Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator:
   
   Anne Butler, Program Coordinator
   Dr. Mary Kropiwnicki, Chair, Dept of Ed Leadership
   School of Education
   Ext. 6814; anne.butler@wilkes.edu
   Ext. 6171; mary.kropiwnicki@wilkes.edu

2. Proposal Title: Reading Specialist Program Revision (M.S. + PA certification, degree only, certification only)

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).
   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [x] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - [ ] Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).

☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

   _2___  Course Addition Form (plus syllabi)
   _____  Course Deletion Form
   _1___  Course Change Form

5. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary
   should reflect the complexity and significance of the proposal. Include an overview of
   the proposal, background and reasoning behind the proposal and a description of how
   the proposal relates to the mission and strategic long-range plan of the unit and/or
   university. For incidental changes a one or two sentence explanation is adequate.

   Modification Proposal for Wilkes University Reading Specialist K-12 Program

Rationale
The Wilkes University Reading Specialist program was first approved by PDE in August 2011. As our first cohort of students completes the program, a team of faculty and professional staff took the opportunity to engage in an overall review and assessment of the program. Toward this end, we engaged in several methods of review and reflection, including:

   • Course review, with emphasis on how PDE competencies and Praxis testable skills are actively addressed
   • Dialogue with course instructors
   • Dialogue with student interns (who will complete the program in December)
   • Review of Praxis results

As a result of the review process, we identified two major gaps in existing coursework: emergent literacy, and data-driven diagnosis and intervention of reading difficulties.

Additionally, we have fielded multiple requests for a “certification only” option for the program from teachers who want to become reading specialists, but who do not care to complete a full master’s degree.

Finally, we have had to reject otherwise excellent candidates from our program simply because they are not eligible for the additional Pennsylvania teaching certification. For example, students who hold valid teaching certificates from other states may not enroll in the online Wilkes reading specialist program as it is currently offered. A “degree only” option would allow such students to earn a master’s degree from Wilkes, but would not imply any right to additional teaching certification.

Proposed Modifications to the Approved Program
*Title change in existing course to reflect current nomenclature and comprehensive nature of the course – EDAM 5049 Content Reading TO EDAM 5049 Content Literacy

*Creation of two new courses to strengthen identified gaps within the current program to replace two existing courses in the approved program (identified below):
• Emergent Literacy – EDAM 5068 – to address topics including but not limited to language and reading acquisition processes and theories, letter/sound correspondence, phonological awareness, phonemic awareness, phonics, beginning spelling and writing, concepts of print, upper/lowercase letters, constructing meaning and beginning comprehension

• Diagnosis and Intervention – EDAM 5069 – to address topics including but not limited to causes and characteristics of reading/writing difficulties, planning assessment, using data to diagnose and plan instruction, describe the process involved in language acquisition in order to diagnose reading difficulties, integrate knowledge of developmental psychology in relation to literacy development, integrate knowledge of the principles of educational measurement and evaluation as they apply to reading assessment and screening, distinguish types of disabilities and their implications for literacy development and reading instruction

*Replacement of the following two courses in the current program sequence:
  • EDSP 501 – Special Education Methodology I with Field Experience
  • ESL 506 – Teaching the Four Skills: Reading, Writing, Listening, & Speaking with Field Experience

Candidates have fulfilled PDE requirements for Accommodations and Adaptations for special-needs learners in their initial-certification programs. Applicable competencies and skills related to special-needs learners are addressed in existing coursework, especially:

  • EDAM 5061 – Assessing Literacy
  • EDAM 5064 – Instructional Strategies to Support Independent Readers
  • EDAM 5066 – Accommodations and Adaptations in Literacy for Diverse Learners

*Creation of a “certification only” option, using existing coursework as listed below (30 credits).

* Creation of a “degree only” option, using existing coursework as listed below (30 credits).
Programs
Below are course sequences for the current program and the proposed program. The modified sequence includes the proposed replacement and the elimination of two courses.

<table>
<thead>
<tr>
<th>Approved Program</th>
<th>Proposed Modified Program</th>
<th>Proposed Certification Only Program</th>
<th>Proposed Degree Only Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAM 5060 – Foundations of Language and Literacy Acquisition (prerequisite course)</td>
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<td>EDAM 5061 – Assessing Literacy</td>
<td>EDAM 5061 – Assessing Literacy</td>
<td>EDAM 5061 – Assessing Literacy</td>
<td>EDAM 5061 – Assessing Literacy</td>
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<tr>
<td>EDAM 5049 – Content Reading</td>
<td>EDAM 5049 – Content Literacy</td>
<td>EDAM 5049 – Content Literacy</td>
<td>EDAM 5049 – Content Literacy</td>
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<tr>
<td>EDAM 5062 – Vocabulary and Comprehension Development</td>
<td>EDAM 5062 – Vocabulary and Comprehension Development</td>
<td>EDAM 5062 – Vocabulary and Comprehension Development</td>
<td>EDAM 5062 – Vocabulary and Comprehension Development</td>
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<tr>
<td>EDAM 5063 – Developing Reading Through Writing</td>
<td>EDAM 5063 – Developing Reading Through Writing</td>
<td>EDAM 5063 – Developing Reading Through Writing</td>
<td>EDAM 5063 – Developing Reading Through Writing</td>
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<tr>
<td>EDSP 501 – Special Education Methodology I with Field Experience</td>
<td>EDAM 5068 – Emergent Literacy</td>
<td>EDAM 5068 – Emergent Literacy</td>
<td>EDAM 5068 – Emergent Literacy</td>
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<tr>
<td>ESL 506 – Teaching the Four Skills (Reading, Writing, Listening, &amp; Speaking) with Field Experience</td>
<td>EDAM 5069 – Diagnostic Assessment and Intervention in Literacy</td>
<td>EDAM 5069 – Diagnostic Assessment and Intervention in Literacy</td>
<td>EDAM 5069 – Diagnostic Assessment and Intervention in Literacy</td>
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<tr>
<td>EDAM 5066 – Accommodations and Adaptations in Literacy for Diverse Learners</td>
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<td>EDAM 5066 – Accommodations and Adaptations in Literacy for Diverse Learners</td>
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<td>EDAM 5065 – Literacy Leadership and Coaching</td>
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<tr>
<td>EDAM 5067 – Reading Specialist Internship (must complete all other courses first)</td>
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</table>

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.
Changes are contained within the Master’s level School of Education. No other departments are affected.

7. **Program Outline.** (Not applicable for incidental changes).
   
   *A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.*

**Graduate Bulletin Description:**

The 36-credit Master of Science degree in Reading with Pennsylvania Reading Specialist certification is designed for teachers who seek instructional methods for readers of differing abilities or who would like to become certified reading specialists. The program is offered in partnership with the National Institute of Professional Practice, a private organization specializing in e-learning for the professional development of educators.

The program is offered in a convenient online format, with required field hours completed where students reside. Participants will engage in embedded learning, allowing for immediate application of program coursework to their own classroom. Action research will be employed to explore the use and effectiveness of instructional strategies that help diagnose and remediate reading difficulties.

