

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 11-1700
UWUCC Action-Date: AP-4/24/12

Senate Action Date: App-5/10/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Susan Glor-Scheib	Email Address sglorsch@iup.edu
Proposing Department/Unit Special Education	Phone 724-357-5676

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

1. Course Proposals (check all that apply)

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title:

Proposed course prefix, number and full title, if changing: **EDEX 424 Strategic Assessment and Instruction in Expository**

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

EXPOSITORY TEXT

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
--	---

4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Betsy Kessler</i>	4/2/2012
Department Chairperson(s)	<i>Betsy Kessler</i>	4/2/2012
College Curriculum Committee Chair	<i>Edel Reilly JECC Chair</i>	4/19/12
College Dean	<i>AKD</i>	4/20/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>TECC ABOVE</i>	
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/26/12

Received

APR 26 2012

Liberal Studies

Received

APR 23 2012

Liberal Studies

Syllabus of Record

EDEX 424 Strategic Assessment and Instruction in Expository Texts 3c-01-3cr

Prerequisite: ECSP majors, Completion of Step 1 of Teacher Education

I. CATALOG DESCRIPTION

Focuses on methodologies used for assessing, designing, and implementing instruction in expository texts for students with reading and learning disabilities. Addresses the demands of educational environments in which teachers are expected to collaborate in providing direct services to students. Special consideration is given to the growth and development of collaborative practices. In addition, students are expected to collaborate with each other in planning, designing, adapting, and evaluating assessment and instructional activities for a range of content area expository texts.

II. COURSE OUTCOMES

Following instruction and experiences in this course, teacher candidates will be able to:

1. Identify varied service models available for students with mild/moderate disabilities when planning for their needs at both the elementary and middle levels;
2. Demonstrate an understanding of national and state pre-referral and referral procedures and practices;
3. Demonstrate the use of the IEP as a vehicle for planning and coordinating the student's educational program;
4. Identify assessment and ongoing measurement practices, specifically as they relate to instruction planning for expository text;
5. Demonstrate a thorough understanding of basic elements of instructional planning in content areas for all students, particularly those with mild/moderate learning and/or behavior problems;
6. Articulate procedures, methods, and techniques utilized in organizing and managing the teaching/learning environment in content areas for all students, particularly those with mild/moderate learning and behavior problems;
7. Select, evaluate, adapt, and develop materials for learning expository texts that are appropriate to the interest, experience, developmental level, and instruction needs of students;
8. Utilize basic collaboration skills in working with and involving other professionals, students, and parents in educational programs;

9. Incorporate universal design in planning, programming, teaching, and evaluating all students, particularly those with mild and moderate disabilities in inclusive environments.

Course Objective	PDE Standards	College Conceptual Framework / Danielson	PA ECE, NAEYC, CEC	Course Assessment Measuring Objective
1	I. A	2c.	CEC 1	Midterm Exam
2	I. A, I. A, III. D, L, M, Q, R, S, T	1b	CEC 1	Midterm Exam ER/IEP Project
3	I. A, I. A, III. D, ,L, M, Q, R, R, S, T	1b	PA ECE 1; NAEYC 1; CEC 2	ER/IEP Project
4	III. A, IV. D, V. A, B	1f	PA ECE 3; NAEYC 3; CEC 8	Lesson Plans
5	IV. D	1b, 1c, 1d	PA ECE 2; NAEYC 4; CEC 7	Interdisciplinary Unit
6	IV. A, B, E, V. A, B	2b, 2d	PA ECE 2; NAEYC 4; CEC 5	Interdisciplinary Unit <i>What About Me Journal</i>
7	IV. D	1e	PA CEC 2; NAEYC 4; CEC 3	Course Portfolio
8	III. P, T, VII. A, C, D, E, F, G, H, I, J	2a, 2c	PA CEC 5; NAEYC 5 CEC 9	Interdisciplinary Unit
9	III. P, T, VII. A, C, D, E, F, G, H, I, J	1b, 1d, 1f	PA ECE 3; NAEYC 3; CEC 3	Lesson plans Interdisciplinary Unit Course Portfolio

