

11-14a.

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		10-71a.	AP-10/27/11	App-11/08/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Janice Baker	Email Address jmbaker@iup.edu
Proposing Department/Unit Special Education	Phone 724 357-3948

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)
 New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

EDEX 222 Methods of Teaching Reading to Persons with Disabilities EDEX 222 Methods of Teaching Language Arts to Secondary Students with Disabilities

Current Course prefix, number and full title *Proposed course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate
 This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals
 New Degree Program Program Title Change Program Revision
 New Minor Program New Track

Current program name *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	Joseph Domarucki	1-31-11
Department Chair(s)	Joseph Domarucki	1-31-11
College Curriculum Committee Chair	Joseph Domarucki TECC	3-1-11
College Dean	Maylene Rapp	3/3/11
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	10/28/11

* where applicable

Received

OCT 5 2011 1 Received Received

Liberal Studies Liberal Studies Liberal Studies

SEP 12 2011 MAR 8 2011

Part II. Description of Curricular Change

1. Syllabus of Record

I. Catalog Description

EDEX 222 Methods of Teaching Language Arts to Secondary Students with Disabilities

2 class hours, 0 lab hours, 2 credits (2c-01-2cr)

Prerequisites: EDEX 111, 3.0 GPA

Provides intensive methods for secondary learners with disabilities in integrated language arts literacy (reading, writing, and listening). Focuses on basic concepts of remedial literacy instruction and specially designed instruction for secondary-aged students with diverse needs. Reviews research in the field, including current issues, trends, practices, and services. Organized around critical areas of literacy instruction and study skills. Examines issues and practices related to students who are English language learners. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate the acquisition of new skills.

II. Course Outcomes:

Upon successful completion of this course, it is expected that students will be able:

1. To define literacy and its relationship to the communication arts program.
2. To describe the role of language development as a basis for literacy.
3. To explain the relationship between adolescent growth and development and basic principles of learning.
4. To describe various exceptionalities and how their learning may be affected by their disability and various educational approaches that may be employed in literacy instruction.
5. To recognize the needs of learners from culturally diverse backgrounds and understand learning styles of learners who are linguistically different.
6. To demonstrate knowledge of English language learner outcomes and knowledge of specific instructional strategies to address needs of ELL.
7. To demonstrate proficiency in teaching components of the literacy process with direct instruction approach.
8. To use instructional strategies such as story impressions and Directed Reading-thinking Activity to present new skills and provide practice for students.
9. To list the positive and negative aspects of standardized reading tests and informal assessment techniques.
10. To demonstrate proficiency in teaching components of written expression with a variety of techniques.
11. To select appropriate materials for instruction, including basal readers, remedial programs, and supplemental materials.
12. To use computer-assisted instruction in teaching literacy.
13. To demonstrate knowledge of major approaches to teaching literacy.
14. To use basic communication skills to collaborate with professional regarding language arts literacy instruction for secondary-age students with disabilities.

EDEX 222 – Methods of Teaching Language Arts Literacy to Secondary Students with Disabilities

Course Objective	College Conceptual Framework / Danielson	INTASC Standard/ Principle	CEC Standard	Course Assessment Measuring Objective
1, 2	Planning and preparation	Subject matter	1, 2, 3, 4, 5, 7, 8, 9, 10	Exam In-class activities Out-of-class activity
2, 3, 4, 5, 6	Planning and preparation	Student learning	1,2,3,4,5,8,10	In-class activities Exam
4, 5, 6	Planning and preparation/ Instruction	Diverse learners	1,2,3,4,6,8	In-class activities Out-of-class activities Exam
7, 8, 10, 13	Instruction	Instructional strategies	4, 5, 6, 7, 8, 9, 10	In-class activities LESSON PLANS Out-of-class activities Exam
3	Classroom environment	Learning environment	5	In-class activities Exam
14	Professional responsibility	Communication	1,2,4,5,6,7,10	In-class activities
11, 12, 13, 14	Planning and preparation/ Instruction	Planning instruction	2,4,5,7,10	In-class activities LESSON PLANS Out-of-class activities Exam
7, 8	Planning and preparation/ Instruction	Assessment	1,2,5,7,8,10	In-class activities LESSON PLANS Exam
11	Professional responsibility	Reflection & professional development	3,5,9	In-class activities
14	Professional responsibility	Collaboration, ethics and relationships	1,2,3,4,9,10	In-class activities Exam