A 100-hour internship serves as the culminating experience preparing students for the role of reading specialist while working in an instructional setting under the supervision of a licensed reading specialist. Interns will implement reading programs, plan interventions, and apply a range of reading assessments and instructional strategies in the diagnosis and remediation of reading problems. Interns will demonstrate the ability to manage the instructional environment and effectively communicate to promote the development of literacy. Students are responsible for arranging an internship site where they reside and securing a mentor, both of which will be confirmed and approved by the program coordinator.

A ‘Certification Only’ option is available for the Reading Specialist program and requires the same admissions process as the degree-seeking option. Certification Only students complete a 30-credit program sequence, excluding EDAM 5064 and EDAM 5065.

Students who do not hold valid Pennsylvania teaching certificates may opt for a ‘Degree Only’ option, which consists of 30 credits excluding the 6-credit internship course, EDAM 5067.

The courses in the program include:

- **EDAM 5060:** Foundations of Literacy and Language Acquisition
- **EDAM 5049:** Content Literacy
- **EDAM 5061:** Assessing Literacy
- **EDAM 5063:** Developing Reading through Writing
- **EDAM 5064:** Instructional Strategies to Support Independent Readers
- **EDAM 5065:** Literacy Leadership and Coaching
- **EDAM 5066:** Accommodations and Adaptations in Literacy for Diverse Learners
- **EDAM 5068:** Emergent Literacy
EDAM 5069: Diagnostic Assessment and Intervention in Literacy  
EDAM 5067: Reading Specialist Internship (6 credits)

Program Sequence and Checklist attached
MODIFIED M.S. with Reading Specialist Certification Program Plan

Listed below are courses to be taken to complete your Master's degree. As you progress through the program, please keep an account of the courses taken. At any given time, if you need to verify a course, please contact your advisor.

Advisor: Anne Butler
Phone: (570) 408-6814
or toll-free (800)WILKES-U, ext. 6814
Email: anne.butler@wilkes.edu

National Institute for Professional Practice Student Services Office
Phone: 888-235-6555
Email: grad_info@professionalpractice.org

Courses Required for Master of Science with Reading Specialist Certification (36 Credits)

EDAM 5060 (P) Foundations of Language and Literacy Acquisition (Prerequisite Course)
EDAM 5061 (P) Assessing Literacy
EDAM 5049 (W) Content Literacy
EDAM 5062 (P) Vocabulary and Comprehension Development
EDAM 5063 (P) Developing Reading Through Writing
EDAM 5064 (P) Instructional Strategies to Support Independent Readers
EDAM 5068 (W) Emergent Literacy / Teaching Early Learners (with Field Experience)
EDAM 5069 (W) Diagnosis and Intervention (with Field Experience)
EDAM 5066 (W) Accommodations and Adaptations in Literacy for Diverse Learners
EDAM 5065 (P) Literacy Leadership and Coaching
EDAM 5067 (W) (6 cr.) Reading Specialist Internship (100 hours) (Must complete all other courses first)

Total Credits Completed ________________________________
GRD-OOOB: Graduation Audit (Fee required) ________________________________

Notes: (P) designates a course offered by a Wilkes Partner Program. (W) designates a Wilkes course. All courses are 3 credits unless indicated.

This is an online program with a required 100-hour site-based internship with a practicing, certified reading specialist. Students should identify a school site and a reading specialist with whom they can intern prior to enrolling in EDAM 5067.

Certification-only option: 30 credits total; EDAM 5064 and EDAM 5065 not required
Degree-only option: 30 credits total; EDAM 5067 not required

Please contact your advisor prior to the last semester to obtain a graduation audit. Remember, you must register for GRD-OOOB to graduate.
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

Dr. Diane Polachek  
Chair, Undergraduate Education  
Signature  
Date  

Dr. Mary-Kropiewnicki  
Chair, Department of Ed Leadership  
Signature  
Date  

Dr. Rhonda Waskiewicz  
Interim Dean, School of Education  
Signature  
Date  

Ms. Susan Hritzak  
Registrar  
Signature  
Date  

Dr. Terese Wignot  
Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).  
Signature  
Date  

Provost should check here ____ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name  
Signature  
Date  
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

Print Name  
Signature  
Date  
Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title: Emergent Literacy

2. Course Number: EDAM 5068
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours ___3____
   Lab Hours _____
   Other ______

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course provides an in-depth examination of reading development from birth to kindergarten as well as child development as it relates to emergent literacy. This course is based on the combination of the scientifically based reading research approach to literacy instruction as well as the emergent literacy perspective, which creates a “value-added” or blended approach to language and literacy teaching and learning. Research literature will be reviewed as it pertains to children’s literacy development and best practice instructional methodologies. Students will develop instruction based on the foundation of reading that includes oral language, phonemic and phonological awareness, as well as alphabet knowledge, vocabulary and comprehension.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Mission
The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDAM 5068</td>
<td>Emergent Literacy</td>
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</tbody>
</table>

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<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online</td>
<td>Online</td>
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</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
<th>Best time(s) to be contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Beth Rogowsky</td>
<td>By appointment</td>
<td>online anytime</td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>570-594-6644</td>
<td>E-mail</td>
<td></td>
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<tr>
<td></td>
<td><a href="mailto:beth.rogowsky@wilkes.edu">beth.rogowsky@wilkes.edu</a></td>
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</tbody>
</table>

Course Description from Graduate Bulletin

**EDAM 5068 Emergent Literacy**  
3 credits

This course provides an in-depth examination of reading development from birth to kindergarten as well as child development as it relates to emergent literacy. This course is based on the combination of the scientifically based reading research approach to literacy instruction as well as the emergent literacy perspective, which creates a “value-added” or blended approach to language and literacy teaching and learning. Research literature will be reviewed as it pertains to children’s literacy development and best practice instructional methodologies. Students will develop instruction based on the foundation of reading that includes oral language, phonemic and phonological awareness, as well as alphabet knowledge, vocabulary and comprehension.

Graduation Reminder to Students: If this is the final semester of your program and you will be completing all requirements for the master’s degree, you must register for the graduation audit (GRD-OOOB). For more information, go to: http://www.wilkes.edu/pages/589.asp. Scroll to the Graduate Education section at the bottom of the page and click on the current semester link. You will find the graduation audit information at the top of the current semester schedule. Be sure to check with your advisor before registering for the graduation audit to ensure that you will meet all of the program requirements.