III. DETAILED COURSE OUTLINE

Weeks 1-3 – Readings: Spinelli, Chapters 1 & 2; course packet materials (9 hours)

Identification/Assessment Processes

1. Assessing learners who struggle with expository text at the elementary/middle levels
2. Understanding Response to Intervention(RTI) in inclusive classrooms
3. Assessment tools in the identification of mild and moderate disabilities
4. Analyzing elements of and creating an Evaluation Report (ER)

5. Goal planning and setting objectives for the IEP/including addressing progress anchors & standards

Week 4 – Understanding Text Structures: course packet materials (3 hours)

Comprehending expository text: Promising strategies for struggling readers and students with reading disabilities

1. Narrative at the pre-school, elementary & middle levels
2. Expository at the pre-school, elementary & middle levels
3. Technical at the pre-school, elementary & middle levels
4. Persuasive at the pre-school, elementary & middle levels

Weeks 5 & 6 – General Strategies/ Instructional Interventions for text structure in grades Pre K - 8: Readings: (6 hours)

<http://www.literacymatters.org/content/text/intro.htm>

1. Provide explicit instruction
2. Scaffold instruction
3. Model the use of strategies
4. Model think-aloud strategies
5. Ask focusing questions
6. Use and create graphic organizers
7. Introduce patterns in this order: summarizing, sequencing, cause & effect, compare & contrast
8. Strategies for meeting state anchors and standards

Weeks 7-8 – Strategies for implementing expository text learning in dynamic inclusive environments in grades Pre K - 8 – Readings: Spinelli, Chap. 3 and 4 (6 hours)

1. Collaborative teaching methodologies at the pre-school, elementary & middle levels
2. Cooperative learning strategies at the elementary and middle levels
3. Class-wide Peer Tutoring in elementary and middle levels
4. Graphic Organizers (function, development, implementation, and assessment)
5. Strategies for meeting state anchors and standards

Week 9 – Classroom-based assessment and instructional materials adaptations and modifications in pre-school and elementary – Readings: Spinelli, Chapter 7; course packet - Hooker Topping, D. & McManus, R. A. (2002). *Real reading, real writing: Content-area strategies* (3 hours)

Week 10 – Creating learning centers and developing application strategies in pre-school and elementary grades – Readings: Spinelli, Chapter 5; course packet - applying Bloom's Taxonomy in learning center and interactive bulletin board technologies at the middle level (3 hours)

Weeks 11-14 – (12 hours)
Interdisciplinary Unit Development – Readings: Spinelli, Chapter 6; Guidelines are included in the course packet. All rubrics for lesson plans, base group evaluation, and overall unit are provided as well as guidelines for all unit elements

Final Exam – (2 hours)
Individualized Interview to present your Course Portfolio to the instructor – Guidelines and rubric are provided in the course packet.

IV. EVALUATION METHODS

Collaboration and cooperative learning is extensively utilized throughout this course. Since workplace demands require that teachers communicate and collaborate effectively with each other, students will self-evaluate their communication skills, set goals to improve them, then apply those skills throughout the development of an interdisciplinary unit. Peer-mediated methods will also be utilized. Many in-class assignments will enable students to develop and refine their lesson planning strategies for grades Pre K - 8. Students will develop several lesson plans throughout this course in every content area subject for learners at each grade span level.

Students will compile a COURSE PORTFOLIO of articles about assessment, teaching strategies, instructional technologies, specific lesson plans, examples of worksheets and other student activities, and any related materials throughout the course. This course portfolio is intended to be used throughout the student's clinical teaching placement and to show examples from pre-school, primary, intermediate and middle levels.

