

Submit originals and one copy and electronic copy to College of Arts and Sciences Faculty Senate Office
 See <http://www.uaf.edu/uafgov/faculty/ed> for a complete description of the rules governing curriculum and course changes

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

ADMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Jessica Tracy	Phone	714-1151
Email Contact	jtracy7@uaf.edu	Faculty Contact	Jessica Tracy

COURSE IDENTIFICATION:

Dept	EDSE	Course #	677	No. of Credits	3
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COURSE TITLE Pending Assessment, Curriculum, and Standards

2. ACTION DESIRED:

Change Course If change shown below, what change? Drop Course Course

NUMBER	TITLE	DESCRIPTION
PRIORITIES		PERMANENCY OF CREDIT
CREDITS (including credit distribution)	3+0 +1	COURSE CLASSIFICATION
CROSS-LISTED	Dept.	(Requires approval of both departments and dean is indicated. Indicate at end of form for such signatures.)
STACKED (400/600) Include syllabi.	Dept.	Course #
OTHER (specify)		

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> C	<input type="checkbox"/> I	<input type="checkbox"/> S	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
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Other format (specify and check all that apply): _____

Mode of delivery (specify lecture, electronic, lab, etc.): _____

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual.)

If justification is needed, attach an appropriate sheet.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the base undergraduate core? YES NO

IF YES, check which requirements it could be used to fulfill:

U = Oral intensive. Format 6 also submitted W = Written intensive. submitted Natural Science. Format 8 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? _____ TIMES

If the course can be repeated with a variable credit, what is the maximum number of credit hours that may be earned for this course? _____ CREDITS

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE UTAH ARCHIVES DEPT. NUMBER AND CREDIT

EDSE F677 Reading Assessment, Curriculum and Strategies
3 Credits
Offered Spring; As Demand Warrants
Use and interpretation of reading assessments. The development of effective, research-based instructional strategies for students with disabilities who experience difficulties reading in any Alaska community. Field experience required. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE THROUGH WORKING AND REVISIONS THROUGH DEPT. NUMBER, TITLE, CENTS AND CROSS-STACK AND STACKED L.P.I. PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must be submitted. differences in required work and evaluation for students at different levels.

EDSE F677 Reading Assessment Curriculum and Strategies
3 Credits
Offered Spring; As Demand Warrants
Use and interpretation of reading assessments. The development of effective, research-based instructional strategies for students with disabilities who experience difficulties reading in any Alaska community. Field experience required. (3+0+1)

8. IS THIS COURSE COMPLETE? YES/NO. If Yes, DEPT. NUMBER (Requires written notification of each department and dean involved. Attach a copy of written notification)

YES/NO No If Yes, DEPT. NUMBER

9. GRADING SYSTEM. Specify only one LETTER: PASS/FAIL

10. ESTIMATED IMPACT WHAT IMPACT, IF ANY, WILL THIS HAVE ON STUDENT LEARNING? NONE

11. LIBRARY COLLECTIONS Have you contacted the library collection development officer, Udenpen@alaska.edu (746695) with regard to the adequacy of library collections, equipment and services available for the proposed course? NO YES LIBRARY HAS OVER 500 BOOKS IN THE SPECIAL EDUCATION HEIR. REQUESTED FOR NEW BOOK ACQUISITION

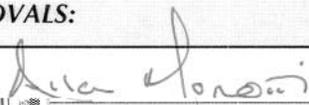
12. IMPACTS ON PROGRAMS/DEPTS: What programs/departments will be affected by the proposed action. Include information on the Programs/Departments concerned. NONE

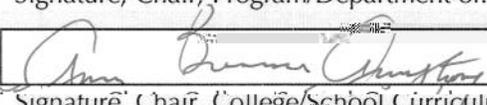
13. POSITIVE AND NEGATIVE IMPACTS: Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action. This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

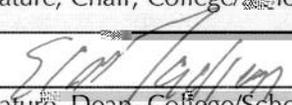
JUSTIFICATION FOR ACTION REQUESTED The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the primary objective of UTA education is not lessened as a result of the proposed change. Please address this in your response. This section should be a self-explanatory. It will ask the following questions: why are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning the credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the program is not compromised as a result.

Catalog needs to reflect the amount of fieldwork required for the course.

APPROVALS:

 Date 8-24-10
Signature, Chair, Program/Department of: _____

 Date 9-07-2010
Signature, Chair, College/School Curriculum Council for: _____

 Date 9/8/10
Signature, Dean, College/School of: _____

Date _____

Signature of Provost/Deputy Provost
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Date _____
Signature, Chair, Faculty Senate Curriculum Review Committee

ADDITIONAL SIGNATURES (As needed for cross-listing and/or stackings)

Date _____
Signature, Chair, Program/Department of: _____

Date _____
Signature, Chair, College/School Curriculum Council for: _____

Date _____
Signature, Dean, College/School of: _____

UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”
EDSE F677 Reading Assessment, Curriculum, and Strategies
Spring 2010

Credits: 3.0

Day & Time: TBA

Location: Upark, Blackboard and/or via audio conference

Phone: (907) 474-1557

Office Hours: By appointment

Prerequisites: none

Instructor: Joanne Healy, M.S.

Office: Gruening Building 714A

E-mail: jhealy7@alaska.edu

Required Readings

Texts:

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*.
2nd ed. New York: New Press.

Levine, M. (2002). *A mind at a time*. New York: Simon and Schuster

Sousa, D. (2005). *How the Brain Learns to Read*. Thousand Oaks, CA.: Corwin Press.