**Required Textbook(s), Readings & Supplies**

Student Learning Objectives & Evidence of Student Learning
The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study;
2. effective written and oral communication skills;
3. information literacy that fosters intelligent and active participation in the educational community;
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
5. practical, critical, and analytical thinking strategies;
6. the ability to make informed decisions based on accurate and relevant data;
7. actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served
8. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>ISLO</th>
<th>SELO</th>
<th>GEPO</th>
<th>Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td></td>
<td></td>
<td></td>
<td>Discussions, assessments, and assignments</td>
</tr>
<tr>
<td>1. Employ teaching/learning strategies that take into consideration and capitalize</td>
<td>ISLO 1, 4</td>
<td>SELO 1, 2, 6, 7</td>
<td></td>
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<tr>
<td>Step</td>
<td>Description</td>
<td>ISLO, SELO, GEPO</td>
<td>Assignments</td>
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<tr>
<td>2.</td>
<td>Use materials designed explicitly for middle level grades;</td>
<td>ISLO 1, 2, 3</td>
<td>Discussions, assessments, and assignments</td>
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<tr>
<td></td>
<td></td>
<td>SELO 1, 3, 4</td>
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<td></td>
<td></td>
<td>GEPO 1, 4</td>
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<tr>
<td>3.</td>
<td>Develop effective skills in writing;</td>
<td>ISLO 2, 5</td>
<td>Discussions, assessments, and assignments</td>
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<td></td>
<td></td>
<td>SELO 1, 2</td>
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<td></td>
<td>GEPO 1, 2</td>
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<td>4.</td>
<td>Provide intensive writing instruction including instruction connected to the</td>
<td>ISLO 1, 2, 3</td>
<td>Discussions, assessments, and assignments</td>
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<td></td>
<td>kinds of writing tasks students will have to perform well in high school and</td>
<td>SELO 1, 2, 4, 6</td>
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<td></td>
<td>beyond;</td>
<td>GEPO 1, 2, 5</td>
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<td>5.</td>
<td>Supply prompts that support thinking;</td>
<td>ISLO 1, 3</td>
<td>Discussions, assessments, and assignments</td>
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<td>SELO 1, 5</td>
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<td></td>
<td>GEPO 1, 2</td>
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<td>6.</td>
<td>Develop ideas in writing that go beyond the superficial;</td>
<td>ISLO 2, 3</td>
<td>Discussions, assessments, and assignments</td>
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<td>SELO 1, 2, 5, 6</td>
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<td></td>
<td></td>
<td>GEPO 1, 2</td>
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<td>7.</td>
<td>Use content-area texts and content-area instruction and practice in writing</td>
<td>ISLO 1, 2</td>
<td>Discussions, assessments, and assignments</td>
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<td></td>
<td>skills specific to subject areas;</td>
<td>SELO 1, 2, 3, 4</td>
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<td></td>
<td>GEPO 1, 2, 5</td>
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<td>8.</td>
<td>Design models and guides that lead students to understand how to approach</td>
<td>ISLO 1, 2, 5</td>
<td>Discussions, assessments, and assignments</td>
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<td></td>
<td>each task;</td>
<td>SELO 1, 2, 4, 8</td>
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<td>GEPO 1, 2, 4, 5</td>
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<td>9.</td>
<td>Utilize a variety of text material at different difficulty levels and on a</td>
<td>ISLO 1, 2, 5</td>
<td>Discussions, assessments, and assignments</td>
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<td></td>
<td>variety of topics;</td>
<td>SELO 1, 2, 3, 4</td>
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<td>GEPO 1, 2, 4, 5</td>
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<td>10.</td>
<td>Design follow-up lessons that cause students to move beyond their initial</td>
<td>ISLO 1, 2, 3</td>
<td>Discussions, assessments, and assignments</td>
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<td></td>
<td>thinking;</td>
<td>SELO 1, 2, 5, 6</td>
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<td>GEPO 1, 4, 5</td>
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<td>11.</td>
<td>Plan lessons that connect with each other, with test demands, and with</td>
<td>ISLO 1, 2, 5</td>
<td>Discussions, assessments, and assignments</td>
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<tr>
<td></td>
<td>students' growing knowledge and skills;</td>
<td>SELO 1, 2, 6, 7</td>
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<td></td>
<td>GEPO 1, 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Conduct on-going, formative assessment of students, which is informal, and</td>
<td>ISLO 1, 3</td>
<td>Discussions, assessments, and assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>often daily assessment of how students are progressing under current</td>
<td>SELO 1, 3, 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>instructional practices;</td>
<td>GEPO 1, 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Apply assessment skills, extensive practice, and the application of</td>
<td>ISLO 1, 3, 4</td>
<td>Discussions, assessments, and assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assessment results to design effective individualized interventions that are</td>
<td>SELO 1, 3, 6</td>
<td></td>
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<tr>
<td></td>
<td>essential literacy teaching skills.</td>
<td>GEPO 1, 6</td>
<td></td>
<td></td>
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</tbody>
</table>

**Key to Middle States Competencies addressed in assignments.**
Written communication (WC)
Oral communication (OC)
Scientific reasoning (SR)
Quantitative reasoning (QR)
Technological competence (TC)
Critical analysis & reasoning (CA&R)
Information literacy (IL)
Course Requirements & Assessments

Evidence of Learning:

Weekly Discussions:

Because none of us are as smart as all of us, each week students will participate in online discussions. Much can be learned from collective wisdom. Please be aware that significant contributions to the discussions are expected. Interaction in discussions throughout the unit (week) is expected as follows:

1. Students are expected to read all the posts of classmates
2. Students will make an initial post to the discussion based on the course readings by the end of the designated day (Wednesday).
3. During the remainder of the week, students will respond to at least two classmates by asking questions and further elaborating upon your experiences or those you have read about in the literature, as well as replying to any questions posed by your classmates.
4. Discussions close Sundays at midnight. Late discussions will not be accepted and zero points will be assigned. In some instances, a discussion will have its own grading criteria. If no specific criterion is provided, the following rubric will be used:

**Discussion Rubric**

<table>
<thead>
<tr>
<th>Posting Your Discussion</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writes a substantial post with clear connections to readings or research. Note: a graduate level substantial post consists of more than one solid paragraph. Solid paragraphs on the graduate level consists of 5-7 complex sentences or more.</td>
<td></td>
</tr>
<tr>
<td>• Provides a clear explanation.</td>
<td>1 point</td>
</tr>
<tr>
<td>• Shares own professional experiences based on the readings</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responding to Discussions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reads classmates’ posts AND asks a related question or relates to own experience.</td>
<td>1 point</td>
</tr>
<tr>
<td>• Suggests a solution or provides additional information.</td>
<td>1 point</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Posts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respectful of other’s opinions AND uses graduate level writing; punctuation, grammar, and spelling is checked</td>
<td>1 point</td>
</tr>
</tbody>
</table>

Weekly Assessments:

Empirical research finds that ongoing assessment for learning drives mastery. At the start of each unit, you will be provided with a pretest that should be used to focus your examination of the course content. Questions similar to those found on the pretest will comprise the end of unit quiz. These weekly assessments will then form your midterm and final exam.
Research Article Critique:
Using our analysis of the Hart and Risley (1992) article as an example of dissecting and reflecting upon a scientific journal article, you will conduct a review of the research literature and select a peer-reviewed quantitative research article relative to emergent literacy. Consider, early language learning, oral fluency, the use of technology (e.g., electronic tablet apps, television), auditory processing, language disorders, etc.

Research-Based Parent Letter:
Parents are their children’s first and most influential teachers. As such, you will compose an educational letter addressed to parents informing them of ways in which they can foster their child’s literacy development. The letter will be based in research and empirical research will be cited utilizing APA style.