***Key Assessment (KARS) – Is noted in the Course Assessment column of the matrix by bold type**

III. Course Outline

Date:	Week 1
Topic:	Overview of effective integrated language arts (reading, writing, listening) instruction and diverse learners
Date:	Week 2
Topic:	Assessment of reading for specially designed instruction (SDI)
Date:	Week 3
Topic:	SDI: fluency and word identification (sight words)
Date:	Week 4
Topic:	SDI: fluency and word identification (remedial programs)
Date:	Week 5/ EXAM 1
Topic:	SDI: vocabulary
Date:	Week 6
Topic:	SDI: comprehension (narrative text)
Date:	Week 7
Topic:	SDI: comprehension (narrative text)
Date:	Week 8
Topic:	Creative writing process
Date:	Week 9
Topic:	SDI: comprehension (expository text)
Date:	Week 10/ EXAM 2
Topic:	SDI: comprehension (expository text)
Date:	Week 11
Topic:	SDI: writing to learn
Date:	Week 12
Topic:	SDI: types of expository writing
Date:	Week 13
Topic:	Literature activities; listening
Date:	Week 14
Topic:	SDI: study/self-management skills
Date:	Finals period
Topic:	EXAM 3

IV. Evaluation Methods:

1. Class activities/participation. Class activities will require application of topics covered in lectures and assigned readings. Pop quizzes will cover assigned readings. Five points will be awarded for each of 10 activities/quizzes. Points will be awarded only for students in class on day of activity. (50 points; 5 points each for 10 activities).
2. Out-of-class activities. Out-of-class assignments will provide application of effective practices covered in class. Students will complete 3 assignments: phonics quiz, writing center, choice from menu. Guidelines will be distributed in class. (30 points; 10 points for each activity)
3. Lesson plans (KARS). Two literacy lesson plans will be written, one targeting reading and one targeting written expression. The lesson plan format will be distributed in class. **NOTE: The lesson plans are used as Key Assessments for this course.** (50 points; 20 points for first lesson plan and 30 points for second lesson plan.)
4. Exams. Three exams will be completed during class. They will consist of multiple choice and short answer items. (120 points, 40 points for each exam.)

V. Example Grading Scale:

A maximum of 250 points will be awarded with a grade of A for 225-250 points, B for 200-224 points, C for 175-199 points, and D for 150-174 points.

VI. Undergraduate Course Attendance Policy/Classroom Behavior:

The University currently upholds an attendance policy. You may miss two classes without repercussion. Exceptions are made for religious holidays, medical emergencies, or family emergencies. Please contact the instructor if you are unable to come to class.

Professional behavior is expected during class sessions and regarding course requirements. Professional dispositions will be emphasized. Students are expected to practice professional behaviors including participation and effective communication.

VII. Required Textbook(s), Supplemental Books and Readings:

Fisher, D. & N. Fisher. (2011). *Improving adolescent literacy: Strategies at work*.
Pearson, NJ.

VIII. Special Resource Requirements:

None

IX. Bibliography:

ADAPT (2001). Allegheny Intermediate Unit, Pittsburgh, PA

Archer, A.L. & Gleason, M. (1993). *Advanced skills for school success: Effective reading of textbooks*. North Billerica, MA: Curriculum Associates.

Archer, A.L., & Hughes, C.A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford.

Bucher, K. & Manning, M.L. (2006). *Young adult literature – exploration, evaluation, and appreciation*. Upper Saddle River, NJ: Pearson.

Ciborowski, J. (1992). *Textbooks and the students who can't read them: A guide to teaching content*. Cambridge, MA: Brookline Books.

