SR | SUL ROSS
DEPARTMENT OF EDUCATION

EDUA 7318 Practicum   **Fall 2024**

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virtual office hours via Blackboard
By Appointment
Tuesday 5pm-8pm; Thursday 5pm-8pm
Saturday 9am-1pm

Course Description

A course which provides field experience in special education in a TEA accredited public, private, or parochial school students spend a minimum of 160-clock hours under the supervision of school educational diagnosticians and university faculty.

Course Prerequisite

Prerequisite: EDUA 5323 and EDUA 5306; Mandatory practicum advisement that occurred during EDUA 5306 semester. Agreement and paperwork from practicum district.

Skills Prerequisite

You will need regular access to a computer with an internet connection and speakers or headphones. It is the student's responsibility to ensure they have adequate access to the Internet and can access and understand the learning management system. Students are also required to have access to a word processor that can save files in formats readable by Microsoft Word (i.e., .doc, docx).

You may download a free copy of Office 365 from the menu on the left of the learning management system.

All students will need to know all the basic requirements established in the pre-course assignment, as well as develop some new skills:
- Proficiency in the SRSU Learning Management System
- Proficiency with digital literacy required for communication

- o Application of XBA Software
- o Administration of standardized tests
- o Completion of an FIE
- o Organizational and self-management skills
- o Professional communication and ethics written and oral
- o Adherence to timelines
- o Knowledge of the roles and responsibilities of a beginning Educational Diagnostician
- o Federal and State Policy for special education services and identification
- o Teleassessment

New skills:
- o Application to district practices
- o District software
- o Additional assessment and evaluation practice

Textbooks & Materials

Required Texts:

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (Vol. 84). John Wiley & Sons.

Cross-Battery Assessment Software System 2.0 (X-BASS 2.0) Access Card 1st Edition
ISBN-13: 978-1119389088
ISBN-10: 1119389089

Assorted Journal Readings as Assigned in Course Schedule and Available in Blackboard

Required Technology and Materials:
Students will be borrowing test kits, software, and materials from their district for purposes of understanding practices at their practicum site. It is expected that students have a discussion with their site supervisor on the first day of practicum to discuss availability of these materials. Should tests not be available, the student is required to contact the instructor the first week of class to plan. Failure to do so will not absolve students of the responsibility of assignments unless arrangements have been made the first week of class.

Materials needed for purchase
- 2 iPads (1 practitioner and 1 client)

Additional recommended materials:
- Two stylus for writing notes and capturing examinee responses
- Two anti-glare screen covers to minimize glare from interior lighting
- Two durable cases to protect iPads

Course Objectives

The following course objectives align with TEA Professional Competencies for Educational Diagnosticians. Module or weekly objectives are referred to as competencies and align with the course objectives for practicum

At the end of this course, students will be able to:
CO 1 Demonstrate Identification and Assessment Practices
CO 2 Provide recommendation for curriculum, instruction, and intervention
CO 3 Identify professional responsibilities of an Educational Diagnostician
CO 4 Synthesize and analyze data for psychoeducational evaluation

Module Objectives referenced:
Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services. (CO1)

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students. (CO1)

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE). (CO1)

Competency 004 (Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities. (CO2)

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills. (CO2)

Competency 006 (Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements. (CO3)

Competency 007 (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education. (CO3)

Competency 008 (Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs. (CO4)

Educational Diagnostician Program Student Learning Outcomes (SACSCOC)
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EDUA 7318 will contribute to the following Student Learning Outcomes (SLOs):

- Demonstrate the ability to collect, analyze, interpret, and integrate multiple sources of information regarding the cognitive and scholastic development of pupils in order to assist parents and school personnel to make informed educational decisions regarding instructional needs
- Demonstrate the ability to use knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence
- Demonstrate appropriate knowledge of legal, ethical, and professional policies, and practices

Professional Standards
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This course is part of the Sul Ross State University, College of Education and Professional Studies, Master of Education Degree as well as Educational Diagnostician Certification. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