Blended Literacy Instruction Project:
Your major project will consist of a unit that uses one storybook to provide literacy instruction that will occur through repeated readings over the course of a week addressing areas of instruction including but not limited to phonemic and phonological awareness, vocabulary instruction, phonics, word recognition, print concepts, alphabet knowledge, oral comprehension, character traits, story elements, and so forth.
Graduate Education Course Policies

Attendance Policy:
Students taking fully online courses or online courses with minimized face-to-face meeting times or residencies are required to check the course site regularly, participating in the daily work of the course. Online courses require students to participate in discussions and interact with their classmates through dialogue and reflection. Students are expected to follow the discussion guidelines and rubrics posted by the instructor. Discussion posts must occur within the timeline provided by the instructor. Discussions cannot be "made-up" after the due date. Late discussion posts will not be accepted and no points will be awarded for late posts.

In cases of emergency, students should contact the instructor to request an extension for a course deadline. The instructor reserves the right to set absolute due dates with no option for extension, and by default all assignment due dates are assumed to be absolute unless prior permission for an extension has been granted.

Course Expectations & Late Work Policy:
All coursework will be completed in a manner consistent with the high expectations of a graduate student. All required assignments and discussion postings are to be submitted by the due date and time provided by the instructor. When accepted, late assignments may result in a deduction of up to 25% for each day the assignment is late.

Required Reference Format:
All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

Recommended Reference Text:

APA Online References:
http://apastyle.apa.org/
http://owl.english.purdue.edu/owl/resource/560/01/

Course Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting graduation requirements</td>
</tr>
<tr>
<td>2.5</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
</tr>
<tr>
<td>2.0</td>
<td>70-74%</td>
<td>Academic achievement below the average required for graduation</td>
</tr>
<tr>
<td>0.0</td>
<td>Below 70%</td>
<td>Failure. No graduate course credit</td>
</tr>
</tbody>
</table>
A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

**Course Technology Integration**

**Required Hardware:** To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

**Required Software:** Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

**Help Desk:** For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.
Wilkes Graduate Education Program Policies

Academic Honesty:

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

Identity Authentication:

1. The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments, quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

2. Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation:

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Academic Supports

Library Access:

Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more. An excellent resource to support graduate education students in research, writing (including APA & writing conventions can be found at http://wilkes.libguides.com/gradeducation

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at http://www.wilkes.edu/pages/662.asp and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without “@wilkes.edu”) and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.
Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact the library reference desk at 570.408.4250, for information.

**Writing Support:**
The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: Extension 2753 or on-line at [http://www.wilkes.edu/pages/765.asp](http://www.wilkes.edu/pages/765.asp).

**Act 48:**
Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: [https://www.perms.ed.state.pa.us/](https://www.perms.ed.state.pa.us/)

**Special Needs:**
Wilkes University provides disability support services (DSS) through the University College. If you have special academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special accommodations or considerations, please contact the University College and your instructors. Documentation of your disability will be requested by Wilkes in order to be considered for accommodations. Contact: 408-4153
## Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topic(s) &amp; Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| **Unit 1** - Week 1 | Unit 1: Foundations of Language and Literacy  
- Emergent Literacy  
- Scientifically Based Reading Research Approach  
- Blended Literacy Instructional Program  
Assigned Reading: Vukelich et al. pp. 1-16 | Discussion 1 (6 pts.)  
Quiz 1 (10 pts.) |
| **Unit 2** - Week 2 | Unit 2: Oral Language Development  
- Theory of Language Acquisition  
- Linguistics (Phonology, Morphology, Syntax, Semantics, and Pragmatics)  
- Timeline of Typical Language Development  
- Factors Contributing to Language Development  
Assigned Reading: Vukelich et al. pp. 17-45 | Discussion 2 (6 pts.)  
Quiz 2 (10 pts.) |
| **Unit 3** - Weeks 3 & 4 | Unit 3: American parenting of language-learning children: persisting differences in family—child interactions observed in natural home environments.  
- Measures of Parenting  
- Relation of Parenting Variables to Status and IQ  
- Review of literature pertaining to language learning, article critique  
Assigned Reading: Hart & Risley (1992) | Week 3:  
Discussion 3.1 (6 pts.)  
Quiz 3 (10 pts.)  
Week 4:  
Discussion 3.2 (6 pts.)  
Article Critique Due (50 pts.)  
Total = 72 pts. |

For Discussions:  
ALL INITIAL POSTS DUE WEDNESDAY OF EACH WEEK;  
Follow-up RESPONSES due Sundays at MIDNIGHT  
(except unit 7 and 11)  
For Assignments and Assessments:  
DUE SUNDAYS at MIDNIGHT  
(except unit 7 and 11)
| Unit 4-Week 5 | Unit 4: Family Literacy and Language Development  
- Home Literacy Experiences  
- Home Talk: A Natural Context for Learning and Using Language  
- Supporting Children with Language Delay and Speech Challenges  
Assigned Reading: Vukelich et al. pp.46-70 | Discussion 4 (6 pts.)  
Quiz 4 (10 pts.)  
Total = 16 pts. |
|---|---|---|
| Unit 5-Week 6 | Unit 5: Organizing Early Language and Literacy Instruction  
- The Print-Rich Classroom Environment  
- The Classroom Schedule  
- Strategies for ELLs and Children with Special Needs  
Assigned Reading: Vukelich et al. pp. 71-96 | Discussion 5 (6 pts.)  
Quiz 5 (10 pts.)  
Total = 16 pts. |
| Unit 6-Week 7 | Unit 6: Facilitating Language Learning  
- Explicit Vocabulary Instruction  
- Approaches to Defining Words  
- Contexts that Encourage Language Use  
- Family Focus: Research-Based Parent Letter  
Assigned Reading: Vukelich et al. pp. 97-118 | Discussion 6 (6 pts.)  
Midterm (50 pts.)  
Total = 56 pts. |
| Unit 7-Week 8 | Unit 7: Sharing Good Books with Young Children  
- Selecting Developmentally Appropriate Books  
- Sharing Literature with Children  
- Suggestions for Effective Read-Alouds  
- Dialogic Reading  
- Shared Big Book Reading  
Assigned Reading: Vukelich et al. pp. 119-145 | Discussion 7 (6 pts.)  
Quiz 7 (10 pts.)  
Research-Based Parent Letter Due (50 pts.)  
Total = 66 pts. |
| Unit 8-Week 9 | Unit 8: Teaching Early Reading Skills  
- Phonological and Phonemic Awareness Instruction  
- Alphabet Instruction  
- Phonics Instruction  
- Print Awareness Instruction  
Assigned Reading: Vukelich et al. pp. 145-168 | Discussion 8 (6 pts.)  
Quiz 8 (10 pts.)  
Total = 16 pts. |
| Unit 9-Week 10 | Unit 9: Teaching Early Writing  
- Children’s Development as Writers  
- Early Forms of Children’s Writing  
- Shared Writing  
- Interactive Writing  
- Writing Workshop  
- Handwriting  
Assigned Reading: Vukelich et al. pp. 169-189 | Discussion 8 (6 pts.)  
Quiz 8 (10 pts.)  
Blended Literacy Instruction Project Due (100 pts.)  
Total = 116 pts. |
| Unit 10-Week 11 | Unit 10: Assessing Young Children’s Language and Early Literacy  
- Ongoing and On-Demand Assessment  
- Checklists  
- Criterion and Norm-Referenced Tests  
- Standardized Assessments  
Assigned Reading: Vukelich et al. pp. 190-214 | Discussion 9 (10 pts.)  
Final (50 pts.)  
Total = 60 pts. |
| | | Units 1-10 Total = 450 points |
Wilkes University Curriculum Committee  
COURSE ADDITION FORM – page 1

7. Course Title: Diagnostic Assessment And Intervention in Literacy

8. Course Number: EDAM 5069
   Coordinate with Registrar to insure course number is available

9. Course Credit Hours:
   Classroom Hours____3______  Lab Hours_______
   Other_______

10. Course Prerequisites: None

11. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course is designed to advance the knowledge of the participants to refine and expand the diagnostic and assessment process in determining reading difficulties and interventions. Research based strategies for the assessment and instruction of diverse learners will be examined.

