



**SPED 6312: PRACTICUM FOR EDUCATIONAL DIAGNOSTICIANS
SPRING 2018**

*SPED 6312 is a required course for the M. Ed. in Special Education and
Educational Diagnostician Certification*

College of Education, Department of Language, Literacy and Special Populations

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Office hours: Before and after class by appointment.

Day and time the class meets: Thursdays, 5:30 pm to 8:20 pm

Location of class: The Woodlands Center (TWC) – room 246

Course Description: This course provides a field-based practicum for students seeking certification as an educational diagnostician. It is designed to provide intensive study in the role of the educational diagnostician.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Important:

- Learning to apply course material (to improve thinking, problem solving, and decisions)

Tk20 Account: Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Required Textbooks:

1. Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of Cross-Battery Assessment, Third Edition*. Hoboken, NJ: John Wiley & Sons, Inc.
2. Ortiz, S. O., Flanagan, D. P., & Alfonso, V. C. (2017). *Cross-Battery Assessment Software System (X-BASS v. 2.0)*. Hoboken, NJ: John Wiley & Sons, Inc.

3. IDEA (Individuals with Disabilities Education Act) FINAL REGULATIONS, 34 CFR Part 300 Assistance to States for the Education of Children with Disabilities from the August 14, 2006 Federal Register. This document is available in an electronic format on the TEA-Special Education Website at <http://framework.esc18.net/Documents/Side-by-Side%20MAR%202012.pdf>
4. Chapter 89. Adaptations for Special Populations - Subchapter AA. Special Education Services. This document is also available in an electronic format at: <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html>
5. Texas Education Code Chapter 29. This document is in an electronic format at <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm>. You will need selected sections from Chapter 29.
6. Legal Framework for the Child Centered Special Education Process from Region 18: <http://framework.esc18.net/display/Webforms/LandingPage.aspx> . You will need selected sections from the Legal Framework.

Course Objectives: The following objectives will be met during this course:

Standards Matrix

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <i>CEC—SPA</i> <i>Standard Alignment</i> TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator NETS – ISTE NETS Technology Standards
Students will demonstrate their ability to select, adapt, and develop assessments that provide accurate, useful information for making educational recommendations	Forms and evaluation notebook Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA	Narrative evaluation of forms from district using the Legal Framework, evaluation of current battery of assessments used to identify children with various disabilities.	Standard CF4 DP 4,6,9

for learners with disabilities.			
Students will demonstrate their ability to administer assessments to learners who have diverse needs and to evaluate the effects of administration procedures and modifications on assessment results and accurately interpret their results (for the purpose of enhancing knowledge about individual learners and their functioning).	The administration of specific assessment instruments including the administration of: <ul style="list-style-type: none"> a. SB5, WISC-V, WAIS-IV, WNV b. WJIV Achievement/Cognitive c. WIAT-III, KTEA-3 d. Informal assessment of a student with multiple disabilities (functional/contextual assessment or play-based assessment) e. Language Dominance or Proficiency Assessment f. Adaptive Behavior Assessment (Vineland-3, ABAS-3) 	A.) Copies of the front sheets of each test protocol with all identifying information removed as well as the supporting FIE with recommendations, and placement based on assessment results B.) Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA	<u>6.2s, 6.5s, 6.8k, 7.1s</u> DDP 4,6,9 CF4
Students will demonstrate knowledge of current legal issues involving the field of special education.	Case Hearing Review or Special Topic Report,	A.) Presentation of research involving case dealing with special education that has gone to hearing/court or a special topic.	<u>1.1k, 1.1s, 1.2k, 1.4k, 1.5k, 2.1k, 2.2k</u> DDP 7 1.2k CF1
Students will demonstrate their ability to use assessment information to make recommendations about educational placement, services and programming that respond to learners' identified needs and enhance their educational	Full and Individual Assessment Reports Case Study of placement and programming issues	A. FIE submitted reflecting recommendation of educational placement and programs based on assessment results B. Case Study Rubrics	<u>3.8s, 3.10s, 6.11s, 4.3s, 5.1s, 5.2s, 5.3s, 6.4s, 6.9s, 6.10k, 6.10s, 6.12s, 7.1s, 10.1s</u> 8.11s, 8.12s, 10.1s CF4 DDP 4,6,9 2BCD