Educational Diagnostician Competencies Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services. (CO1)

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students. (CO1)

Competency 003 (Interpretation and Reporting of Evaluation Results): Apply skills for interpreting, reporting, and communicating the results of the Full and Individual Evaluation (FIE). (CO1)

Competency 004 (Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities. (CO2)

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills. (CO2)

Competency 006 (Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements. (CO3)

Competency 007 (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education. (CO3)

Competency 008 (Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs. (CO4)

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504

Program Marketable Skills that this course addresses:

MS 1 Research Skills and Awareness
- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

MS 2 Communication Skills
- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists

MS 3 Ethics and Social Justice
- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Utilize ethical judgement for the advocacy of others

General Course Policies

LMS: This course will be delivered online via Blackboard (Bb)Learning Management System (LMS). The course site opens on the first day of classes. Synchronous meetings will occur in this class. Meetings are tentatively scheduled for Thursday at 6pm. Additional observations and meeting are scheduled. Refer to Blackboard for more information.

Schedule: Our instructional week will start on Monday, and finish on Sunday at midnight. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from university technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. Please contact the Lobo Technical Assistance Center for additional information and help for general technical issues Contact: https://www.sulross.edu/ltac-student-resources/. For Blackboard issues, the Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience. To reach the support desk: call 888.837.6055 or reach them via email at blackboardsupport@sulross.edu.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Teams, Zoom or Bb Collaborate meeting spaces are used for these meetings. An old-fashioned phone call is fine as well. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. Please include the course number and your "A" number in the email (e.g., EDUA 6314)

Student Collaboration: Students are encouraged to collaborate throughout the course. Students can use the Blackboard Collaborate meeting room in their course on Thursdays at 7pm should a lecture not occur. Students can always email the instructor to request the instructor attend a student collaboration session. GroupMe App is frequently used by cohorts to discuss information.

Advisor Support: Students may schedule a meeting for advisement to discuss their degree plan, courses or other concerns. Please include your "A number" as part of your request. Your advisor is Dr. Lisa Sousa, please contact her via email regarding your questions or to set up an appointment Contact Lisa.Sousa@sulross.edu

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and

participation with this course will involve writing. Students will use APA format 7th edition when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited. Services are available for the Sul Ross State University Writing Center on your Blackboard Organization page, please call the Online Support Desk at (888)837-6055 or blackboardsupport@sulross.edu if you have difficulty accessing the page and need help with creating error free papers.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require accommodation to ensure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on Sunday. Turnaround time for grades and feedback is one week from the due date of the assignment. If a revision is offered for an assignment, the student has one week to revise for a new grade. If after two weeks, you have not received feedback regarding an assignment, please email me.

Late Assignment Policy (Life Happens Policy): Course assignments, including discussion boards, exams, and other graded assignments, should be submitted on time. If you are unable to complete an assignment on time, a ONE TIME, one week extension is granted except for the final assignments due at end of course. It is expected that late assignments will be turned in at the next module or week for the next grading cycle. For example, assignments that were missed in week three will be turned in at the due date of week four. Students are not required to contact the professor or provide an excuse. Should students fail to turn in assignment at the next grading cycle a failed grade will be submitted. It is the student's responsibility to complete assignments by the due date. The policy is implemented upon first late submission and additional extensions will not be granted.

Disclaimer/Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Withdrawal and Incomplete Policy: To withdraw from this class, the student must initiate an official withdrawal; non-attendance does NOT constitute official withdrawal. Failure to withdraw will result in a grade of "F" being assigned for the course. Please confer with the professor before withdrawing from the course. An incomplete is only offered under circumstances that the student is unable to complete the final assignment only due to circumstances beyond their control.

Graduate student load: A full time graduate load is 6 units (2 classes). Please follow the course rotation found online for your degree plan and start date. Failure to follow the degree plan will cause a longer completion time. Part-time completion is accepted but students should note degree completion will be longer than projected time.