12. Required Documentation:
    Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

   Attached
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>EDAM 5069</td>
<td>Diagnostic Assessment &amp; Intervention in Literacy</td>
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<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>online</td>
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<td></td>
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</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ricki M. Boyle, Ph.D.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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</thead>
<tbody>
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</table>

Course Description

This course is designed to advance the knowledge of the participants to refine and expand the diagnostic and assessment process in determining reading difficulties and interventions. Research based strategies for the assessment and instruction of diverse learners will be examined.

Required Textbook(s) & Readings


Standards of Assessment for Reading and Writing. Revised Edition.

[can be downloaded for free at: http://www.ncte.org/standards/assessmentstandards ]

Opitz, M. F., Rubin, D. & Erekson, J. A. (2011). Reading diagnosis and improvement:


Other required readings will be provided by the instructor, including articles from various journals.

Recommended Reading List or Resources


**Recommended Websites:**
Pennsylvania Department of Education, Standards Aligned System Website
http://www.pdesas.org

International Reading Association
www.reading.org

Intervention Central
www.interventioncentral.org

InnovatIovocab
http://innovativvocab.wikispaces.com

Reading Rockets
www.readingrockets.org

IRIS Modules
http://iris.peabody.vanderbilt.edu

MyEducation Lab
www.myeducationlab.com

Association for Supervision and Curriculum Development (ASCD)
http://www.ascd.org
Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

6. the knowledge, skills, and scholarship that are appropriate to their general and major field areas of study.
7. effective written and oral communication skills and information literacy using an array of media and modalities.
8. practical, critical, analytical, and quantitative reasoning skills.
9. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
10. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

9. The knowledge, skills, and scholarship appropriate in their chosen field of study;
10. Effective written and oral communication skills;
11. Information literacy that fosters intelligent and active participation in the educational community;
12. Technical competence and pedagogical skill to infuse technology in support of the teaching and learning process;
13. Practical, critical, and analytical thinking strategies;
14. The ability to make informed decisions based on accurate and relevant data;
15. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served;
16. Collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
6. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
7. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
8. The student will demonstrate data driven decision-making skills.
9. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
10. The student will understand the critical role of collaboration in creating an effective educational process.
Reading Specialist Program Outcomes (RSPO)

1. The student will demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including: historical perspectives, methodologies, systems of language, and theories of language and reading acquisition and development.

2. The student will promote literacy at all levels and across all content areas through the selection of classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums.

3. The student will create and manage a safe physical environment that fosters growth in all aspects of literacy and communicates high expectations for all learners.

4. The student will plan, implement, and adapt instruction in collaboration with other professionals using effective teaching strategies, curriculum resources, and technologies that address the diverse needs of learners at a variety of instructional levels.

5. The student will select, develop, administer, and record a variety of assessments that provide for multiple indicators of students’ progress.

6. The student will demonstrate knowledge and competencies that foster professionalism in school and community settings.
# Student Learning Objectives & Evidence of Student Learning

The students will attain the listed learning objectives by completing the key instructional assignments, activities, or assessments as evidence of learning in this course.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Evidence of Learning ~ Key Instructional Assignments, Activities, or Assessments ~</th>
<th>ISLO</th>
<th>SELO</th>
<th>GEPO</th>
<th>RSPO</th>
<th>PDE Certification Guidelines or Competencies (if applicable)</th>
</tr>
</thead>
</table>
| Demonstrate an understanding of the measurement and assessment process including purpose, measurement evaluation, use, and the role of assessment in the teaching/learning process as well as determining student progress | Quiz  
Discussion Forums  
Teacher as Reader  
Terminology Test  
Case Study | ISLO 1, 3  
SELO 1, 3, 5-7  
GEPO 1, 3  
RSPO 1, 4, 5, 6 | I.A - 6  
I.A - 7  
II.C - 2  
II.D - 1  
II.D - 2 |
| Develop an understanding of basic statistical principles such as reliability, validity, correlation, frequency distributions, and measures of central tendency, variability, standard scores, and item analysis | Terminology Test  
Analysis of Psychological Report  
Case Study | ISLO 1, 3, 6  
SELO 1, 5, 6,  
GEPO 1, 3  
RSPO 1, 5 | I.A - 7  
II.D - 1 |
| Understand the teacher’s critical role in assessing and teaching literacy skills | Discussion Forums  
Quiz  
Case Study  
Using Technology to Improve Vocabulary | ISLO 1, 2, 4, 5  
SELO 1, 2, 4, 6-8  
GEPO 1 - 5  
RSPO 1 - 6 | II.B - 2  
II.B - 3  
III.B  
III.C. |
| Engage in cycle of data-driven instructional planning based on analysis of ongoing monitoring of students’ literacy growth and progress. | Quiz  
Choosing Appropriate Assessments  
Case Study | ISLO 1, 3  
SELO 1, 5 - 8  
GEPO 1, 3  
RSPO 1, 4, 5 | I.A - 7  
II.B - 2  
II.D - 1  
II.D - 2 |
| Learn evidence-based assessment tools and techniques to evaluate students’ literacy growth and progress. | Quiz  
Discussion Forums  
Case Study | ISLO 1 - 3  
SELO 1, 4 - 7  
GEPO 1, 3  
RSPO 1, 4, 5 | I.A - 7  
II.C - 1  
II.D - 1  
II.D - 2 |
| Learn evidence-based instructional strategies to enhance students’ literacy skills. | Case Study  
Critical Evaluation of a Website “Bag of Tricks” for literacy instruction  
Discussion Forums | ISLO 1, 2  
SELO 1, 4  
GEPO 1, 4  
RSPO 1, 2, 4 | I.A - 6  
I.A - 7  
II.B - 2  
II.B - 3  
II.B - 9  
II.C - 1  
II.C - 2 |
| Use assessment results to plan effective instructional interventions for large-groups, small-groups, and individual students. | Fluency Assessment  
Comprehension Assessment  
Case Study  
Study Skills Brochure | ISLO 1, 3, 5  
SELO 1, 5, 6  
GEPO 1, 3, 4  
RSPO 1, 5 | I.A - 6  
I.A - 7  
II.D - 1  
II.D - 2 |
| Demonstrate an understanding of the critical role of families in children’s literacy development. | Parent Literacy Handout  
Discussion Forums  
Analysis of Psychological Report | ISLO 1, 4, 5  
SELO 1, 7, 8  
GEPO 1, 8  
RSPO 1, 6 | III.B  
III.C |
Reading Specialist Standards

