

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department Special Education College Education (To obtain a course number, contact erudolph@fau.edu)			
Prefix EEX Number 6292	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title Literacy Remediation & Interventions for Students with Disabilities	
Credits (See Definition of a Credit Hour) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Template and Guidelines) This fully online asynchronous course addresses principles and practices of evidence-based literacy interventions for students with learning disabilities and other learning needs. Students will be able to identify and implement effective interventions in both reading and writing. Topics include theoretical explanations of reading and writing difficulties, research-based approaches to intervention and procedures for evaluation. This course requires access to a student with a disability to complete the course project.		
Effective Date (TERM & YEAR) Summer 2023				
Prerequisites EEX 6480 <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls (For example, Major, College, Level)	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here Spear-Swerling, L. (2022). Structured literacy interventions K-6. The Guilford Press. ISBN 978146254878		
Faculty Contact/Email/Phone Dr. Katie Miller/Millerk@fau.edu		List/Attach comments from departments affected by new course See emails of approval from other Department Chairs		

Approved by Department Chair <u>R. Ravallo</u> College Curriculum Chair <u>Paul R. Poluso</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>Robert Stackman Jr.</u> UFS President _____ Provost _____	Date <u>3/13/2023</u> _____ 3/23/2023 4/10/2023 08/17/2023 08/17/2023 08/18/2023 _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



EEX 6292, Section XX, CRN XXXXX
Literacy Remediation & Interventions for Students with Disabilities,
3 cr

Semester, Year
Prof. XXXXX YYYYY
Office Location: XXXXXX
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Course Description

This fully online asynchronous course addresses principles and practices of evidence-based literacy interventions for students with learning disabilities and other learning needs. Students will be able to identify and implement effective interventions in both reading and writing. Topics include theoretical explanations of reading and writing difficulties, research-based approaches to intervention and procedures for evaluation. This course requires access to a student with a disability to complete the course project.

Instructional Method

Asynchronous, Online

Prerequisites/Corequisites

EEX 6480

Required Texts

Spear-Swerling, L. (2022). *Structured literacy interventions K-6*. The Guilford Press.
ISBN 978146254878

Additional Readings:

Required as indicated in the syllabus and available via the FAU library.

Required Technology/Software:

Email: Your FAU email address will be used.

Computer: (Canvas®): All course materials and access to the online, synchronous class sessions using Microsoft Office or Office 365. There are specific file formats accepted in Canvas, mainly Microsoft suite of programs. Unless otherwise specified, assignments are to be submitted in WORD (.docx or .doc), PDF (.pdf) or PowerPoint (.pptx, .ppt, or .mp4). Instructor is unable to open assignments that are created using other programs (e.g., Googledocs, Pages, Keynote). If you do not have access to Microsoft programs, which are the allowable file formats, please visit the Office 365 Section of the course site (see left menu), where these programs are accessible free of charge to FAU students.

Live Text

Live Text is used by the COE to assess your competency progress in your program of study, track your performance, and comply with program approval /accreditation. All students enrolled in this course must have an active [Watermark \(LiveText\)](#) account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or **after the first week/class of a fast track course**. *If you have not purchased your LiveText account by this date a hold may be placed on your academic records*

Guidelines Used in Developing Course Objectives. Specific standards are in listed in Appendix B.

1. Council for Exceptional Student Education Practice-Based Standards for the Preparation of Special Educators- Advanced Standards (CEC) Note: CEC Standards are cross-referenced with High Leverage Practices (HLPs).
2. Florida Atlantic University Academic Learning Compact (ALC). ALCs identify (a) content/discipline knowledge and skills, (b) communication skills, (c) critical thinking, and (d) diversity, equity, and inclusion skills students in that program are expected to demonstrate prior to graduation and the methods by which students will be assessed on these skills.

Course Objectives/Student Learning Outcomes

Students will be able to:

1. Identify sources of individual and group differences in reading and writing achievement. (SEAIS 3.K1, SEAIS.3K2)
2. Identify the goals and procedures of interventions and multitiered systems of support (MTSS) in reading and writing (also known as Response to Intervention, RtI). (SEAIS.3.K4)
3. Summarize research on evidence-based practice and other research-based interventions to address difficulties in key components of the reading and written expression process. (SEAIS.3.K2)
4. Select, administer, and interpret curriculum-based assessments of reading and written expression (SEAIS.3.S1)
5. Evaluate student strengths and weaknesses in reading and written expression and relate to standards within the Florida standards. (SEAIS.3.K3)
6. Plan writing lessons that align with the Florida standards and that address individual learning needs. (SEAIS.3.S1)
7. Incorporate features of explicit instruction in designing and delivering reading and writing instruction. (SEAIS.3.K2, SEAIS.3.S2)
8. Integrate technology to enhance learning for students with writing difficulties. (SEAIS.3.S5)
9. Monitor progress in response to instruction for an individual student or group of students. (SEAIS.3.S1)
10. Reflect on the impact of your instruction on student learning. (ALC, Critical Thinking)

Course Assignments/Points:

