location: Online

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It is my desire that each of you profits from this course. Please contact me via e-mail or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

I also welcome you to visit with me in email if you need assistance or schedule a Zoom conference if you wish to discuss your grades or class performance.

Course Description

The purpose of this course is to provide an overview of transition education and services for individuals with disabilities from childhood through adulthood (Birth to 21). Emphasis is placed on identification and documentation of transition skills, collaboration with key stakeholders, the nature of the transition process, and curricular implications.

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 Special Education Diagnostician Specialist Standards.
<table>
<thead>
<tr>
<th><strong>Objectives/Learning Outcomes</strong></th>
<th><strong>Standards:</strong></th>
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| Identify transition stages across the age span (Birth--21). | Domain III Standard X  
ACS13 K3  
ACS13 S1 |
| Demonstrate strategies for building productive collaborative relationships among key stakeholders in the transition process (i.e. agencies, families, teachers, early interventionists, etc.) | Domain IV Standard III  
and Standard VIII  
ACS17 K1  
ACS17 S1  
ACS17 S2 |
| Identify transition-related laws and policies and their impact on public schools and students with disabilities. | Domain IV Standard I  
and Standard II  
ACS15 K4  
ACS15 K5 |
| Identify agencies available in community, state and nation to assist families in meeting needs of individuals with disabilities. | Domain IV Standard III  
and Standard VIII  
SEDS S7 K1  
SEDS S7 S5 |
| Identify and discuss how to include families at all levels of the educational process (e.g. assessment, IEP development, programming, etc.). | Domain IV Standard III  
and Standard VIII  
Domain II Standard VI  
ACS17 S1  
ACS17 S2  
SEDS7 S1  
SEDS7 S2 |
| Identify and discuss life-planning issues (e.g., guardianship, wills, trusts, etc.). | Domain IV Standard I  
and Standard II  
ACS13 K3  
ACS16 K1 |
| Write individual transition plans/create individual transition projects for families, children, and school personnel. | Domain III Standard X  
ACS13 K5  
ACS13 S1  
ACS13 S4 |
| Identify various types of assessments recommended for use in early childhood special education and relate uses for the purpose of informing instruction and program design. | Domain II Standard VI  
and Standard IV  
ACSI1 K2  
ACSI1 K3  
SEDS1 S1  
SEDS1 S2 |
Evaluation and Grading

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, class activities and any bonus points awarded.

Possible Points

1. Transition Handbook 100 points
2. CONNECT Module 20 points
3. Best Practices in Transition (Transition Coalition) 50 points
4. Assessment: The Big Picture (Transition Coalition) 50 points
5. Play Based Assessment/Observation 60 points
6. Article Reviews (2 @ 20 pts) 40 points
7. Zoom Conferences (2 @ 75 pts.) 150 points
8. Reflections of Learning 50 points
9. Video Recording – Presentation of Handbook 50 points

TOTAL 570 points

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 68% and below

“Do or do not, there is no try!” (Yoda, Empire Strikes Back)

Grading Scale

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

\[
\text{Total points you accumulated} \div \text{Maximum points possible} \times 100 = \%\]

It is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.
Keep track of your scores for the course through Blackboard’s Student Tools folder.

1. **Online Activities:** Throughout the semester a variety of online assignments and activities will be assigned. Grading criteria will be based on the type of assignment/activity. Online assignments are due via Blackboard submission guidelines/links.

2. **Article Reviews:** Articles will be provided for you to read and critique. A template for the article review and scoring rubric will be posted on Blackboard.

3. **Play Based Assessment/Observation:** Each student will observe and/or participate in a play-based assessment of a young child in PPCD or Early Childhood Intervention Services. The observation will be completed according to the scoring rubric/criteria.

4. **Zoom Conferences:** Each student is expected to participate in scheduled Zoom conferences (video-conference sessions) throughout the semester. The primary purpose of these videoconferences is to facilitate conversations about transition and course assignments/activities. The secondary purpose is to build an on-line community of learners.

5. **Transition Handbook:** Each student will create a digital transition handbook. The handbook will be completed according to the scoring rubric/criteria.

   In this project, you will develop a transition handbook for a specific family of a child with a disability that includes components of collaboration and assessment to help the family navigate the transition process. The handbook should be specific to the family you are collaborating with and designed to meet their individual needs. As part of the project, you will get to know the student and family, conduct a person/family-centered assessment to help the family and student think about their future, and explore resources available to the family and student that may assist them in their plan. The goal of this project is to help you use information in the course in a concrete way and also contributes to the life of the child with a disability and his/her family.

6. **Reflections of Learning:** At the completion of the requirements of this course, you will write a three to five page reflective summary with respect to the course content, activities, assignments. This summary will include an in-depth reflection on the transition process and its impact on the family, child, and school. Stepping out of the day-to-day activities, you will think about all of the ideas and concepts we’ve discussed on how to be more reflective and intentional to benefit the children and families that you serve. Reflective summaries will be scored based on guidelines/criteria outlined on the Reflective Summary rubric.

7. **Video Recording:** At the completion of the semester, you will meet with the family you have been working with during the semester and present the handbook. You must video record this meeting as evidence that you met with the family and presented the handbook. During this meeting, you will discuss the key elements of the handbook.
and answer any questions they might have. Video recordings will be graded based on guidelines/criteria on the Video Recording Rubric.

8. **Progress Monitoring Checks:** Although there are no initial points associated with the progress monitoring checks for the transition handbook, you will want to submit the required portions of the handbook as noted in the modules on Blackboard so that you can get feedback before submitting your final handbook for a grade. If you fail to submit a portion of the project during a progress monitoring check, you will receive no feedback and will have no opportunity to make corrections before you submit your final project.