Copeland, M. (2005). *Socratic circles: Fostering critical and creative thinking in middle school and high school*. Portland, ME: Stenhouse.

Elbow, P. (2004). Writing first! *Educational Leadership*, 62(5), 8-13.

Fisher, D. & Frey, N. (2004). *Improving adolescent literacy: Strategies at work*. Upper Saddle River, NJ: Pearson.

Garrett, T.D. & O'Connor, D. (2010). Readers' theater: "Hold on, let's read it again." *Teaching Exceptional Children*, 43(1), 6-15.

Goeke, J.L. (2009). *Explicit instruction: A framework for meaningful direct teaching*. Columbus, OH: Merrill.

Henderson, D.L. & May, J.M. (2005). *Exploring culturally diverse literature for children and adolescents*. Upper Saddle River, NJ: Pearson.

Ivey, G. & Fisher, D. (2005). Learning from what doesn't work. *Educational Leadership*, 63(2), 8-15.

Klinger, J.K., Vaughn, S., & Boardman, A. (2007) *Teaching reading comprehension to students with learning difficulties*. New York, NY: Guilford.

Norton, D.E. (2004). *The effective teaching language arts*, 6th edition. Columbus, OH: Merrill.

Pearson, P.D., Hiebert, E.H., & Kamil, M.L. (2007). Vocabulary assessment: What we know and what we need to learn. *Reading Research Quarterly*, 42(2), 282-295.

Pruitt, B.A. & Cooper, J.T. (2008). Ready, set, go: Three strategies to build reading fluency. *Beyond Behavior*, 17(3), 3-6.

Ramsey, M.L., Jolivet, K., Patton, B. (2007). *Peer-assisted learning strategies (PALS) for reading in the*

EBD classroom. Beyond Behavior, 17(1), 7-10.

Rasinski, T. (2004). Creating fluent readers. Educational Leadership, 61(6), 46-51.

Slavin, R.F., Cheung, A., Graft, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best evidence synthesis. Reading Research Quarterly, 43(3), 290-322.

Tankersley, K. (2005). Literacy strategies for grades 4-12: Reinforcing the thread of reading. ASCD: VA.

Tomlinson, C.A. & Eidson, C.C. (2003). Differentiation in practice: A resource guide for differentiating curriculum grades 5-9. ASCD:VA.

Tomlinson, C.M. & Lynch-Brown, C. (2007). Essentials of young adult literature. Upper Saddle River, NJ: Pearson.

1. Summary of the proposed revisions.

We propose to change the scope and focus of this course as part of a new program for the add-on certification, Special Education 7-12, as outlined by the Pennsylvania Department of Education (PDE).

This course will change focus from the teaching of reading for persons with disabilities in elementary through secondary levels to teaching of integrated language arts (reading, writing, listening) for secondary learners with disabilities. The course description will also be changed to reflect people first language as required by the Individuals with Disabilities Education Improvement Act (IDEA).

2. Justification/rationale for the revision

The Pennsylvania Department of Education (PDE) has changed the certification process for special education teachers. The change is twofold. First, Special education is no longer to be issued as a stand-alone certification. The special education certification must be an add-on to a primary certification in early childhood or middle level or a secondary content area. In addition, the special education certificate will no longer be issued as a K-12 certification. PDE has split the special education certification into two distinct certificates – Pre-K through 8 and 7 through 12. Indiana University of Pennsylvania has revised the Early Childhood program to be a blended Early Childhood Special Education Program (ECSP). Students wishing to obtain special education certification in Pre-K through 8 will do so in the new ECSP. This course, as it currently exists, will be replaced by the reading and literacy courses offered in the ECSP.

This course revision is necessary to address the needs of teaching students in the secondary level, grades 7 through 12. Secondary literacy areas require the use of text-based literacy and writing-to-learn skills to access information and demonstrate proficiency. This course is designed to provide the skills and pedagogy to assess and identify specific deficits and to apply appropriate strategies and interventions in integrated language arts literacy for secondary-age students with disabilities. This course will be offered as part of the 7 through 12 add-on certificate.