1. **Class Application Activities** (6 at 5 points each, 35% of grade) Specific application activities based on the weekly content will be utilized across 6 modules. Course application activities give students the opportunity to apply content from the course to ensure students obtain practical information that they can utilize in their classrooms and with students. The intent is to ensure the content is fully understood.
2. **Literacy Intervention project: (Critical Assignment):** (28pts, 20% of grade): You will demonstrate your skill in applying what you are learning to your work with one or more students with reading and writing difficulties. You will to (a) collect information about the strengths and weaknesses of a target student or small group of students, (b) design, implement, and evaluate a brief intervention (2-3 lessons or intervention sessions) for an individual or small group of students, and (c) reflect on student learning in response to the intervention. The project will be completed incrementally, with detailed instructions for each step posted as we progress through course topics. Please note that you will need to gather background information about your student(s). This information can come from interviews with teachers and/or observations. You will also need to administer informal writing assessments that will be provided. These assessments resemble routine classroom tasks and are not formal, norm-referenced assessments. If needed, you should obtain whatever permission your school requires before proceeding. You may select any student with a disability that is experiencing reading and writing difficulty.

Special Education Departmental Policy on CRITICAL ASSIGNMENT(S):

Many courses in the Special Education Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. This means students need to purchase [Live Text](#) to track the CA, as they would for other courses in the College of Education or this Department.

Assessment criteria for CRITICAL ASSIGNMENTS. A student must earn a **minimum grade of 83%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy for CRITICAL ASSIGNMENTS. If the first attempt does not earn a passing grade (83% or higher), students who are in passing status are allowed to remediate and revise the CA as follows:

- **If a student has earned at least a B in the course**, but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the "I" will be changed to a grade for the course and the student may continue in the SPED sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course.

If the resubmitted Critical Assignment is not successfully passed, the grade for the course will be B- or below regardless of the total points earned in the course.

- If a student has not earned at least a B in the course, and has failed to pass the Critical Assignment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.
3. **Weekly Reading Quizzes (12 quizzes at 5 pts each, 20% of course grade)**— Weekly quizzes will be on assigned readings for the week. Guided notes will be provided for each module to ensure students are obtaining the most pertinent content from each reading.
 4. **Discussion Posts (3 at 10 points each, 25% of course grade)** : Students will respond to questions in regards to their knowledge of the content and application with a student in small discussion post groups. A rubric will be provided to ensure students are answering fully substantive responses with evidence from the course.

Course Evaluation Method & Grading Scale

Professor's strategies to evaluate student performance in this course:

- Student participation in class application activities
- Feedback and analysis of literacy intervention project
- Formative & Summative evaluation components (quizzes, class application activities)

Course Assignments	Points	% of Course Grade
1. Class Application Activities (6 @ 5 points each)	30	35
2. Discussion Post: Project Progress (3 @ 10 pts each)	30	25
3. CA Literacy Intervention Project	28	20
4. Weekly Reading Quizzes (12 at 5 pts each)	60	20
Total	148	100%

Department Grading Scale

Scores are cumulative and the grade scale represents percentage of total points earned.

A 93-100	A- 90-92	B+ 87-89
B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D+ 67-69
D 63-66	D- 60-62	F Below 60

Note: the minimum grade required to pass this course is a grade of "B." Students must complete all course assignments in order to earn a passing grade.

Instructor specific policies:

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

1. The course carries three (3) graduate credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. A minimum grade of B (not B-) is required in order to continue in the ESE Master's program.
4. All **written assignments** must follow the directions on the assignment for presentation.

Policies on Makeup, Late Work, and Incompletes: Assignments submitted more than 3 days late will lose points. For example, for each day that it is turned in late, 5 points will be deducted from final assignment grade. *Assignments turned in more than 3 university calendar days late will not be accepted unless prior arrangements have been made.* Please communicate with instructor if unforeseen instances arise. Exceptions will be made at instructor's discretion.

Classroom Etiquette Policy :

All students are expected to demonstrate professional and ethical behavior in class and in school environments. Professional behavior in class includes preparedness, punctuality with assignment submission, and active participation in all course activities. Professionalism is also demonstrated by a student's ability to cooperate and collaborate with colleagues and faculty in this course.

In addition, some information in this course will be sensitive by nature, it is important that students demonstrate ethical behavior in application of concepts and skills learned. Although there is no point value applied to professionalism, point values equivalent to 1 letter grade may be deducted from the overall course grade of any student who continually neglects to demonstrate professional behaviors.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or

participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Course Topical Outline