Copyright: Many of the materials and readings for this class have copyright protection. They are for your sole educational use and should not be shared, copied or distributed without permission

of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, please ask your instructor.

Confidentiality (FERPA): Confidentiality is of utmost importance for the students enrolled in the Educational Diagnostician program at Sul Ross State University. We take the issue of confidentiality of student and families very seriously; therefore, violations of confidentiality could result in dismissal of the program without refund of tuition and fees. Responsibility in maintaining confidentiality extend to discussions posted in Blackboard, There will be no mention of specific names of students, school districts, or families. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to- know basis. Reports generated in the testing courses will not be disseminated to any person other than the course instructor. See appendix of your program handbook regarding FERPA.

University Policies

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are in the student handbook.

ADA Accommodations: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Early Alert: As encouraged by Sul Ross State University, this course will be using the Early Alert notification system. Early Alert is a system for identifying students who are having difficulties in each course. The goal of the Early Alert system is not to penalize students but rather to address problems—incomplete work, attendance, test scores, etc.—they may be experiencing. By addressing these issues early in the semester, the hope is that students will be able to take the necessary steps to improve their standing. Student involvement is essential; you must keep up—doing so will provide benefits in terms of your grades and will be excellent preparation for life after college.

Library: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging

in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123)

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. For examples on citing works, please refer to https://owl.english.purdue.edu/owl/resource/589/02/

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement: I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Family. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Minimum Technical Requirements: To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see**:**
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support/Browser_Ch ecker

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started

E**mail, Passwords and Logins** Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course. It is very important that you access your SRSU email account once classes begin and check it regularly throughout your time at SRSU. This will be the email address you use to contact campus faculty and staff, and it is the email address the university will use to send you reminders of important notification regarding course and enrollment information, events, and other news. Student technology support not related to Blackboard can be found at the provided hyperlink below:
Contact: https://www.sulross.edu/office-of-information-technology-2/

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

- Adobe Acrobat Reader: https://get.adobe.com/reader/
- Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- Apple Quick Time Player: www.apple.com/quicktime/download/

Browser When accessing My SRSU it is best viewed in the following browsers:

- Chrome
- Mozilla
- Firefox
- Safari

Sometimes things will not work like they are supposed to. Before contacting the helpdesk, check to see if your software is up to date.

Additional Technical Assistance Please contact the Lobo Technical Assistance Center for additional information and help
Contact: https://www.sulross.edu/ltac-student-resources/

Blackboard Support: The SRSU Blackboard Online Support Desk is where you can direct all your Blackboard technical questions such as problems submitting a document to an assignment, trouble getting videos to play, or dealing with a technical error in your Blackboard course. The Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience.
To reach the support desk:
By calling 888.837.6055
Via email blackboardsupport@sulross.edu

Other Tech Support
Microsoft Tech Support Center
https://support.microsoft.com/en-us/contactus/

The following situations will cause automatic failure of course, need to retake or consideration of drop from the program:

- Unprofessional behavior or communication (SRSU, district representative, parent etc.)
- Plagiarism
- Violation of Ethics and confidentiality
- Fraudulent representation of competency attainment or paperwork
- Change in site supervisor or district support of candidate's endeavors for obtaining requirements
- Unsubmitted paperwork past due dates

Implementation of Research Based Clinical Assessment.
The following bibliography, references research that informs my clinical practice which I teach to my students. All assessment practices taught in the program were developed based upon the following research.

- Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (Vol. 84). John Wiley & Sons
- McCloskey, G., & Perkins, L. A. (2012). *Essentials of executive functions assessment.* John Wiley & Sons.
- Schultz, E. K., & Stephens-Pisecco, T. L. (2017). *Using the Core-Selective Evaluation Process (C-SEP) to Identify a Pattern of Strengths and Weaknesses.* Dialog: Journal of the Texas Educational Diagnosticians Association, 46(1).
- Wendling, B. J., & Mather, N. (2009). *Essentials of evidence-based academic interventions* (Vol. 57). John Wiley & Sons.