3. Old syllabus of record.

COURSE SYLLABUS

EDEX 222 METHODS OF TEACHING READING TO PERSONS WITH DISABILITIES

3 s.h.

Prerequisite: EX 111

I. COURSE DESCRIPTION

Presents basic concepts of developmental reading instruction and systematic coverage of methods of teaching reading from readiness stages through eighth grade. Diagnostic-prescriptive techniques are included. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate the acquisition of new skills. Students will also be expected to use the internet to access material for lesson plans, and to use Inspiration software, MS Excel Grade Book Page, Desktop Publishing software, and WebCT Bulletin Board.

II. COURSE OBJECTIVES

This course is designed to develop:

- A. the ability to define reading and its relationship to the communication arts program (354:II G, III C; CEC: Standard 6, 7, & 9);
- B. the ability to describe the role of language development as a basis for learning to read (354:II G, IIC; CEC: Standard 6, 7, & 9);
- C. the ability to explain the relationship between child growth and development and the basic principles of learning and readiness to learn (354:ID, II B, III C; CEC: Standard 2, 3, 5, 6, 7, & 9);
- D. the ability to recognize the needs of learners from culturally diverse backgrounds and understand different learning styles of learners who are linguistically different (354:ID, II B; CEC: Standard 2, 3, 5, & 9);
- E. the ability to plan teaching strategies such as Directed Reading Activity and Directed Reading-Thinking Activity to teach word identification and reading comprehension;
- F. the ability to demonstrate proficiency in teaching word identification and reading comprehension;
- G. the ability to know the positive and negative aspects of standardized reading tests and informal assessment techniques (354:IF, IG, II A; CEC: Standard 1, 7 & 8);
- H. the ability to demonstrate knowledge of patterns for individualizing instruction (354:II A, II D; CEC: Standard 5 & 7);

I. the ability to select appropriate materials for instruction, including basal readers and whole language (354:IJ, II C, II D; CEC: Standard 4, 5,& 7);

J. the ability to use computer-assisted instruction in teaching reading and awareness of software available to enhance reading performance (354:IJ; CEC: Standard 4);

K. the ability to demonstrate knowledge of major approaches to teaching reading, including the basal approach: I/T/A; Words in Color; Language Experience; Individualized Learning, Whole Language, DISTAR, Curriculum-Based Assessment for Instructional Design (354:IJ, II D; CEC: Standard 4, 5,& 7).

III. COURSE OUTLINE

A. Define Reading

B. Describe the Role of Language Development in Learning to Read

1. Pluralistic society
2. School environment
3. Non-school environment

C. Relationship Between Child Growth and Development

D. Concepts of Readiness at All Levels of the Curriculum

1. Initial
2. Developmental

E. Teaching Strategies

1. Directed reading activity (DRA)
2. Directed reading-thinking activity (DR-TA)

F. Teaching Components of the Reading Process

1. Word identification
2. Comprehension of narrative and expository text
 - a. Vocabulary
 - b. Text
3. Study skills
4. Rate and fluency

G. Standardized Reading Tests - Pros and Cons

H. Patterns for Individualizing Instruction

I. Selecting Appropriate Materials

J. Approaches to Teaching Reading

1. Basal approach
2. I/T/A

3. Words in Color
4. Language experience
5. Individualized learning
 6. Whole language
 7. Direct Instruction
 8. CBAID

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Lesson Plan for Word Identification and Comprehension
Demonstration Lessons
Individual Reading Plan
Individual and Group Projects
Examinations
Class Participation

V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points according to the following scale:

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
- 59% & below = F

VI. REQUIRED TEXT

McCormick, S. (1999). Instructing students who have literacy problems. Upper Saddle River, NJ: Merrill.

VII. SUPPLEMENTAL REFERENCE

Huck, R., Myers, R., & Wilson, J. (1989). ADAPT: A developmental activity program for teachers. Allegheny Intermediate Unit: Pittsburgh, PA.

