



EDUA 6314 Diagnosis and Correction of Reading

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virtual office hours via Blackboard

Tuesday 4pm-8pm; Thursday 4pm-8pm

Saturday 9am-1pm or by appointment

Course Description

This course is designed to identify and address the symptoms and causes of reading difficulties and disabilities. Methods of assessment and diagnosis will be addressed through course readings and discussions and will be applied in field opportunities. Intervention and remediation techniques will also be addressed throughout the course. Assessment techniques which can be applied in the classroom with individual students or groups of students will be examined

Course Prerequisite

EDUA 5325 is a prerequisite of this course.

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.

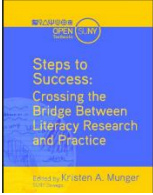
All students will need to know all the basic requirements established in the pre-course assignment, as well as develop some new skills:

- Proficiency in the SRSU Learning Management System

- Using email with attachments
- Using word processing software
- Using MS Word "References" Tab
- Copying and pasting
- Downloading and installing software

Textbooks & Materials

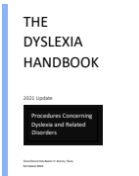
Required Texts:



*Munger, K., Crandall, B. R., Cullen, K. A., Duffy, M. A., Dussling, T. M., Lewis, E., ... & Stevens, E. Y. (2016). *Steps to success: Crossing the bridge between literacy research and practice*. Open SUNY Textbooks at the State University of New York College at Geneseo.

Retrieved from:

<https://milneopentextbooks.org/steps-to-success/>



*Handbook, Dyslexia. "Procedures concerning dyslexia and related disorders." *Texas Education Agency* <https://tea.texas.gov/academics/dyslexia> (2021).

Retrieved from:

<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>

*Free Resource online

Additional Resources/Suggested Text:

American Psychological Association. (2010). Publication manual of the American Psychological Association (7TH ed.). Washington DC: Author. ISBN: 9781433805615

Required Testing Materials:

Formal Assessment Test on Loan and to be returned to participating district or the University

Course Objectives

At the end of this course, students will be able to:

- Administer an informal screener for the identification of reading problems in young children
- Interpret informal assessment used in the identification of reading difficulties
- Interpret formal standardized assessment used for the identification of Dyslexia
- Identify evidence based instructional supports and accommodations for reading disabilities

Educational Diagnostician Program Student Learning Outcomes (SACSCOC)

EDUA 6314 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

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.

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.

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

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. This is an asynchronous course. We will meet on the first Monday of the course at 7pm. This is mandatory. Additional guidance meetings will be determined by student need and announced in announcements.

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 Mondays 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 mschwartz@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.

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_Checker

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

Email, 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/>

Specific Course Requirements

Course Schedule

Additional information and Course Schedule found In Blackboard



This Course was self-assessed to meet online standards using the Quality Matters Higher Education Rubric

This course was modified in part from Austin, C., Braun, G., Gesel, S., Leonard, K., & Martinez-Lincoln, A. (2018). Scholar-designed Course: Intensive Interventions in Reading. National Center for Leadership in Intensive Intervention; Grant H325H140001. Washington, DC: US Department of Education, Office of Special Education Programs. Available at <http://nclii.org/scholar-designed-courses/intensive-interventions-in-reading/>.