



Sul Ross State University Department of Education

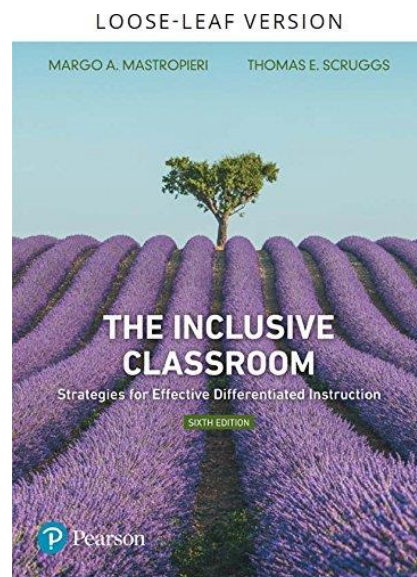
Instructor	S. Lee Renfroe	Phone	432-837-8227
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Office Hours	By Appointment	Virtual Office Hours	As needed via Blackboard Collaborate

ED 5320 Advanced Methodology for Exceptional Children-Summer II 2018

Course Description:

An advanced study of ways to organize, modify, and supplement the traditional curriculum, to provide appropriate learning activities, and to evaluate progress on an individual basis for the exceptional student.

Required Textbook: Mastropieri, M. & Scruggs, T. (2018). *The Inclusive Classroom*. (6th edition). Pearson: New York. ISBN: 9780134450605



Requirements:

Students will:

- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements.
- Provide meaningful contributions to group work
- Satisfactorily pass course quizzes and exams
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences.

Course Requirements:

- 1) Attendance
 - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.
- 2) Daily Readings
 - We will be covering a large amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required chapters. Please note which chapters will be covered and read ahead to keep up with the rigorous pace of the course.
- 3) Discussions 5@20 points
 - You will participate in discussion boards as indicated on Blackboard. To receive maximum credit you need to reply to at least 2 of your classmates.
- 4) Weekly article/website submission 8 slides @50 points
 - For each topic, you will be required to obtain a relevant resource, article, teaching technique, or tool to assist in the delivery of instruction to students with a variety of needs and compile into a presentation
- 5) Final Project 100 points
 - This will be the culmination of all your slides with information. The final project will be a comprehensive powerpoint presentation full of resources for teachers and parents for academic remediation.

All assignments are due on the scheduled date. Late assignments will not be accepted!

Course Schedule

Week 1: 10 July-Sunday, 15 July

Discussion Board Topic 1

Access and review syllabus, introductions

Review Chapters 1-7

Week 2: Monday, 16 July-Sunday, 22 July

Discussion Board Topic 2

Chapters 8, 9, and 10

Week 3: Monday, 23 July-Sunday, 29 July

Discussion Board Topic 3

Chapters 11 & 12

Week 4: Monday, 30 July-Sunday, 5 August

Discussion Board Topic 4

Chapters 13 & 14

Week 5: Monday, 6 August-Sunday, 12 August

Discussion Board Topic 5

Chapter 15

Final Exam due by 15 August at 11:59 pm.

Educator Standards Addressed for Educational Diagnostician-153:

Educational Diagnostician Standard III-The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel.

Educational diagnostician 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.

Educational Diagnostician Standard X- The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

ED 5320 will contribute to the following Program Learning Outcomes (PLOs):

- The educational diagnostician candidate effectively collaborates with all parties involved with the identification, placement, and ongoing support of students with disabilities through practical experiences gained while enrolled in semester-long practicum course.
- The educational diagnostician candidate demonstrates the ability to critically evaluate assessments and understand the implications of chosen assessments.
- The educational diagnostician candidate is able to analyze the ethical and professional responsibility to the field of special education.

ED 5320 will address the following Student Learning Outcomes (SLOs):

The beginning diagnostician is able to:

- Articulate the purpose of evaluation procedures and their relationship to educational programming.
- Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- Score assessment and evaluation instruments accurately.
- Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Use appropriate communication skills to report and interpret assessment and evaluation results.
- Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g. ARD/IEP meetings, parent/guardian communications and notification).

Attendance Policy: Students are expected to attend all scheduled on- campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. SRSU Class Attendance policy states “The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences.” SRSU policy states “An absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three-hour class will constitute three absences.” Therefore, non-attendance for Weekend Format classes calculates to: Saturday (7 hrs of class time) = 8.4 absences and Sunday (4 hrs of class time) = 4.8 absences. Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

ADA Accommodations:

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator
Counseling and Accessibility Services

432-837-8203

Tobacco Policy: Tobacco is not permitted on the Sul Ross campus.

Electronic Equipment Policy: Use of cell phones and/or pagers is prohibited during class time.

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. 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.

Grading: **All assignments are due on the date posted. Late work WILL NOT be accepted!**

This course syllabus is intended to be a guide and may be amended at any time.