functioning.			
Students will demonstrate their ability to assess learners from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these learners.	The administration of specific assessment instruments including the administration of: a. SB5, WISC-V, WAIS-IV, WNV b. WJ-IV Achievement/Cognitive c. WIAT-III, KTEA-3 d. Informal assessment of a student with multiple disabilities (functional/contextual assessment or play-based assessment) e. Language Dominance or Proficiency Assessment f. Adaptive Behavior Assessment (Vineland-3, ABAS-3)	A.) Copies of the front sheets of each test protocol with all identifying information removed as well as the supporting FIE with recommendations, and placement based on assessment results B.) Narrative description of the standard assessment batteries used within your district in determining eligibility for various disabilities as identified by IDEA	<u>1.2s, 2.7s, 5.3k, 6.1k, 6.2k, 6.3k, 6.3s, 6.6k, 6.7k</u> 8.1k, 8.1s, 8.2k, 8.2s, 8.3k, 8.3s, 8.6s, 8.7k DDP 4,6,9 CF4
The student will demonstrate ability to collaborate and communicate effectively with education professionals, families, and community agencies to assess learners and provide them with appropriate and effective individual educational plans.	A.) Attendance at a minimum of 2 Initial ARD meetings B.) Attendance at a minimum of 1 Annual ARD meetings. C.) Attendance at a minimum of 2 Re-evaluation ARD meetings. D.) Attendance at a minimum of 1 parent conference with a diagnostician. This may be an initial interview, a meeting to review results of assessment, or a meeting to discuss other areas of concerns F.) Resource File	Reflective statement about each learning experience related to the ARD meetings/Conferences attended. Submission of organized resource file including community services and professional resources.	<i>DDP 1, 5</i> CF3
The student will demonstrate knowledge of the roles and responsibilities of educational diagnosticians in Texas and apply this knowledge to	A.) Time spent assisting a diagnostician: 10 hours minimum. This may involve supervised testing, report writing, filing, sending out ARD notices to staff or parents, conferencing with staff or parents, etc. B). Time spent on file review: You will review a minimum of five (5) files containing the following	Documentation log, Matrix from the DEC Guide and included in field experience notebook, photocopy of professional calendar- photocopy	<u>1.2k, 1.4k</u> 1.2k, 8.1k, 8.7k DDP 6, 7, 8

ensure educational excellence and equity for learners with special needs.	eligibilities: LD, MR, ED, AU, and one of your choice. C.) Maintain a professional calendar prefaced with a reference tool summarizing timelines as outlined by TEA. D.) Conduct in-service assessment using current technology as available	and placed in field-based notebook referencing ARD meetings, testing, parent conferences and consultation, reference tool summarizing timelines as outlined by TEA	CF5 5BC
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NCATE Unit Standards: <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>

Council for Exceptional Children: <http://www.cec.sped.org/>

Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Behavior Analysis Certification Board Task List: http://www.bacb.com/becom_frame.html

Course/Instructor Requirements:

- Candidates must check their SHSU email daily.
- No late assignments accepted.
- Candidates are expected to complete 160 practicum hours outside of scheduled class time.
- Candidates will find their own mentor diagnostician and school to complete their practicum.

Course Requirements:

Graduate courses at the Master's level are progressively more advanced in academic content than our undergraduate courses. Knowledge of the literature of the discipline and ongoing student engagement in research and/or appropriate professional practice and training experiences are part of the program.

1. Candidates will document their ability to select, adapt, and develop assessments that provide accurate, useful information for making educational recommendations for learners with disabilities.
2. Candidates will document their ability to administer assessments to learners who have diverse needs and to evaluate the effects of administration procedures and modifications on assessment results including (but not limited to): WJ-III/IV, (BAT-III), WIAT-III, WISC-V, WAIS-IV, WNV, SB-5, KTEA-3, KABC-II, DAS-II, Vineland-3, and ABAS-3. Accurately interpret testing results (for the purpose of enhancing knowledge about individual learners and their functioning).
3. Reports by the intern to consumers, agency, or school personal, or other relevant publics must be co-signed by the certified Educational Diagnostician supervisor for the candidate.
4. The practicum supervisor must:
 - a. Be currently certified to practice as an Educational Diagnostician,
 - b. Is responsible for the integrity and quality of the internship program; and,
 - c. Is present at the training facility for a minimum of 20 hours per week.
5. Candidates will demonstrate knowledge of current legal issues involving the field of special

education.

