Course: EDUC 8623.81: Practicum in Diagnostic and Remedial Techniques I
Professor
Phone
E-mail
Office Hours:

Course Description:

Students administer formal and informal tests, analyze results, write reports and interview parents and teachers of children with learning problems. Students are required to carry out various roles of the LDTC under the supervision of a faculty member. This practicum provides opportunities for assessment, diagnosis and planning for remediation of students with disabilities. Participation in case management, parent and teacher consultation, staffings, and IEP development are part of this practicum. This course addressed the New Jersey Professional Standards for Teachers, the Council for Exceptional Children Standards, and the New Jersey Core Curriculum Content Standards.

NJPST Standards:
Standards available at  http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Standard 11: Professional Responsibility  Available at: http://www.state.nj.us/education/profdev/profstand/revisions.pdf

Council for Exceptional Children Standards (CEC):
CEC Knowledge and Skill Base for Special Education Diagnosticians Standards available at: www.cec.sped.org/ps/perf_based_stds/standards.html

Special Education Diagnosticians Standards available at: www.cec.sped.org/ps/perf_based_stds/standards.html

Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration
New Jersey Core Curriculum Content Standards:

- Standard 3: Language Arts Literacy
- Standard 4: Mathematics
- Standard 5: Science,
- Standard 6: Social Studies
- Standard 9: Career Education and Consumer, Family, and Life Skills

Common Core State Standards:

All teaching candidates must be familiar with the new Common Core State Standards (the Standards) for English Language Arts and Mathematics and demonstrate an understanding of the Standards with respect to the design and delivery of instruction for students with disabilities. Students should maintain a copy of the Standards on their computer. The Standards can be found at: [http://www.corestandards.org/](http://www.corestandards.org/)

ESSENTIAL QUESTIONS:

1. How does one construct an assessment battery to determine if a learning disability is present?
2. How does one include parental information, formal, informal, and observation data in the assessment process?
3. How does one develop assessment questions?
4. How does one construct a learning disabilities report?
5. How does one share assessment result with parents and child study team members?

COURSE OUTCOMES DERIVED FROM ESSENTIAL QUESTIONS:

1. Students will develop appropriate assessment questions based upon referral and pre-referral data.
2. Students will develop evaluation plans that address the assessment questions and include parental input.
3. Students will administer an assessment battery that includes formal, informal, & observational measures.
4. Students will write a learning disabilities evaluation report.
5. Students will communicate assessment purposes, methods, results, and implications to Child Study Team members and parents/guardians.
6. Students will write IEP goals and objectives and align IEP components with the general education curriculum and NJCCC
LDTC-C candidate outcomes as related to standards:
Educational Evaluations: CEC standards: 2-8, 10; NJPST: 1-8; NJCCC standards – all
Professional Behavior: CEC: 9; NJPST: 10

**Required text(s):**


N.J.A.C.6A:14 Special education rules and regulations; [www.njdoe.edu](http://www.njdoe.edu)


Supplemental Readings to be assigned

**Recommended related websites:**


**REQUIRED NOVELL AND WEBCAMPUS (BLACKBOARD) ACCOUNTS**

All students in this course are required to obtain an FDU student webmail account in order to access the Blackboard (on-line) component of this course.

In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Webmail Account, your username and password for WebCampus are identical to your Webmail username and password (e.g. Einstein@student.fdu.edu). Please note: there will be a delay of up to 36 hours after creating a Webmail account before you can access Webcampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e., capitalization counts).

If you do not have a Webmail account, you must first create your webmail account at [alpha.fdu.edu/edtech](http://alpha.fdu.edu/edtech) and click on student resources for specific information. Click on “Create New Account” and follow the on-line instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging in to WebCampus, please contact the Fairleigh Dickinson University Technical Assistance Center
(FDUTAC) at 973-443-8822 or email fdutac@fdu.edu. Assistance is available 24 hours a day for Webcampus users.

To access Blackboard:

WEBSITE: http://webcampus.fdu.edu
Click on Login on the top left of the screen
At this point you will be asked for a user name and password
Once you log in, scroll down to the box called My Courses. Click on EDUC 8623
From then on, you will be able to access the various components of the course.