Alaska Department of Education and Early Development (2005). Alaska Content Standards. Juneau, AK

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

[Where to Turn: Governor's Council on Disabilities and Special Education](#)

[Alaska State Department of Education](#)

[Alaska Special Education Website](#)

[Special Education Handbook](#)

Websites Related to Special Education

[Council for Exceptional Children](#)

[National Clearinghouse for Professions in Special Education](#)

[Alaska Inter-Tribal Council](#)
[Alaska Native Heritage Center](#)
[Alaska Native Knowledge Network](#)
[Justice Center Website](#)

List of Professional Organizations

[Council for Exceptional Children \(CEC\)](#)
[American Psychological Association \(APA\)](#)
[Learning Disabilities Association of America \(LDAA\)](#)
[American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
[The Association for the Severely Handicapped \(TASH\)](#)
[International Reading Association \(IRA\)](#)
[Disability Law Center - Alaska](#)
[Special Education Service Agency \(SESA\)](#)

3. Describe ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
4. Plan instruction using augmentative and alternative communication systems (CEC#6)
5. Describe the impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities (CEC #6)
6. Describe the typical language development and how

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydso@uaf.edu, or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

ASSIGNMENTS

Overview: The course texts were selected to provide a forum for discussion about issues that teachers will encounter in their classrooms. We will be discussing the theories and philosophical ideas as related to reading instruction, AND we will be talking extensively about how these ideas can be applied to your students. It is very important that you read the texts and be prepared to talk about issues that were brought up, to react to ideas that you may not agree with, and to ask questions about things that were not clear. My questions and comments will be related to what you were expected to read. I will also post additional information on the UAF Blackboard. Some of these are diagrams which will provide a visual image that I can refer to when we are discussing a topic. I will also make reference to the texts so please bring them to class with you.

1. **Inquiries 20 points:** These are linkages to what is happening in your classroom/school. I will post a variety of inquiries that you will be expected to investigate, and then post your responses on the forum. The forum is a section of the UAF Blackboard where you can post responses, add websites, and papers and generally discuss topics. It is like the discussion board function but more versatile. We may also use the discussion board. You will need to have your responses to the Inquiries posted in a timely manner since the purpose of this activity is to share information that is relevant to what we are discussing in class. These are simple activities and should not be lengthy.
2. **Response papers 20 points:** These are responses to the reading and discussion that you can post on the Task section of the Blackboard. This is a private conversation between you and me regarding issues discussed in class. It is also expected that this will be your reflection of the issues and NOT a recap of what was said. In other words I am looking for a reaction not a repetition. The Response papers are also meant to be a discussion of the reading that has been assigned and is a means for processing information

Cover page (1 pt)
Log completed and attached (4 pts)
Thank-you note and addressed, stamped envelope is attached (5 pts)
Total Score (50 Possible)

There will be a comprehensive scoring guide and rubric for each component of the course. It will be posted separately on the UAF Online Blackboard.

COURSE OUTLINE

I will say from the beginning that it is my intent to keep to this outline, HOWEVER, this is a class where discussion and reflection are very important. If a topic needs to be continued until the next class, then I will post a revised schedule. I have organized this class in such a way that the assignments are not so lengthy that they will be overwhelming. I also believe that one of the best ways to interact with the texts that we will be reading will be to keep a log by jotting down notes as you read. This will help with the class discussion, and with the reflections that will be required each week.

Class 1 Overview of Course and Texts
 “Who is the struggling reader?”
 Educational contexts and the Politics of Reading

This first class will be a discussion of the course in general and some of the current themes in education which impact special education. Please note at the top of the next week is the reading selection that we will use as the basis of discussion.

INQUIRY #1: What are some of the language and reading issues where you are teaching?

Class 2 Difference or Disability?

READ: Chap. 1 in Levine, Introduction to 2006 and Introduction in Delpit, Chapter 1 and Introduction in Sousa (Take the Assessment on Page 9). Note: These readings are to be read In advance for discussion in class.

DISCUSS: Readings, Inquiries

POST: Response Paper #1 on the Task Menu

Class 3 Current Research

READ: Chapter 2 in Levine
Blackboard links on the brain- bring copies to class for discussion

INQUIRY #2: In order to be a successful reader, what must a student be able to do or know?

POST: Response Paper #2 : Task menu

Class 4 What are we learning from kids who are not learning?

READ: Levine Chapters ,3,4

There is a lot of information in these chapters. We will be talking about the text and also practical applications. You may want to think of specific kids who you can apply this information to.

INQUIRY #3: Select a student who is “troubling” and without using names, discuss what tasks seem to present the greatest difficulties. Using Levine’s ideas, what theories can you develop to explain what might be happening.

NOTE: This can be the student you plan to use for the Case Study. It is a good way to begin processing and to get ideas from others.

POST : Response Paper #3 on Task Menu

Class 5 Language: Ways with Words

READ :Levine Chapter 5 & 6
Sousa Chapters 1 & 2

INQUIRY #4 : Textbook/Materials analysis

Using some of the information about language acquisition that we have discussed so far, look at the materials that are used in your classes and discuss some of the issues that you find there (Such as vocabulary, sentence length, complexity of language, metacognitive demands, background knowledge, etc). Using this Analysis may be helpful in developing your case study.

POST :Response Paper #4 on Task menu

Class 6 Misaligned Intentions

READ: Levine Chapters 7,8,9
Sousa, Chapter 3, Teaching Reading

INQUIRY #5 : What approaches to reading and literacy does your district adopt? What are the pluses and minuses of this approach?

No Response paper due this week

Class 7 When a mind falls behind: Where is the problem?

READ:Levine 10,11,12,13

Evaluation is based on a percentage of the total class points listed using the following grading system.

Inquiries 20 points x 6
Response totti 21.7 0

120