VIII. REFERENCES

Alder, S. (1988). Oral communication problems in children and adolescents. San Antonio: Harcourt Brace Jovanovich Inc.

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- Balajthy, E. (1986). Microcomputers in reading and language arts. Englewood Cliffs, NJ: Prentice-Hall.
- Barr, R., Sadow, M., & Blachowicz, C. (1990). Reading diagnosis for teachers: An instructional approach. New York: Longman.
- Barr, R., & Johnson, B. (1990). Teaching reading in elementary classrooms. New York: Longman.
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- Carnine, D., Silbert, J., & Kameenui, E. J. (1990). Direct instruction reading (2nd ed.). Columbus: Merrill.
- Chinn, M. R. (1991). Curriculum-based measurement: Assessing special children. New York: Guilford.
- Choate, J. S., & Rakes, T. A. (1989). Reading: Detecting and correcting special needs. Needham Heights: Allyn & Bacon.
- Culyer, R. C. III, & Culyer, G. (1987). Preventing reading failure: A practical approach. University Park, MD: University Press.
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- Frank, M. (Ed.). (1981). Young children in a computerized environment. New York: The Haworth Press.
- Glazer, S. (1988). Reexamining reading diagnosis: New trends and procedures. Newark, DE: International Reading Association.
- Gleason, J. B. (Ed.). (1989). The development of language. (2nd ed.). Columbus: Merrill.
- Goldberg, H. K., Schiffman, G. B., & Bender, M. (1983). Dyslexia: Interdisciplinary approaches to reading disabilities. San Antonio: Harcourt Brace Jovanovich.
- Hargis, C. (1988). Teaching reading to handicapped children. Denver: Love.
- Harris, A. J., & Sipay, E. R. (1990). How to increase reading ability: A guide to developmental and remedial methods. New York: Longman.
- Houston, A. M. (1987). Common sense about dyslexia. Lanham, Maryland: University Press.
- Humphrey, J. H. & Humphrey, J. N. (1990). Reading can be child's play: An aid for teachers. Springfield, IL: Charles C. Thomas.

- Hynd, G., & Cohen, M. (1983). Dyslexia: Neuropsychological theory, research, and clinical differentiation. San Antonio: Harcourt Brace Jovanovich.
- Just, M. A., & Carpenter, P. A. (1987). The psychology of reading and language comprehension. Boston: Allyn and Bacon.
- Karolides, N. J. (Ed.). (1992). Reader response in the classroom: Evoking and interpreting meaning in literature. New York: Longman.
- Lindsey, J. D. (1987). Computers and exceptional learners. Columbus, OH: Merrill.
- Male, M. (1988). Special magic: Computers, classroom strategies, and exceptional students. Mt. View, CA: Mayfield.
- Mason, G. E., & Blanchard, J. S. (1979). Computer applications in reading. Newark, DE: International Reading Association.
- Meyen, E. L., Vergason, G. A., & Whelan, R. J. (Eds.). (1988). Effective instructional strategies for exceptional children. Denver: Love.
- Nodelman, P. (1992). The pleasures of children's literature. New York: Longman.
- Pettit, N. I., & Hardin, V. B. (1991). Ecological intervention in reading and language arts. Denver: Love.
- Reinoehl, R. L., & Hanna, R. (Eds.). (1990). Computer literacy in human service. New York: The Haworth Press.
- Richard-Amato, P., & Snow, M. A. (Eds.). (1992). The multicultural classroom. New York: Longman.
- Robeck, M. C., & Wallace, R. R. (1990). The psychology of reading: An interdisciplinary approach (2nd ed.). Hillsdale, NJ: L. Erlbaum Associates.
- Salvia, J., & Hughes, C. (1990). Curriculum-based assessment: Testing what is taught. New York: Macmillan.
- Shapiro, E. S. (1992). Academic skills problems: Direct assessment and intervention. New York: Guilford