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

1. Students will read, *What About Me*, independently, and keep a journal that summarizes their learning, due at the end of the 5th week of classes. The journal will be word processed. Use two columns per page, one headed, "things I'm learning about learning disabilities," and the other headed, "strategies for assessing and teaching students expository text structures."
2. **ER-IEP** – Each student will conduct a self-assessment utilizing tools often used in evaluating learners with mild disabilities in meeting anchors and standards in academic school settings. Students will summarize their findings utilizing ER format, then develop their own IEP. They will set realistic goals for their own professional development. The purpose of this assignment is to thoroughly familiarize students with assessment tools and processes typically used in evaluating students with learning disabilities whose are typically educated within inclusion settings, PA Evaluation Report (ER) protocols, and goal-setting for individualized educational programs (IEPs).

3. **Mid-term Examination** – will focus on readings, any handouts, or class notes related to basic factors related to assessment and instructional design with expository text, and material discussed and reviewed regarding ERs, IEPs and meeting PA state anchors and standards.
4. **Lesson Plans*** – Each student will develop several lesson plans, including a demonstration lesson, that must include the following sections:
 - Title and heading
 - Introduction
 - PA Standards and Anchors addressed
 - Instructional Objective(s)
 - Lesson Initiation
 - Materials
 - Procedures
 - Summary Activity
 - Evaluation methods of lesson objectives
 - Lesson Evaluation by teacher (How did the lesson go? Why did unplanned events occur? How could this lesson be improved?)
5. **Course portfolio*** – includes teaching strategy articles collected from professional journal researched in IUP’s library EBSCOHOST database, Wilson Web, or downloaded from LD Online or other pertinent web sites (i.e. Teaching Exceptional Children on CEC’s website), lesson plans, curriculum-related ideas for lesson plan development for expository text, materials from other courses, examples of strategies for expository text learning, and any materials pertinent to an inclusive education student teaching placement.
6. **Learning Center** – Each student will create a learning center activity that will be demonstrated to the class. Materials should be included so that students will have an opportunity to engage in each other’s learning centers during the class-wide demonstration. The topic of the learning center will be determined by the student and grade level band.
7. **Interdisciplinary unit plan*** – this will be collaboratively developed and presented to the class.
8. **Participation and Professional Demeanor** – Participation and professionalism will be assessed by each individual student. At the end of the course participation and professionalism documentation will be summarized and each student will provide input on the number of participation/professionalism points that he or she feels they have earned.

NOTE*: Specific guidelines for the development of each of these course requirements are included in the course packet Supplemental Text

V. EXAMPLE GRADING SCALE

The grade is based on the percentage of total points in the course.

Journal	25 points
Mid-term evaluation	40 points
ER-IEP	40 points
Lesson plans and In-class assignments	50 points
Interdisciplinary Unit Plan	100 points
Course Portfolio	40 points
Learning Center	30 points
Participation/Professionalism	30 points
(30 points: 20 for 5 passes, 30 for 6 passes – 0 points for less than 5 passes)	

Total Points: 355

A	92-100%	= 327-355 points
B	84-91%	= 298-326 points
C	76-83%	= 270-297 points
D	68-75%	= 241-269 points

VI. ATTENDANCE POLICY

Students are expected to adhere to the IUP attendance policy as outlined in the undergraduate catalog.

VII. REQUIRED TEXTBOOK

Lee, C. (2006). *What about me?* Heinemann: Boston

Spinelli, C.G. (2011). *Linking Assessment to Instructional Strategies: A guide for Teachers 1e.* Allyn & Bacon

Course Packet for EDEX 424

VIII. SPECIAL RESOURCE REQUIREMENTS

None

IX. BIBLIOGRAPHY

Benjamin, A. (2007). *But I'm not a reading teacher: Strategies for literacy instruction in the content areas.* Larchmont, NY: Eye On Education.

Busch, T. W. & Espin, C. A. (2003). Using curriculum-based measurement to

prevent failure and assess learning in the content areas. *Assessment for Effective Intervention*, 28(3-4), 49-58.

Bryant, D. P., Vaughn, S., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2000). Reading outcomes for students with and without reading disabilities in general education middle-school content area classes. *Learning Disabilities Quarterly*, 23(4), 238-252.