Each student is required to obtain a webmail account in order to access Blackboard, which is a computer platform where course material will be posted.

I. Course Content:
   1. N.J.A.C.6A:14 Special education rules and regulations
   2. Formal and informal educational tests and functional assessment
   3. Test selection and administration of technically sound and culturally relevant instruments
   4. Report writing & methods of reporting results from evaluations
   5. Educational remediation and instructional adaptations
   6. Consultation and collaboration techniques for parents and school personnel
   7. Inclusive classroom placements & practices
   8. IEP development
   9. Continuum of placement options for students with disabilities
   10. Participation as a member of a CST

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment/Performance Task</th>
<th>CEC/NJCCC Standards</th>
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<tbody>
<tr>
<td>Session One</td>
<td>Overview of course, description of assignments and course expectations Determining Assessment Questions</td>
<td>Pohlman Essentials WJIII-ACH Chapter 1-2</td>
<td>Development of Assessment Questions/ Standardized Test Administration Practice</td>
<td>ED8K7, ED8S13, ED10S1</td>
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<td>Session Two</td>
<td>Record Review, determination of critical information for the assessment process Begin review of formal measures</td>
<td>Essentials WJIII-ACH Chapter 3-4</td>
<td>Standardized Test Administration Practice</td>
<td>ED8K6, ED8S1, ED8S4, ED8S5, ED8S13, ED8S14 ED10S1, ED8K8 ED8K9 NJCCC: 9</td>
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<td>Session Three</td>
<td>Review, Practice, and Observation of</td>
<td>Essentials WJIII-ACH</td>
<td>Standardized Test</td>
<td>ED8K7, ED8S4 ED8S5, ED8S7,</td>
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<td>Session</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td>Administration Practice/Informal Test Administration</td>
<td>NJCCC</td>
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<td>Four</td>
<td>Continued Practice, Scoring, Interpretation, and Write-up formal measures</td>
<td>Pohlman Chapter 2</td>
<td>Informal Test Administration selection/administration/report writing</td>
<td>ED8S3, ED8S4, ED8S5, ED8S7, ED8S8, ED8S9, ED8S10, ED8S2, ED8S3</td>
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<td>Five</td>
<td>Continued Practice, Scoring, Interpretation of informal measures</td>
<td>Pohlman Chapter 3&amp;4</td>
<td>Report writing/CST Team Participation/IEP Team Participation</td>
<td>ED8S4, ED8S5, ED8S7, ED8S8, ED8S9, ED8S10, ED8S2, ED8S3</td>
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<td>Six</td>
<td>Review of Achievement tests used in assessment battery- selection based upon assessment question</td>
<td>Pohlman Chapter 5&amp;6</td>
<td>Compliance with special education notices, documents and the conduct of meetings</td>
<td>ED8S4, ED8S5, ED8S2, ED8S3, ED8S6, ED8S7, ED8S9, NJCCC: 3, 4, 5, 6</td>
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<td>Seven</td>
<td>Reading &amp; Written Language Tests used in diagnosing a learning disability</td>
<td>Pohlman Chapter 7 &amp;8</td>
<td>Remediation and accommodation or modification techniques</td>
<td>ED8S4, ED8S5, ED8S6, ED8S7, ED8S9, ED8S2, ED8S3, NJCCC: 3, 9</td>
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<td>Eight</td>
<td>Continued Practice, Scoring, Interpretation, and Write-up of Reading &amp; Written Language Tests</td>
<td>Pohlman Chapter 9 &amp; 10</td>
<td>Consultation and collaboration techniques</td>
<td>ED8S4, ED8S5, ED8S6, ED8S7, ED8S2, ED8S3, NJCCC: 3, 5, 6</td>
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<td>Nine</td>
<td>Mathematics Tests used in diagnosing a learning disability</td>
<td>Pohlman Chapter 11 &amp; 12</td>
<td>Techniques to facilitate inclusion</td>
<td>ED8S4, ED8S5, ED8S6, ED8S9, ED8S2, ED8S3, NJCCC: 4</td>
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<td>Ten</td>
<td>Continued Practice, Scoring, Interpretation, and Write-up of Mathematics Tests</td>
<td>Pohlman Chapter 13</td>
<td>Methods of communicating findings from educational evaluation reports</td>
<td>ED8S4, ED8S5, ED8S6, ED8S2, ED8S3, NJCCC: 4</td>
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<td>Eleven</td>
<td>Administration of Assessment Battery under supervision: Part One</td>
<td>NJAC</td>
<td>Curricular options for students with disabilities</td>
<td>ED8S5, ED8S6, ED8S7, ED8S8, ED8S9, ED8S10, ED8S2, ED8S3</td>
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<td>Twelve</td>
<td>Administration of Assessment Battery</td>
<td>PRISE</td>
<td>NJ requirements for alternate assessments for pupils with</td>
<td>ED8S5, ED8S6, ED8S7, ED8S8,</td>
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<td>Thirteen</td>
<td>Feedback on Interpretation of Administered Tests &amp; Report Writing</td>
<td>ED8S9, ED8S10, ED8S2,</td>
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<td>Initial and re-evaluation components and differences</td>
<td>ED8S3</td>
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<td>Fourteen</td>
<td>Recommendations for Eligibility, &amp; Instruction based upon assessment results – IEP; Planning meetings and consultation with team members and parents</td>
<td>ED8S11, ED8S12, ED8S13, ED8S14, ED10S1, ED8K8, NJCCC: 3, 4, 5, 6, 9</td>
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<td>Fifteen</td>
<td>Sharing Results with Parents &amp; Child Study Team Members</td>
<td>ED8S11, ED10S1, ED8S14</td>
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<td>Debriefing on evaluations, staffings, results, reports, etc. Planning for future assessments</td>
<td>NJCCC: 3, 4, 5, 6, 9</td>
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**Seminar Meetings: To Be Announced**