**Teaching Strategies**

The following instructional strategies will be employed during this class: Tegrity lectures, You Tube video clips/lectures, Blackboard activities, multimedia and simulations.

**Required Text and Related Readings**

No texts are required for this course. Peer-reviewed journal articles on topics relevant to transition programming for students with disabilities will be used in place of a textbook.

1. Students will access class notes, assignments, grades and course information through Blackboard. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Blackboard. Students are expected to regularly access Blackboard.

2. Other readings as assigned in class

**Code of Conduct**

Please see section 209 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct.

**Course Policies**

- **People First Language/Class Etiquette:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic child.”

- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.
Communication: You’ll need to log in to Blackboard regularly (at least once a week) to view that week’s assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Blackboard that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. I will check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I’m happy to meet with you in a Zoom conference or if you reside close to our campus during a face to face office visit.

Course Organization and Frequent Logins: This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

Late assignments: Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable or your student/client is temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.). At the end of this program, you will be an educational diagnostician. Special education directors are very firm about due dates. The consequences of not meeting due dates are serious and can be cause for contracts not being renewed.

Assignments are due Sundays at 11:59 p.m. as determined by the module schedule. Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time. Assignments and due dates are noted on the course schedule located in the syllabus.

There will be NO make-up activities or exams for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant
documentation must be submitted (i.e. doctor’s note) in the event of a make-up activity to receive full credit.

- **Zoom Conferences:** Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately ½ hour to ¾ hour. During the time of your Zoom conference you are expected to be in attendance for the duration of the meeting and actively contribute to the conversation. Attendance points will be deducted for late arrivals, exits and reentries, and significant interruptions during the meeting. **If for any reason you miss a scheduled Zoom conference, these points cannot be recouped!** Please take note of the following guidelines:
  
a. Please make sure that you have access to a web-cam. We want to see your bright smiling face. 😊
b. Make plans to sign in early and have your technology working before the start of the meeting.
c. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
d. Please plan to attend the entire Zoom conference and contribute to the meeting. That is, have family activities, obligations, and childcare organized and taken care of before signing in for the meeting.

- **Written assignments:** Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores.

- **Blackboard:** You will access class lectures, assignments, grades, and course information through Blackboard. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Blackboard.

- **Technology:** Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines. For issues related to Blackboard, please contact IT Support at [http://bit.ly/StudentBbHelp](http://bit.ly/StudentBbHelp)

**UNIVERSITY POLICIES**

**UT Tyler Honor Code**
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.rettyler.edu/wellness/rightsresponsibilities.php

**Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2016, the Census Date is February 1st.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.rettyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (February 1st) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@rettyler.edu

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. 
(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19          EDUCATION
PART 7           STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247      EDUCATORS' CODE OF ETHICS
RULE §247.2      Purpose and Scope; Definitions

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

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**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 SPECIAL EDUCATION DIAGNOSTICIAN SPECIALIST STANDARDS

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with
colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development and Organization

Special educators 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. They help design and deliver, as appropriate to their role, ongoing results oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Individual and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence-based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of
individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators 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. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level 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 services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.
# Tentative Schedule/Topical Outline

*Be sure to check Blackboard frequently for any changes to the schedule.*

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>What’s Due</th>
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</thead>
<tbody>
<tr>
<td>Module 1: Course Orientation</td>
<td>Jan 18 – Jan 24</td>
<td>Introduction: Syllabus Overview</td>
<td>Course Orientation</td>
<td>Transition Contract</td>
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<td>Video Discussion</td>
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<tr>
<td>Module 2: Overview of Transition Law</td>
<td>Jan 25 – Jan 31</td>
<td>Law and Transition</td>
<td>Journal reading as assigned</td>
<td>Zoom # 1</td>
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<td>Article Review # 1</td>
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<tr>
<td>Module 3: Early Childhood Transition to Public School Services</td>
<td>Feb 1 – Feb 14</td>
<td>CONNECT Module ECI Assessments</td>
<td>Journal readings and module activities as assigned</td>
<td>Article Review # 2</td>
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<td>CONNECT Module Activities Due</td>
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<tr>
<td>Module 4: Transition Project</td>
<td>Feb 15 – Feb 21</td>
<td>Transition Project Overview &amp; Introduction</td>
<td>Video Discussion</td>
<td>Zoom # 2</td>
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<td>Play-Based Observation Due</td>
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<tr>
<td>Module 5: Transition of Secondary Students</td>
<td>Feb 22 – April 10</td>
<td>Best Practices in Planning for Transitions Assessment: The Big Picture</td>
<td>Module activities as assigned</td>
<td>Module Certificates Due</td>
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<td>Best Practices in Planning for Transitions</td>
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<td>Progress Monitoring Checks for Transition Handbook Due</td>
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<td>Assessment: The Big Picture</td>
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<tr>
<td>Module 6: Final Project Submission</td>
<td>April 11 - April 17</td>
<td>Field Week</td>
<td>Place the final touches on transition handbook and write your reflections of learning</td>
<td>Transition Handbooks and Narratives Due</td>
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<td>Reflections of Learning Due</td>
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<tr>
<td>Module 7: Course Wrap-Up</td>
<td>April 18 – May 1</td>
<td>Handbook presentations</td>
<td>Meet with the family to present the handbook.</td>
<td>Video Recordings Due</td>
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</tbody>
</table>