Course Schedule:

Week by Week Pacing 10 hours/week	Activities	Hours (approximately)	Due Date
Week one competency one	Orientation 1 hour Thursday, 8/29/24 at 6:00 • Sign up for observations and defense • Register for Graduation • Meet with your site supervisor and determine the student you will test and test batteries available and set up (10 hours) • What is the MTSS on your campus? (2hours) • What is the RTI on your campus? (1 hour) • What is the referral process and materials for assessment consideration on your campus? (2 hours) • How is the" proposal to evaluate" filled out? • Notice and consent procedures Make sure you registered for graduation **Uploads due**: • Site Supervisor Forms upload	16	09-01
Week two competency two	• Collect educational records and referral packet for your student. (5 hours) • Take home a KABC and Practice and score (8 hours)	15	09-08
Week three competency three;	• Administer the cognitive assessment for your student and score report (8 hours)	12	09-15

competency seven	• Review with site supervisor (2 hours)		
Week four; competency one; competency two, competency three	• Educational Background/referral packet of student • Upload cognitive score report Site Supervisor meeting check-in (2 hours) **Uploads due:** • MTSS artifact • Referral artifact • Score report for district • Hours log signed (49 hours min) • Reflection log signed	6	09-22
Week five competency two, competency five, competency three	**Observation One: 2 hours** **Informal Observation** • Administer your Achievement test and score (8 hours) • Upload signed observation 1	8 -10	09-29
Week six Competency three, competency eight, competency seven,	• Plug in values to XBA if SLD; or Adaptive skills if ID and provide cursory analysis (hypothesis of what you think is going on); provide evidence of analysis (8 hours) **Upload due:** • XBA analysis (triangle) • Discussion Board – XBA upload or Adaptive Skills upload (2 hours)	10	10-06
Week seven Competency four; competency seven	Based upon what you see, create your recommendations for accommodations and placement considerations (8 hours) Meet your LSSP, SLP, OT and PT and understand their roles (3 hours)	13	10-13
Week eight Competency four,	**Observation Two: 2 hours**	6	10-20

Competency five	• Discussion of student accommodations/placement/ of student 2 hours • Site Supervisor Check in (2 hours) **Uploads due:** • Observation Two upload • Hours log due (37 hours min/ 86 total) • Reflection due • BIP and MDR procedures		
Week nine Competencies 1-8	• Write your FIE report (8 hours) • Portfolio Defense (8 hours)	10	10-27
Week 10 Competency Three; Competency eight	• Test Battery List due (16 hours) • Site Supervisor Check in (2 hours) • Review Developmental Profile-4 (3 hours) • Send in nomination for site supervisor/mentor	23	11-3
Week 11 Competency Two, Competency Five, Competency Seven, Competency eight	Nonverbal test administer and score upload due (8 hours) **Uploads due:** Nonverbal test score	10	11-10
Week 12 competency four, competency five, competency seven, competency one, competency eight	**Observation Three: 2 hours** • Share your completed FIE • Share the IEP goals that you would suggest based upon the evaluation • Share placement and modification considerations Play Based or Early Childhood Assessment (5 hours) Observation and Reflection (3 hours) *If unavailable you may add hours as you see fit* *WPSSI/WJ-ECAD/YCAT-2 (8 hours) Child Find Procedures and upload for district (3 hours)	21	11-17

	Uploads due: • Early Childhood test and score report • Hours log (64 hours. /150 total) • Reflection log		
Week 13 competency eight, competency seven, competency five	AU assessment observation and reflection due (5-8 hours) *If unavailable to complete AU assessment observation you may add hours as you see fit	11	11-24
Week 14	**Audit, everything is due** **Upload due:** • Final hours 160 total amount • TAC Code Site supervisor signs off on 160 hours • Student final reflection • Site Supervisor final evaluation	Additional hours vary	12-01
Week 15	Quiet week GRADUATION!!!		

This Course was self-assessed using the Quality Matters Higher Education Rubric