I. Knowing the Content: The professional education program provides evidence that Reading Specialist certification candidates complete a program of studies in reading the same as the academic content area courses and required electives of a major in a bachelor's or master's degree. The program requires certification candidates to demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including:

I.A. Historical perspective, methodologies and theories of language and reading acquisition and development including:
   I.A. 6: Alignment of the various goals, standards, instruction, and assessment
   I.A. 7: Variety of goals, standards, instruction, and assessment

II. Performances: The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. (Candidates that possess an initial Instructional certificate shall be required to participate in an internship for a minimum of 100 hours in lieu of student teaching.) The program also provides evidence that the criteria and competencies for exit from the Reading Specialist program are assessed during the field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.B. Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:
   II.B. 2. addressing the strengths and needs of learners at all proficiency levels in reading, writing, speaking and listening,
   II.B. 3. techniques, strategies for vocabulary acquisition and comprehension, including self-monitoring,
   II.B. 9. students development of strategies for effective writing.

II.C. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:
   II.C. 1. identifying a variety of genres to motivate students to appreciate reading literature, evaluating materials for literacy instruction,
   II.C. 2. using texts, trade books and technology to increase interest, appreciation, motivation and growth in reading and writing.

II.D. Selecting, developing and administering assessments that involve multiple indicators of student progress and maintain records of information including:
   A. II.D. 1. norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress,
   B. II.D. 2. communication with students about their strengths, areas needing improvement, and ways to achieve improvement
III. Professionalism: The professional education program provides evidence that Reading Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.B. Collaborating with other educators, allied professionals and the wider community, as well as serving as a resource to teachers, administrators, community and allied professionals

III.C. Communicating with parents to make them effective partners in the literacy development of their children

III.D. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

Course Requirements & Assessments

Online Discussion Forum ....10 points each (100 points total)

Reading reflections will be written throughout the course as a continuous record of your responses to readings from the course text and articles as well as supplemental readings focused on course objectives. It is intended that the weekly reflections will document your learning as you relate theory to practice, as well as to enable you to synthesize concepts presented in this course. You will submit reflections on assignment readings on a weekly basis and respond to your classmates’ submissions.

Initial posts are due Wednesday evening. You are expected to participate in discussions throughout the rest of the unit, with response posts to at least two classmates due Saturday evening.

Assessment: Discussion Rubric

Case Study Project (100 points total)
(20 pts. intervention plan, 40 pts. case study paper)

This is a multiple part assignment that will offer the graduate student the opportunity to apply and demonstrate knowledge of reading assessment and responsive instructional planning and delivery with students in the school setting throughout the span of the course. Privacy and respect for the student, family, and staff colleagues is to be maintained throughout this and any other project. For the purpose of this project, an accessible child may be a student in your workplace or a child of a friend, neighbor, or relative (not your own child).

In order to maintain the anonymity of information collected about the selected child, please be sure that any identifying information has been removed from all materials prior to including it in your case study. You are responsible for obtaining permission from teacher, school or parents that are required by the school to work with and assess the selected student. A sample informational letter and consent form will be provided.

At no time should information gathered for this course be shared or made part of the student’s school or other records.
Some parts of the project will be due and checked along the way for preparation for inclusion in the final paper, but will not be graded separately.

In preparation for the graded components of the plan, the graduate student is to submit information and summarization of three reading assessments and responsive components as listed below on 2 students prior to completing the individual intervention plan and written report. Although these components will not be graded separately when submitted, it is important that timely attention to these components be maintained, including gathering, analyzing, and responding to individual student reading assessment data, in order to successfully draft key points to be specifically addressed in the final case study report.

Each component of the Case Study project should be a high quality product that reflects your skill as a teacher in collecting instructionally relevant reading assessment and related information about a student, using the gathered information for informed decision-making in the instructional planning process, and clearly communicating results to others. Any additional sections or information that you feel would enhance the quality of the resulting profile are encouraged.

Preliminary (not separately graded) required reading assessment case study components:

I. Record review, background, observation & interview (2 students)
   Review and summarize information obtained through a record review of the cumulative, health, and (if present) confidential file for two (2) students selected as a result of your whole class data analysis. Other pertinent background information may also be obtained and reviewed in a respectful and confidential manner. An interview regarding the students’ reading preferences and habits should be carried out, recorded, and included.

II. Oral reading data and analysis (2 students)
   - Carry out and submit the materials used (scan or fax) and the results found for two or (more oral reading assessments with two (2) students.
   - An informal reading inventory format prepared by the graduate student or (obtained via a commercial IRI resource, or running records and miscue (analysis using leveled text within the classroom setting may be used.

III. Reading comprehension data and analysis (2 students)
   - Carry out and submit the materials used and the results found for two (2) or more reading comprehension assessments with two (2) students. At least one of the assessments should be made by the graduate student, and should reflect leveled text.
   - For a non-reader or for a reader who is performing well below grade level. Chronological age level, or other expectations, a listening comprehension assessment should be carried out in addition to one or more reading comprehension assessments and brought to class for analysis and inclusion in the final case study report.

Final reading assessment case study graded and required components:
I. Intervention and monitoring plan (1 student)

- After gathering and analyzing data from the three preliminary components listed above, the graduate student is to prepare and write a reading intervention and monitoring plan for 1 of the 2 students.
- The plan is to demonstrate thoughtful, practical determination of appropriate instructional focus, strategies, and materials in response to the previously gathered data on that student, and is to be carried out to the greatest extent possible with that student prior to writing the final case study report.

II. Case study written report (1 student)

- Students will develop an in-depth written reading profile report for one of the students studied using information from a variety of sources.
- The final written case study for 1 student should include the following parts:
  a. Background information about the student gained by looking at past work samples, interviewing a teacher who has worked closely with him or her (or a parent if possible) and reviewing any school records available.
     (a) Results of an interview with the child regarding reading attitudes and experiences.
     (b) Results of a guided observation during regular class work requiring the student to read.
     (c) Results of 2 appropriate informal reading assessments you have developed, administered, scored and interpreted (include a copy of the assessments and the reading material used in your appendices).
     (d) Results from an assessment of reading comprehension, listening comprehension or strategy use that you have designed yourself. (Include a copy of the assessment and the reading material used in your appendices).
     (e) Results of 1 appropriate commercial or local mandated reading assessment which you either reviewed or administered, including detailed scoring and interpretation information.
     (f) A summary of the child’s strengths and weaknesses with appropriate documentation from data gathered during each part of the case study project.
     (g) Instructional recommendations and monitoring plan based on the data gathered throughout the project during and as a result of your work with the student.
     (h) Data collected to show initial results of implementation of at least one of these instructional recommendations.
     (i) An Appendix which includes:
       1. actual assessment documents or protocols
       2. observation forms
       3. a journal of anecdotal information gained and recorded 2 or 3 (times per week reflecting your interaction/instruction with the student as well as or his or her performance during other reading tasks in school

For all parts of the case study project: In order to maintain the privacy of information collected about the selected child, please be sure that any identifying information has been removed from all materials prior to including it in your case study. You are responsible for obtaining permission to work with this student.
Each component of the Case Study project should be a high quality product that reflects your skill as a teacher in collecting instructionally relevant reading assessment and related information about a student, using the gathered information for informed decision-making in the instructional planning process, and clearly communicating results to others. Any additional sections or information that you feel would enhance the quality of the resulting profile are encouraged. □ APA Style guidelines for written papers should be followed for the narrative written portions of this multi-part assignment.