Bryant, D. P., Linan-Thompson, S., Ugel, N., Hamff, A., & Hougen, M. (2001). The effects of professional development for middle-school general and special education teachers on implementation of reading strategies in inclusive content area classes. *Learning Disabilities Quarterly*, 24(4), 250-264.

Deeney, T. A. (2008). Coordinating supplemental reading instruction, *Intervention in School & Clinic*, 43(4), 218-225.

Graham Baltas, J. & Nessel, D. (1999). *Easy strategies & lessons that build content area reading skills (grades 4-8)*. New York, NY: Scholastic.

Guthrie, J. T. (Ed.). (2008). *Engaging adolescents in reading*. Thousand Oaks, CA: Corwin Press.

Hall, L. A. (2005). Comprehending expository text: Promising strategies for struggling readers and students with reading disabilities, *Reading Research and Instruction*, 44(2), 75-95.

Hall, L. A. (2005). Struggling readers and content area text: Interactions with and perceptions of comprehension, self, and success. *Research in Middle Level Education Online*, 29(4), 1-19.

Harmon, J. M., Hedrick, W. B., & Wood, K. D. (2005). Research on vocabulary instruction in the content areas: Implications for struggling readers. *Reading & Writing Quarterly*, 21(3), 261-280.

Harmon, J. M., Wood, K. D., Hedrick, W. B., & Gress, M. (2008). "Pick a word- Not just any word": Using vocabulary self-selection with expository texts. *Middle School Journal*, 40(1), 43-52.

Higgins, K., Boone, R., & Lovitt, T. C. (2002). Adapting challenging textbooks to improve content area learning. In Shinn, M. R., Walker, H. M., & Stoner, G. (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 755-790). Washington, DC: National Association of School Psychologists.

Hooker Topping, D. & McManus, R. A. (2002). *Read reading, real writing:*

Content-area strategies. Portsmouth, NH: Heinemann.

- Jenkins, J. R., Fuchs, L. S., van den Broek, P., Espin, C., & Deno, S. L. (2003). Accuracy and fluency in list and context reading of skilled and rd groups: Absolute and relative performance levels. *Learning Disabilities Research & Practice, 18*(4), 237-246.
- Manzo, A. V., Manzo, U. C., & Thomas, M. M. (2004). *Content area literacy: Strategic thinking for strategic learning.* Hoboken, NJ: John Wiley & Sons.
- Margolis, H. & McCabe, P. P. (2006). Motivating struggling readers in an era of mandated instructional practices. *Reading Psychology, 27*(5), 435-455.
- McEwan-Adkins, E. K. (2007). *40 ways to support struggling readers in content classrooms, grades 6-12.* Thousand Oaks, CA: Corwin Press.
- Sejnost, R. L. & Thiese, S. M. (2003). *Strategies for reading in content areas.* Thousand Oaks, CA: Corwin Press.
- Strong, R. W., Silver, H. F., & Perini, M. J. (2008). *Reading for academic success, grades 2-6: Differentiated strategies for struggling, average, and advance readers.* Thousand Oaks, CA: Corwin Press.
- Zwiers, J. (2007). *Building academic language: Essential practices for content classrooms, grades 5-12.* Hoboken, NJ: John Wiley & Sons.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is designed to meet the curricular needs of students enrolled in the dual certification Early Childhood Special Education Program (ECSP). This course is specifically designed to address assessment and instructional design issues for children with special education needs throughout the grade levels of Pennsylvania's special education certification – PreK through Grade 8. Expository texts are particularly challenging for students with learning disabilities and other difficulties in language-based learning and specialized assessment along with strategic instruction are necessary for student improvement and success.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

Yes, a program revision is needed to add this course to the new ECSP program sequence

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No, this course has never been offered

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No, this course is not a dual-level course

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course will not be offered for variable credit

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Slippery Rock University

SPED 325 - Interventions in the Inclusive Classroom

This course in Special Education is designed for the teacher candidate seeking certification in Special Education, Early Childhood, Middle School, and / or other areas. It is designed to prepare future teachers with interventions in the inclusive classroom. Course content will include current effective instructional practices and delivery methods for all levels of special education to ensure for success of all students in the inclusive school setting. Due to recent changes in federal regulations beginning with "No Child Left Behind," more students with disabilities are being taught in the regular education classroom. This course will examine effective instructional practices and delivery methods for all levels of special education support (PK-8) to employ for an inclusive classroom setting.