Period	Content	Readings	Assignment
Week 1	<ul style="list-style-type: none"> Course Overview Effective Literacy Instruction & The Components of Structured Literacy 	<ul style="list-style-type: none"> Ch 1 Article: Moats (2020) 	<ul style="list-style-type: none"> Application Activity 1 Quiz 1
Week 2	<ul style="list-style-type: none"> Assessment Basics in Reading and Written Expression; CBM 	<ul style="list-style-type: none"> CBM writing articles (Truckenmiller et al., 2020) (Dombek et al., 2016) (Stecker & Lembke, 2007) 	<ul style="list-style-type: none"> Discussion Board 1 Quiz 3
Week 3	<ul style="list-style-type: none"> Literacy Interventions for Phonemic Awareness and Word Recognition 	<ul style="list-style-type: none"> Ch. 2 	<ul style="list-style-type: none"> Application Activity 2 Quiz 2
Week 4	<ul style="list-style-type: none"> Literacy Interventions for Reading Long Words 	<ul style="list-style-type: none"> Ch 3 	<ul style="list-style-type: none"> Application Activity 3 Quiz 4
Week 5	<ul style="list-style-type: none"> Literacy Interventions for Spelling 	<ul style="list-style-type: none"> Ch. 4 	<ul style="list-style-type: none"> Discussion Board 2 Quiz 5
Week 6	<ul style="list-style-type: none"> Literacy Interventions for Reading Fluency 	<ul style="list-style-type: none"> Ch 5 	<ul style="list-style-type: none"> Part I: CA Project Due Quiz 6
Week 7	<ul style="list-style-type: none"> Literacy Interventions for Vocabulary 	<ul style="list-style-type: none"> Ch 6 	<ul style="list-style-type: none"> Application Activity 4 Quiz 7
Week 8	<ul style="list-style-type: none"> Literacy Interventions for Oral Language Comprehension 	<ul style="list-style-type: none"> Ch. 11 	<ul style="list-style-type: none"> Quiz 8
Week 9	<ul style="list-style-type: none"> Literacy Interventions for Reading Comprehension 	<ul style="list-style-type: none"> Ch. 12 	<ul style="list-style-type: none"> Quiz 9
Week 10	<ul style="list-style-type: none"> Reading Comprehension Instruction Middle School 	<ul style="list-style-type: none"> Article: Wexler, et. al (2020) WWC Guide for Reading Interventions 4-9 	<ul style="list-style-type: none"> Quiz 10
Week 11	<ul style="list-style-type: none"> Writing Development and Assessment 	<ul style="list-style-type: none"> Fuchs & Fuchs guide (Graham, 2008) 	<ul style="list-style-type: none"> Quiz 11—See Study Guide re: articles for quiz

Period	Content	Readings	Assignment
Week 12	<ul style="list-style-type: none"> Structured Literacy Interventions for Written Expression 	<ul style="list-style-type: none"> Ch. 9 	<ul style="list-style-type: none"> Part II: CA Project Check In Quiz 12
Week 13	<ul style="list-style-type: none"> Literacy Interventions for Students with multiple needs 	<ul style="list-style-type: none"> Ch. 10 	<ul style="list-style-type: none"> Application Activity 5 Quiz 13
Week 14	<ul style="list-style-type: none"> Technology for Literacy 	<ul style="list-style-type: none"> Writing: (Evmenova & Regan, 2019) Reading: (Ordetx, 2020) 	<ul style="list-style-type: none"> Project CA Critical Assignment Due Quiz 14
Week 15	<ul style="list-style-type: none"> Reflection in Planning Literacy Instruction 	Intensive Intervention Guide for Practice (2020)	<ul style="list-style-type: none"> Application Activity 6 Quiz 15

Online Resources		
Name	Website	Description
Center on Instruction	https://www.centeroninstruction.org	Resources regarding Common Core
CPalms	http://www.cpalms.org/Public/	Lesson planning and standards resources
Florida Department of Exceptional Education	http://www.fldoe.org/ese/	The Bureau of Exceptional Education and Student Services administers programs for students with disabilities. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.
International Dyslexia Association	https://dyslexiaida.org/	Resources for teachers, parents, and researchers on dyslexia
Reading Rockets	https://www.readingrockets.org/	Offers research based strategies and resources for teachers and parents.
Understood	www.understood.org	Resources for parents and teachers on literacy topics for students with learning and behavior problems

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*Evmenova, A., & Regan, K. (2019). Supporting the writing process with technology for students with disabilities. *Intervention in School and Clinic*, 55(2), 78-85. <https://doi.org/10.1177/1053451219837636>

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*Moats, L. (2020). Teaching reading is rocket science. *American Educator*. Accessed <https://www.aft.org/ae/summer2020/moats>

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: National Institute of Child Health and Human Development.

*Ordetx, K. (2020). Using technology to complement literacy instruction. *Institute for Multisensory Education (IMSE)*, Accessed: <https://journal.imse.com/using-technology-to-complement-literacy-instruction/>

*Truckenmiller, A., McKindles, J., Petscher, Y., Eckert, T., & Tock, J. (2020). Expanding curriculum-based measurement in written expression for middle school. *Journal of Special Education*, 54 (3), 133-145. <http://dx.doi.org/10.1177/0022466919887150>

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*Stecker, P., & Lembke, E. (2011). Advanced applications of CBM in reading (K-6): Instructional decision-making strategies manual.

Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.

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*Wexler, J, Swanson, E., Kurz, L., Shelton, A., & Vaughn, S. (2020). Enhancing reading comprehension in middle school classrooms using a critical reading routine. *Intervention in School and Clinic*, 55(4), 203-213.

*Indicates course reading