Assessment: Case Study Rubric

Teacher as Reader: Reflection & Goal Setting (20 points)

This assignment addresses using reflection of oneself as a reader to improve as a teacher of reading. Review Outgoing Teacher Improvement in Reading (pp. 20 – 21) in preparation of this assignment.

1. Using Activity Handout 2.1 – five column reflection chart (provided by instructor) consider each of the components listed in the chart and then add another component that applies to you as a reader.

2. Using your completed reflection chart to write a summation of your strengths and needs; and, establish goals with a targeted plan for personal improvement. Submit both the chart and summary for grading.

Assessment: Teacher as Reader Rubric

Using Technology to Improve Vocabulary (30 points)

PDE – SAS website
http://www.pdesas.org/module/sas/interventions_resources.aspx

Procedures –
1. Using the PDE/SAS at least one website under each of the area in the Reading and Writing Interventions: General, Reading, and Writing Areas.

2. Explore a minimum two of resources within each link, recording the addresses of sites of greatest interest to teachers and a potential use for each site.

3. Using the “Critical Evaluation of a Web Site: Web sites for use by Educators” from http://kathyschrock.net complete an evaluation for three of the websites, one from each area.

Assessment: Website Evaluation Rubric

Analysis of Psychological Report (50 points)

A psychological report should provide a complete explanation of the reason for the evaluation, procedures and measures used, and the results. Having a good understanding of how the psychologist evaluates and reports a student’s cognitive, academic, and social-emotional functioning enables teachers in making informed decision regarding the most appropriate interventions and educational services.
Using the Guidelines for Evaluating a Psycho-educational Report and Evaluation Rubric for Psychological Report Writing, analyze a psychological report of a child in his/her classroom. If the student is unable to secure a psychological report a sample will be provided.

**Assessment:** Evaluating Written Report Rubric

### Choosing Appropriate Assessment

(20 points)

The purpose of this activity is to provide practice choosing appropriate informal assessments to elicit needed information. This assignment is to be completed AFTER the Unit 3 lesson.

1. Students will compare and contrast the various assessments discussed in the chapter and to consider the advantages and disadvantages to various assessments matched with a clear purpose.

2. Complete the Activity Handout 5.1: Choosing Appropriate Assessment

**Assessment:** Activity Handout 5.1 completion

### Fluency Assessments

(10 points)

Using the following page from Intervention Central website (http://www.interventioncentr... and CBM: Oral Reading Fluency measures to one student in grade K - 2. Score each assessment and determine the fluency rate. Write a summary of your findings and recommendation for interventions. This assessment may be included in the Case Study assignment.

**Assessment:** Fluency Assessment Rubric

### Comprehension Assessments

(10 points)

Using the following page from Intervention Central website (http://www.interventioncentr... measures to a student, grade 4 or higher. Administer at least three probes to the student. Score each assessment and determine the comprehension level for the student. Write a summary of your findings and recommendation for interventions. This assessment may be included in the Case Study assignment.

**Assessment:** Comprehension Assessment Rubric

### Parent Literacy Handout

(15 points)

The purpose of this assignment is to prepare parents with the basic information about the classroom activities and expectations so the meeting can be more productive in a limited amount of time.

Develop a parent/teacher conference newsletter or brochure to send home to parents in preparation for the upcoming parent-teacher conference. Your project must include the following:

1. Information about the purpose of the conference and what you hope to accomplish
2. Description of typical classroom schedule
3. Invite parents to bring a list of questions, issues, or concerns
4. A classroom update and upcoming events
5. Information about strategies and suggestions for homework time
6. Other items at your discretion

**Assessment:** Parent Literacy Rubric

**Study Skill Brochure**

(15 points)

The purpose of this assignment is to provide secondary level students with easy access to study skills and strategies for use in content area reading.

Your project must include the following:
1. Instructions for using five different study skill strategies or activities that support student comprehension in content area reading.
2. Include at least one strategy for each phase of the reading process: before, during, and after reading
3. Student friendly reference (website, handout, etc.) for an example of each strategy
4. Remember it needs for be user friendly and at an appropriate reading level

**Assessment:** Study Skill Brochure Rubric

**My Bag of Tricks**

(10 points)

This assignment is designed provide the teacher with a personal quick reference of assessments and interventions. Create a resource (chart, table) that covers indicators of need; assessments, and interventions for each of the five components of reading: phonemic awareness, phonics, reading fluency, vocabulary development, and comprehension strategies.

**Assessment:** My Bag of Tricks Rubric

**OTHER ASSESSMENTS: Quizzes & Tests (100 points total)**

- Unit 1 Quiz (10 points)
- Terminology Test (40 points)
- Unit 3 Quiz (10 points)
- IRI Scavenger Hunt (10 points)
- Unit 5 Quiz (10 points)
- Phonics Test (20 points)
Course Grading

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<thead>
<tr>
<th></th>
<th>10 points x 10</th>
<th>100 points</th>
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<tbody>
<tr>
<td>Discussions</td>
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<tr>
<td>Case Study</td>
<td></td>
<td>100 points</td>
</tr>
<tr>
<td>Analysis of Psychological Report</td>
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<td>50 points</td>
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<tr>
<td>Choosing Appropriate Assessments</td>
<td></td>
<td>20 points</td>
</tr>
<tr>
<td>Teacher as Reader</td>
<td></td>
<td>20 points</td>
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<tr>
<td>Website Evaluations</td>
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<td>30 points</td>
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<td>Fluency Assessments</td>
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<tr>
<td>Comprehension Assessments</td>
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<td>20 points</td>
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<tr>
<td>Parent Literacy Handout</td>
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<td>15 points</td>
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<tr>
<td>Student Study Skills Brochure</td>
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<td>15 points</td>
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<tr>
<td>My Bag of Tricks</td>
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<td>10 points</td>
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<tr>
<td>Quizzes &amp; Tests</td>
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<td><strong>Total Possible Points</strong></td>
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<td><strong>500 points</strong></td>
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Graduate Education Course Policies

**Attendance Policy:**
Attendance at all graduate class sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. The instructor should approve anticipated absences in advance. Students are responsible for all content and assignments due when absent. Assignments must be submitted on the date due regardless of absence. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. Note that one absence is equated to a three-hour class session; a full day class is equivalent to two class sessions. The design of the grading system means that student grades will be affected after the first absence. An alternate assignment will be provided to give the student the opportunity to make up the points.

Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a greater grade consequence than that set within this policy and should confer with the instructor in advance of the absence, if possible. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class meeting. Additional requirements or consequences may be imposed by the instructor.