At Millersville University, two separate courses appear to have similar learning objectives as the proposed course:

SPED 327: 3 s.h.

Teaching Inquiry Skills to Students with Mild and Moderate Disabilities

Teaching strategies, classroom environments and resources with their influence on learning outcomes relative to science and social studies. Emphasis is on observation and structure of individual perceptions and this relationship to the physical, biological and social environment. Offered in fall, spring. Prereq: All SPED 100 level courses; admission to Advanced Professional Studies; all 200 level courses including Professional Block I preferred.

SPED 328: (433): 3 s.h.

Formal and Informal Assessment in Special Education

The administration, scoring and interpretation of assessment devices typically used in psychometric evaluations are stressed. Critical evaluation of such devices in terms of reliability, validity and norming groups is also developed. The integration of the interpretive results of psychometric evaluation with behavioral observation, task analysis and other types developed in prerequisite courses is demonstrated. Offered in fall, spring. Prereq: All SPED 100 level courses; admission to Advanced Professional Studies; all 200 level courses including Professional Block I preferred.

Edinboro University of PA has a similar course:

SPED360 INSTRUCTIONAL PLANNING STRATEGIES 3 sem. hrs.

This course examines in depth research-validated strategies, and their underlying theories, for planning and implementing instruction appropriate for students with special needs, including English Language Learners. It enables special education teacher candidates to develop expertise in selecting and designing effective curriculum materials and in planning and delivering specialized explicit instruction that best reflects the unique needs of each exceptional student. Prerequisite: SPED210, SPED240, Teacher candidacy or permission of instructor. Students required to take SPED 4

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

In order to obtain certification in Special Education from the Pennsylvania Department of Education, teacher education program must provide course work that demonstrates the following:

Special Education Domain

Evidence-based Instruction & Approaches for Different Disability Populations (evidenced based effective instruction—high incidence disabilities, evidenced based effective instruction—low incidence disabilities, evidenced based effective instruction—pervasive developmental disorders, evidenced based effective instruction – students with behavior disabilities, evidence based approaches for students with social and emotional disabilities, effective instructional practices and delivery methods for all levels of special education)

Accommodations and Access to General Curriculum (technology: instructional, assistive, universal design to support reading, mathematics and writing; subject area content access for students with learning disabilities; intensive reading, writing and mathematics intervention approaches)

Special Education Processes

special education processes and procedures [Pre K-4], screening, assessment, IEP development and evaluation, and secondary transition processes and procedures [7-12]) Pennsylvania Department of Education. Special Education Pre-K-8 & 7-12 Program Specific Guidelines, 2009

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No, this course will be taught by special education faculty only

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts

have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

There are no relationships of this content to other courses taught in other departments.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.**

No, this course will not be cross-listed

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

The current faculty resources in the Special Education Department are adequate to teach this course.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

No additional resources will be needed to teach this course. The current classrooms are adequate. No laboratory supplies, equipment, consumable goods, library materials or travel funds are needed.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

No resources for this course are funded by a grant

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered in fall and spring semesters

- C5 How many sections of this course do you anticipate offering in any single semester?**

Four sections of this course will be offered on main IUP campus along with a section for our CCAC/IUP and Urban Education students

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**

30-35 students per section – There are between 120-130 Early Childhood Special Education students who will need the course which will be offered each

fall and spring semester. Fewer sections of EDEX 425 will be offered once this course is approved.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No, there are no enrollment limits set by a professional society

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

No, this course will not be offered as a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

There is no additional information.