6. Candidates will demonstrate their ability to use assessment information to make recommendations about educational placement, services and programming that respond to learners' identified needs and enhance their educational functioning.
7. Candidates will demonstrate their ability to assess learners from diverse backgrounds and use assessment data to enhance knowledge about and instruction for these learners.
8. Candidates will demonstrate ability to collaborate and communicate effectively with education professionals, families, and community agencies to assess learners and provide them with appropriate and effective individual educational plans.
9. Candidates will demonstrate knowledge of the roles and responsibilities of educational diagnosticians in Texas and apply this knowledge to ensure educational excellence and equity for learners with special needs.
10. When provided with case study information, candidates will select and/or develop appropriate assessment instruments and evaluate the effects of administration procedures (including any modifications) on assessment results.
11. Candidates will review a campus or district special education program and develop a report, including recommendations. Use information from the report to develop an in-service session that addresses needs of instructional staff.

Practicum Expectations:

During the practicum experience, students are responsible for completing activities totaling 160-hours, including (but not limited to):

1. Spend at least 25%-50% of the 160-hours in direct (face-to-face) services with students on an LEA. The Mentor Diagnostician (MD) and Field Supervisor (FS) will verify the percent of direct services on the Official Statement of Completion of an Educational Diagnostician Internship form.
2. Assist Site Supervisor (SS) for a minimum of 10 hours. This may include supervised testing, report writing, filing, sending out ARD notices to staff or parents, conferencing with staff or parents, etc.
3. Audit five (5) students' folders containing the following eligibilities: LD, ID, ED, AU, and one of your choice.
4. Deliver an in-service presentation.
5. Attend ARD/IEP Meetings:
 - a. Two (2) initial ARD/IEP Meetings
 - b. One (1) annual ARD/IEP Meeting
 - c. Two (2) re-evaluation ARD/IEP Meetings
 - d. One (1) parent conference with an educational diagnostician. This may be an initial interview, a meeting to review results of assessment, or a meeting to discuss other areas of concern
6. Complete the 160-hour practicum log in Tk20. Confirm approval of all logged activities.
7. Completed/Signed Educational Diagnostician Practicum Evaluation – Site Supervisor and Field Supervisor Feedback Form

Practicum Portfolio (Tk20):

1. Signed School-University Agreement Form
2. Site Supervisor Credential Verification Form
3. Audit forms for five (5) students' folders containing the following eligibilities: LD, ID, ED, AU, and one of your choice.
4. Program review (e.g., Preschool Program for Children with Disabilities, Instruction for Students with Autism, Assistive Technology, Dyslexia, or RTI Interventions).
5. In-service presentation
6. Personal essay. It must include:
 - a. Well-developed statement of theoretical orientation
 - b. Identifies multiple professional strengths and areas of interest in school psychology
 - c. Clear career goals within the field of Special Education/ Educational Diagnostician
 - d. Well thought-out description of personal and professional development throughout the training program
 - e. Sophisticated view of self as an Educational Diagnostician
 - f. Exceptional integration of coursework and knowledge
 - g. Well-thought out discussion of areas needing improvement and elaborate future professional development plan
7. Field Experience Reflection, including collaboration documentation. It must include:
 - a. Comprehensive description of setting
 - b. Comprehensive description of professional goals, specifically in the area of consultation and collaboration (e.g., LSSP, SLP, OT, PT, APE, AT)
 - c. Complete description of frequency/duration of consultation/collaboration of service providers
 - d. Good critical evaluation of services/collaboration provided
 - e. Reflective critical evaluation of self in relation to consultation/collaboration
 - f. Influence of related service personnel extensively evaluated (specific example)
8. Educational Diagnostician Practicum Evaluation – Site Supervisor and Field Supervisor Feedback

In addition to the above-mentioned activities, all students are required to complete the Representative Exam. If a student does not obtain 80% or higher on the Representative Exam, attendance is required at review session(s). No student will be bar-coded without attending the required review session(s). If a student obtains approval to register for the TExES 153 Exam, the approval is for the practicum semester only. Thus, if a student obtains approval and does not register/take the TExES 153 Exam during the practicum semester, the approval will be rescinded and the student must return for SHSU remediation session(s) and retake the Representative Exam.