**Course Expectations & Late Work Policy:**
All coursework will be completed and submitted when due in a manner consistent with the high expectations of a graduate level student. Late work may result in a point or grade reduction as communicated by the instructor.

**Required Reference Format:**
All students are expected to follow the most current APA guidelines for giving credit to and citing internet and non-internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give due credit to all relevant sources, whether used as a reference or quoted directly. References will be cited within the body of the assignment, as well as on a separate reference page following APA format.

**Recommended Reference Text:**
Course Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100% Academic achievement of superior quality</td>
</tr>
<tr>
<td>B+</td>
<td>87-93% Academic achievement of good quality</td>
</tr>
<tr>
<td>B</td>
<td>80-86% Academic achievement of acceptable quality in meeting graduation requirements</td>
</tr>
<tr>
<td>C+</td>
<td>75-79% Academic achievement of adequate quality but below the average required for graduation</td>
</tr>
<tr>
<td>C</td>
<td>70-74% Academic achievement below the average required for graduation</td>
</tr>
<tr>
<td>F</td>
<td>Below 70% Failure. No graduate course credit</td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to F. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Course Technology Integration

All Classroom resources will be provided on Wilkes LIVE.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

Required Software: Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, contact the Wilkes University Help Desk at 1-866-264-1462. Help Desk accepts calls 24 hours a day, 7 days a week.
Wilkes Graduate Education Program Policies

Academic Honesty:

Academic Honesty requires students to refrain from cheating and to provide clear citations for assertions of fact, as well as for the language, ideas, and interpretations found within the works of others. Failure to formally acknowledge the work of others, including Internet resources, written material, and any assistance with class assignments, constitutes Plagiarism. Cheating and plagiarism are serious academic offenses that cannot be tolerated in a community of scholars. Violations of academic honesty will be addressed at the programmatic and university levels and may result in a decision of course failure or program dismissal.

Identity Authentication:

The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student this responsibility has two parts:
1. Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix B: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passwords private, updating passwords when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation:

Wilkes University Graduate Teacher Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Academic Supports

Library Access:
Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. You can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. They are available at http://www.wilkes.edu/pages/662.asp and click on the database from which you would like to search.

Please note that if you are not on Wilkes campus, you will be asked to log in to some of the databases. Use your Wilkes e-mail username (without "@wilkes.edu") and password to gain access.

If you do not know your username and password for your e-mail account, contact the Wilkes Help Desk directly at 1-866-264-1462. The Help Desk is available 24/7.
Those databases followed by an * require a special password, whether you are on campus or off campus. Please contact
the library reference desk at 570.408.4250, for information.

Writing:
The Writing Center, located in the lower level of Breiseth Hall (room 018), is available to all Wilkes students and
provides free assistance in all aspects of writing and communication, including the required APA format. Contact the
Writing Center: Extension 2753 or on-line at http://www.wilkes.edu/resources/writing.

Act 48:
Wilkes University will automatically submit (90) Act 48 credits to PDE approximately 4-6 weeks after you receive your
grade sheet. You can check your Act 48 credits recorded at the PDE Act 48 site: https://wwwperms.ed.state.pa.us/

Special Needs:
Wilkes University provides disability support services (DSS) through the University College. If you have special
academic or physical needs, as addressed by the American with Disabilities Act (ADA), and request special
accommodations or considerations, please contact the University College and your instructors. Documentation of your
disability will be requested by Wilkes in order to be considered for accommodations. Contact: Sandra Rendina (570)
408-4153.
# Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units and Dates</th>
<th>Topic(s) &amp; Readings</th>
<th>Discussions &amp; Assignments Due</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Assessment of Learning</td>
<td>Discussion Forum</td>
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<tr>
<td></td>
<td>• Opitz, Rubin, &amp; Ereksen Chapter 1 &amp; 2</td>
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<tr>
<td></td>
<td>• IRA &amp; NCTE pp. 1-10</td>
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<td><strong>Unit 2</strong></td>
<td>Developing A Knowledge Base</td>
<td>Discussion Forum</td>
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<td></td>
<td>• Opitz, et.al. Chapters 3 &amp; 6</td>
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<td>• IRA &amp; NCTE pp. 11-17; 45-53</td>
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<td>• Harvey, <em>Improving readability of psychological reports</em></td>
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<td><strong>Unit 3</strong></td>
<td>Using Multiple Assessments</td>
<td>Discussion Forum</td>
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<td></td>
<td>• Opitz, et.al. Chapter 5</td>
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<td>• IRA &amp; NCTE pp. 18 - 25</td>
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<td><strong>Unit 4</strong></td>
<td>Administration &amp; Results of Assessments</td>
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<td>• Opitz, et.al. Chapters 7 &amp; 8</td>
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<td>• Stiggins, <em>Assessment through a student's eyes</em></td>
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<td><strong>Unit 5</strong></td>
<td>Matching Material &amp; Reader/Writer</td>
<td>Discussion Forum</td>
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<td>• Opitz, et.al. Chapters 4 &amp; 9</td>
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<td><strong>Unit 6</strong></td>
<td>Phonics &amp; Spelling Instruction</td>
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<td><strong>Unit 7</strong></td>
<td>Reading for Understanding</td>
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<td><strong>Unit 8</strong></td>
<td>Vocabulary Instruction</td>
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<td>• PDE SAS website resources</td>
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<td><strong>Unit 9</strong></td>
<td>Instruction Strategies &amp; Techniques: Writing</td>
<td>Using Technology to Improve Vocabulary</td>
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<td>• Reading Rockets Website</td>
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<td>• Articles</td>
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<td><strong>Unit 10</strong></td>
<td>Intervention and Instruction</td>
<td>Critical Evaluation of a Website</td>
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<td>• Opitz, et.al. Chapter 13</td>
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<td>• Various Websites</td>
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<td><strong>Unit 11</strong></td>
<td>Partnerships</td>
<td>Study Skills Brochure</td>
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<td>• Opitz, et.al. Chapter 14</td>
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<td>• IRA &amp; NCTE pp. 26-32</td>
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<td><strong>Unit 12</strong></td>
<td>Trends &amp; Issues</td>
<td>Discussion Forum</td>
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<td>• Wixson &amp; Valencia, <em>Assessment in RTI:What teachers and specialists need to know</em></td>
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<td></td>
<td>• Supplemental Resources</td>
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Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Official title as listed in the most current University Bulletin

2. Course Number: As listed in the most current University Bulletin

3. Course Credit Hours: As listed in the most current University Bulletin
   Classroom Hours_____   Lab Hours_____   Other_____

4. Effective date of course deletion (semester/year)

______________________________________________
Wilkes University Curriculum Committee
COURSE CHANGE FORM

**Directions:** Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Course Number:** EDAM 5049
**Course Title:**

<table>
<thead>
<tr>
<th><strong>Existing</strong></th>
<th><strong>Proposed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Content Reading</strong></td>
</tr>
<tr>
<td><strong>Course Credit hours.</strong> (Indicate classroom, lab or “other” hours.)</td>
<td></td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (as proposed for Bulletin)</strong></td>
<td></td>
</tr>
</tbody>
</table>

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1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.