

14-1496
 UWUCC AP-4/9/15
 Senate App-4/28/15

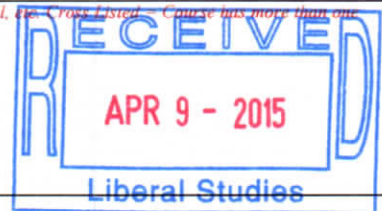
New Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Sue Glor-Scheib and Annah L. Hill	Email Address:	<Susan.Glor-Scheib@iup.edu> a.l.hill@iup.edu
Proposing Depart/Unit:	Special Education	Phone:	724-357-2450

Course Prefix/Number	See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 . EDEX 223
Dual/Cross Listed	<p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233.</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes with: Click here to enter text.</p>
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - Click here to enter text. Credits - 3
Prerequisite(s)	EDEX 111, EDEX 114, and EDEX 103
Corequisite(s)	<i>This means that another course must be taken in the same semester as the proposed course</i> Click here to enter text.
Additional Information (Check all that apply. Note: Additional documentation will be required)	<input type="checkbox"/> Liberal Studies (please also complete Template C) <input type="checkbox"/> Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) <input type="checkbox"/> Distance Education (Please also complete Template E)
Course Title	Reading Methods and Strategies for Students with Disabilities
Recommended Class Size (optional) (provide justification)	<p>Are you recommending a class size: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes: (check one of the following reasons and provide a narrative explanation)</p> <p><input type="checkbox"/> Pedagogical <input type="checkbox"/> Physical limitation of classroom</p> <p><input type="checkbox"/> Accreditation body standards/recommendations</p> <p><input type="checkbox"/> Other</p> <p>Explanation <i>(required)</i>: Click here to enter text.</p>
Catalog Description	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Focuses on basic concepts of developmental reading instruction and specially designed instruction for students with diverse needs. Reviews research in the field, examines necessary assessment tools, and surveys current issues, trends, practices, and services.</p>



Template A

	<p>Examines issues and practices related to students who are English language learners. Facilitates the acquisition of new skills through a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing).</p>
<p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. define reading and its relationship to the communication arts program 2. describe the role of language development as a basis for learning to read 3. explain the relationship between child growth and development and basic principles of learning and readiness to learn 4. describe various exceptionalities and how their learning may be affected by their disability and various educational approaches that may be employed in reading instruction 5. recognize the needs of learners from culturally diverse backgrounds and understand learning styles of learners who are linguistically different. 6. demonstrate knowledge of English language learner outcomes and knowledge of specific instructional strategies to address needs of ELL. 7. demonstrate proficiency in teaching components of the reading process with direct instruction approach 8. use instructional strategies such as story impressions and Directed Reading-thinking Activity to present new skills and provide practice for students 9. list the positive and negative aspects of standardized reading tests and informal assessment techniques 10. demonstrate knowledge of patterns for individualizing instruction 11. select appropriate materials for instruction, including basal readers and supplemental text 12. use computer-assisted instruction in teaching reading and awareness of software available to enhance reading performance 13. demonstrate knowledge of major approaches to teaching reading 14. use basic communication skills to collaborate with professionals regarding reading instruction for students with disabilities
<p>Brief Course Outline:</p> <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<p>Date: Week 1 Topic: Reading Assessment (Overview of assessments: QRI-5, Woodcock Reading Mastery, San Diego Quick Assessment, DIBELS, Brigance, etc.)</p> <p>Date: Week 2 Topic: Systematic Explicit Reading and Instructional Enhancements for Students who are at risk</p> <p>Date: Week 3 Topic: Phonemic Awareness</p> <p>Date: Week 4 Topic: Assessment and strategies for students who are not segmenting and blending even with enhancements</p> <p>Date: Week 5 Topic: Beginning Reading/early decoding</p> <p>Date: Week 6 Topic: Assessment and strategies for students who are not learning beginning reading skills even without enhancements</p> <p>Date: Week 7 Topic: Advanced word reading</p> <p>Date: Week 8 Topic: Assessment and strategies for students who are not developing advanced word-reading skills even with Tier 2 enhancements</p>

Template A

	<p>Date: Week 9 Topic: Reading Fluency</p> <p>Date: Week 10 Topic: Assessment and intervention in Tier 2 for students who still aren't fluent with Tier 1 enhancements</p> <p>Date: Week 11 Topic: Vocabulary Instruction and Morphemic Analysis</p> <p>Date: Week 12 Topic: Assessment and strategies for teaching students to learn vocabulary independently</p> <p>Date: Week 13 Topic: Comprehension</p> <p>Date: Week 14 Topic: Assessment and strategies to maximize student gains in reading comprehension including study strategies</p>
Rationale for Proposal	
Why is this course being proposed?	This course will provide students with the background information of specific methods and strategies for teaching students, specifically students with disabilities and English Language Learners.
How does it fit into the departmental curriculum? (Check all that apply)	<input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement <i>(Interdisciplinary core – e.g. Business/Education)</i> <input type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Open Elective <input type="checkbox"/> Other - Click here to enter text.
Is a similar class offered in other departments?	<input type="checkbox"/> Yes Please provide comment: Click here to enter text. <input checked="" type="checkbox"/> No
Does it serve the college/university above and beyond the role it serves in the department?	<input type="checkbox"/> Yes Please provide comment: Click here to enter text. <input type="checkbox"/> No
Who is the target audience for the course?	<input checked="" type="checkbox"/> Course Designed for Majors (<input checked="" type="checkbox"/> Required <input type="checkbox"/> Not Required) <input type="checkbox"/> Course Designed for Minor <input type="checkbox"/> Departmental Elective <input type="checkbox"/> Restricted to Majors/Minors <input type="checkbox"/> Open to Any Student <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Other - Click here to enter text.
Implications for other departments	A. What are the implications for other departments <i>(For example: overlap of content with other disciplines, requirements for other programs)?</i> Click here to enter text.

Template A

	<p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate)</p> <p>Click here to enter text.</p>
For Dean's Review	
<ul style="list-style-type: none">• Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA• Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA• Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
<p>Comments: Click here to enter text.</p>	