Grades

This course is designed as a CR/NCR course. Therefore, ALL assignments must be completed in order to receive credit for the class. In addition, evaluations from district mentors and university supervisors must indicate recommendation to receive course credit. Failure to submit all Tk20 assignments will result in NCR.

Schedule

NOTE: Adjustments/additions/deletions may be made to class dates, assignments and/or due dates. You will be provided adequate time to prepare.

Date		Item	Deliverables
Week 1 Jan 18	Class	TExES Educational Diagnostician Representative Exam	You must take this practice test before you are able to sign up for the TExES. (5:30 to 10:00 PM)
Week 2 Jan 25	Class	<ul style="list-style-type: none"> • Review of Syllabus • Explanation of requirements • Case Study (in-class) • Remediation Session 	Signed Ethical Statement Information Form Due in Blackboard by 01/25/2018 at 5:30pm
			Mentor Educational Diagnostician School-University Agreement Form and Site Supervisor Credential Verification Form Due in Blackboard by 01/25/2018 at 5:30pm
Week 3 Feb 1	Class	Dyslexia Presentation (TWC Room 111– 4:30pm-6:30pm)	Professional Inservice Presentation due by 02/01/2018 at 5:30pm
Week 4 Feb 8	No Class		
Week 5 Feb 15	Class or No Class	Remediation for Representative Test for those who did not obtain 80%	
Week 6 Feb 22	Class	<ul style="list-style-type: none"> • Transition/UDL • Case Study (in-class) • Program Review Report (SPED 6312 Bilingual) 	Program Review Report due by 03/01/2018 at 5:30pm in Blackboard
Saturday Feb 24		ISD Assessment Clinic – 8:30am-4:30pm	
Week 7 Mar 1	No Class		
Saturday March 3	TWC	TExES Educational Diagnostician Representative Exam	You must take this practice test before you are able to sign up for the TExES. (9:00am – 1:00pm)
Week 8 Mar 8	Class	<ul style="list-style-type: none"> • Due Process/Hearings/Ethics • Functional Assessment • Case Study (in-class) • (SPED 6312 Bilingual) 	
Week 9 Mar 15	Spring Break	COMPS	COMPS
Week 10 Mar 22	No Class	COMPS Offered: Remediation for Representative Test for those who did not obtain 80%	
Week 11 Mar 29	No Class	COMPS	COMPS
Week 12 Apr 5	Class	<ul style="list-style-type: none"> • Interviews • Professional Inservice Presentation • Case Study (in-class) • (SPED 6312 Bilingual) 	Folder Audit Forms (5) due by 04/05/2018 at 5:30pm in Blackboard.
			Professional Inservice Presentation due by 04/05/2018 at 5:30pm

Week 13 Apr 12	Class	<ul style="list-style-type: none"> • Disability identification • Case Study (in-class) • (SPED 6312 Bilingual) 	Personal Essay due by 04/12/2018 at 5:30pm in Blackboard.
Week 14 Apr 19	No Class		
Week 15 Apr 26	Class	<ul style="list-style-type: none"> • Mock ARD/IEP • (SPED 6312 Bilingual) 	Field Experience/Collaboration Documentation Reflection due by 04/26/2018 at 5:30pm in Blackboard.
Week 16 May 3	Class	<ul style="list-style-type: none"> • Official Statement of Completion of an Educational Diagnostician Internship • Practicum Log • Celebration 	Official Statement of Completion of an Educational Diagnostician Internship and Feedback form by 05/03/2018 at 5:30pm in Blackboard.
			Confirm all practicum experiences are documented and approved in Tk20
Week 17 May 10-12	No Class	Spring Commencement TBA	Huntsville Main Campus

Course Requirements/Policies:

- **Attendance Policy:** Regular and punctual attendance is expected. SHSU policy is that no student will be penalized for three or fewer hours of absence. However, a student may be penalized for more than three hours of absences. Absence of more than three (3) hours will result in one letter grade reduction. Absence for more than 20% of the course will result in course failure. Class will begin on-time. Thus, students are expected to arrive early and be prepared to begin class when class is scheduled to begin. Students who arrive to class after instruction begins will be considered late. The daily attendance log is the official documentation of students' attendance to class. My policy: Attendance (absences, tardiness, and early exits) will be documented each class period. This information will be used to decide borderline grades and to write letters of recommendation. If you have to be absent, be sure you have arranged for a colleague to obtain handouts. The three hours of absence provided by university policy should be used carefully for illness and emergencies.
- **Late Assignments:** Assignments should be submitted electronically via Blackboard before class (electronically time stamped prior to 11:59 p.m.) on the due date (see Course Calendar). In general, late assignments are not accepted. If, however, due to an emergency you are unable to turn in an assignment on time, you must make arrangements in writing with the professor as soon as you realize your assignment will be late. A 10% grade deduction will be made for each day that the assignment is late – regardless of whether or not an extension has been requested and granted.
- **Time Requirement:** For each hour attempted, at MINIMUM of three hours outside class is expected. This 3-credit-hour course will meet three hours each week. That leaves 9 hours each week outside of class in which to read and complete assignments. Since it is essentially a practicum class, more time may be required. It is expected that if you enroll in this course, you can meet the time requirements.
- **Obtaining Assistance:** I am very committed to your progress! I am available to provide you with the assistance you need to demonstrate proficiency with course content. PLEASE NOTE: Students should expect a response within 48 hours and delayed responses on the weekends. PLEASE read your rubrics at a minimum of ONE WEEK prior to the assignment due date in order to receive timely feedback. It is your responsibility to seek assistance with course projects and assignments in a timely fashion.

- **Withdrawing from Class:** It is your responsibility to check the SHSU website (academic calendar) for add/drop and withdraw dates.
- **Visitors in Classroom:** Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office
- **Professionalism:** Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to professionally administer individual tests of achievement. Absolutely no eating in class. Only water is allowed.
- **Academic Dishonesty Policy:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student engaged in academic dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see [Dean of Student's Office](#)
- **Reasonable Accommodations:** With respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU's Services for Students with Disabilities (SSD) and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. For a complete listing of the university policy, see: <https://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>
- **Electronic and Phone Response:** Instructor and teacher assistant reserves the right to respond to emails and phone calls within 48 hours of receipt. Students should not expect an immediate response. Instructor and teacher assistant may not respond to student emails and/or phone calls during weekends, holiday breaks, and semester breaks.
- **Cell Phone Policy Sam Houston State University [Academic Policy Statement 100728](#):** The use of cell phones in this class **is strictly prohibited**. Emergency use of cell phone may be allowed pending approval from the instructor.
- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)

Bibliography

Assessment for Effective Intervention
DiaLog (published by TEDA)
Teaching Exceptional Children
Journal of Learning Disabilities
Exceptional Children
Journal of Special Education

Remedial and Special Education

Assessing Learners with Special Needs: An Applied Approach by Dr. Terry Overton

Nationally Certified Educational Diagnostician (NCED) Program Code of Ethics:
<http://www.unr.edu/educ/ceds/ceds.ethics.doc>

[Wrightslaw: Special Education Law, 2nd Edition](#) (ISBN: 978-1-892320-16-2, 456 pages) available in two formats, as a print publication and as a print and e-book combo.

[Wrightslaw: From Emotions to Advocacy, 2nd Edition](#) (978-1-892320-09-4, 338 pages)

[Wrightslaw: No Child Left Behind with Suzanne Whitney](#) (ISBN: 978-1-892320-12-4); includes the NCLB CD-ROM of resources and references.

[Wrightslaw: All About IEPs](#) (ISBN: 978-1-892320-20-9, 192 pages) by Pete Wright, Pam Wright, and Sue O'Connor.

[Surviving Due Process: Stephen Jeffers v. School Board DVD Video](#) - award-winning documentary, 2 hours.

[IDEA 2004 at Wrightslaw](#) provides current information about the Individuals with Disabilities Education Act of 2004 (IDEA 2004). Learn about new requirements for IEPs, IEP teams, IEP meetings, eligibility, evaluations, eligibility for specific learning disabilities, child find, reevaluations, parental consent, accommodations, alternate assessments, transition, and more.

[No Child Left Behind at Wrightslaw](#) offers accurate, up-to-date information about the No Child Left Behind Act - research-based instruction, proficiency testing, parent involvement, tutoring and supplemental educational services, highly qualified teachers, and public school choice.

College of Education Information

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation.

[NCATE Standards](#)

[CAEP Standards](#)

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student.



Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining the excellence of SHSU's programs.