**Assignments/performance tasks:**

**Performance based assessment:**

1. Case study assignment – 20 points- data to be provided in class; report template on BB.
2. Preparation of education evaluations that meet district standards- one initial evaluation or one re-evaluation- assessment plan(s) 5 points- explanation of assessment plan provided in class
3. Display of appropriate dispositions and professional behavior according to CEC, NJPST standards
4. Response to questions related to assigned readings; class participation. Due dates to be announced in class.- 20 points
5. Administration of testing battery, accurate scoring and written report to include statement of eligibility for services (or not eligible) recommendation, class placement recommendations, - 35 points
   1. assessment plan to be submitted after review of student’s file
   2. administration of tests- formal and informal
   3. Administration of testing over two sessions
   4. scores tests; have scores checked by professor
   5. written report to be submitted following the guidelines provided
   6. goals and objectives to be written for students assessed
   7. Interpretive meeting with parents.
ii. Individual Education Program – goals and objectives aligned with NJCCC standards -10 points – IEP to include goals, objectives, level of mastery, evaluative measures, PLAP (no confidential information to be included for practicum)

iii. Informing conference to share results with parents and/or representatives of child study team. 10 points- Script to include written documentation (paraphrased) from your report results of what you will report to the parents without reading the entire report verbatim. This is to be an explanation of the results not a repeat of the exact report.

1. Script to be written and practice in class before Informing Conference.

2. Informing Conference with parent(s) or class

Grading and evaluation policies:

iv. Grades: 95 and above = A; 90-94 = A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; Below 73=F

v. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by a university employee.

Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

Degree Requirements and Academic Probation:

The MA in Learning Disabilities Program requires a minimum 3.25 GPA for retention in the program and for graduation.

Students whose GPA falls below a 3.25 will be placed on probation for one semester. If the GPA does not reach a 3.25, the student will be asked to withdraw from the program.

A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

FDU, School of Education, and Instructor policies

Attendance

Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress.

FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to
state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. Additional information regarding the FDU Academic Integrity Policy can be found at:  \[http://www.fdu.edu/academic/1012bulletin/005-049.pdf\]

**Graduate Programs – Grading and similar policies**

**Grades:**

Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

vi. Repeat Courses: The Learning Disabilities Program does not permit students to repeat courses.

**Student Academic Services**

b. The University attempts to meet the needs of all students with special needs. On the Metropolitan Campus, The Office of the Provost coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

c. If special accommodations are required, contact the Provost as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

**Policy on course completion**

d. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office.

e. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

**Instructor-specific policies**

**Disclaimer:**

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.
Division of Student Affairs.