Course Change Requests
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

- Submit original form and attachments -

Form Instructions

1. Request submitted by (Department or Program Name): Educational Psychology - Special Education

2. Course prefix, number and complete title of course: SPED 617 - Contemporary Instructional Strategies in Special Education

3. Change requested:
   a. Prerequisite(s): From: [empty]
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description: SPED 617, Contemporary Instructional Strategies in Special Education. Instructional and management strategies for planning and delivering instruction to students of diverse abilities; evaluating and critiquing different strategies based on the context of the teacher, the classroom and individual students.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): SPED 617, Adolescent Literacy for Students with Diverse Instructional Needs. Research-based strategies to teach reading and writing to 4th through 12th grade students with disabilities and other diverse instructional needs; emphasis on current issues, assessment, motivation, intervention, and content area issues and strategies.

7. a. As currently in course inventory:

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<tr>
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Approval recommended by:

Dr. Victor Wilson  
Department Head or Program Chair (Type Name & Sign)  
Date: 10-18-10

Cherie H. Williams  
Chair, College Review Committee  
Date: 10-15-10

Department Head or Program Chair (Type Name & Sign)  
(if cross-listed course)

Date: 11/4/10

Submitted to Coordinating Board by:

Date

Associate Director, Curricular Services  
Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu  
Curricular Services – 09/10
SYLLABUS: Adolescent Literacy for Students with Diverse Instructional Needs
Special Education 617
Spring 2011

Online course with synchronous sessions meeting on Mondays from 4:30-7:30.

CONTACT INFORMATION:
Dr. Yvonne L. Goddard, Assistant Professor, Special Education
Department of Educational Psychology
Harrington Tower, Room 603
Cell Phone: (734) 548-0274 (Please use only if urgent and please do not distribute)
Email: ygoddard@tamu.edu
Skype: ygoddard

Course Description and Outcomes
In this course, we will examine research-based strategies for teaching reading and writing to 4th through 12th grade students with disabilities and other diverse instructional needs, with an emphasis on current issues, assessment, motivation, intervention and content area issues and strategies. Prerequisite: Graduate classification. 3 credit hours.

Learning Objectives
Upon completion of this course, you should be able to answer the following questions for the topics covered in this course.
1. What is it? Why is it important? What does the research say? (Knowledge)
2. What do teachers need to understand about the topic and how do these issues/topics differ across grades? (Comprehension – Compare/Contrast)
3. How can I use research-based interventions to effectively design and deliver instruction in ways that will address students’ needs in each area? (Analysis & Synthesis)
4. What more do we need to know? What questions remain? (Evaluation)

Required Textbook
In lieu of a textbook, we will use a variety of articles and web-based resources for this course.

Learning Materials
(This is not a comprehensive list of materials. Most of these will be assigned readings for this course; some are supplementary.)

6+1 Trait Writing can be found at http://educationnorthwest.org/resource/949


**Website Content**

During selected class sessions or for assignments to prepare for class, we will use materials from the following websites:

1. [http://www.reading.org](http://www.reading.org)
2. [http://www.nationalreadingpanel.org/Publications/summary.htm](http://www.nationalreadingpanel.org/Publications/summary.htm)
3. [www.childrenofthecode.org](http://www.childrenofthecode.org)
4. [http://www.adlit.org](http://www.adlit.org)
5. [http://www.nifl.gov](http://www.nifl.gov)
11. [http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end)
12. [www.tea.state.tx.us/rules/tac/chapter110/ch110a.htm](http://www.tea.state.tx.us/rules/tac/chapter110/ch110a.htm)

**Course Requirements and Policies**

The course is a fully online graduate-level course that will combine synchronous and asynchronous sessions. Doctoral students are required to complete different assignments than Masters degree students. These are highlighted throughout the syllabus and are designed to result in a publishable paper.

**Readings and Online Modules/Websites:** Come to class prepared to discuss the assigned readings and online work. Be sure you have thoroughly read all assigned readings and web content prior to class time. *Have the syllabus, textbook, additional readings, personal notes and handouts available for every class.*

**Attendance:** This course will rely on discussion. For this format to succeed, you must be present and on time for the entire synchronous class session. If you need to miss class, please notify me as soon as possible. Please keep in mind that attendance means being truly present during class time. You may be tempted to slip away to grab a snack or check email or get a few minutes of “play” time away from the computer. Please treat class meetings as you would if we were sitting face to face. Some sessions will be synchronous, some asynchronous, and some will be your choice, depending on your comfort level with the content for that week. The University views class attendance as the responsibility of an individual student.
Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

**Participation:** You should be prepared to speak, discuss, analyze, synthesize, and evaluate ideas and content presented through readings, web content, and in class. Your reflections on the assignments and ability to create personal relevance will add to the overall objectives of the course. Be prepared to take an active role in ongoing discussions. **Please note that merely agreeing with others on discussion boards or small group chats does not count as active participation. You must contribute significant content and/or insights to synchronous and asynchronous discussions.**

**Assignments:** All assignments must be completed individually, unless otherwise specified by the instructor. **Please read the instructions/description for each assignment very carefully. Work that does not meet the specific criteria provided will result in lost points. This includes getting approval for presentations and content well in advance, as described for each assignment. Proofread your work for spelling and mechanics.** I hope that you view your assignments as professional work and spend the requisite time to truly demonstrate your expertise. Assignments are due on the dates listed in this syllabus **at the beginning of class** unless otherwise specified. If you have questions or need clarification on assignments, I encourage you to seek assistance from me via email, phone, or by setting up an appointment. Late assignments are discouraged and may be assigned a lower score. If you have questions about assignments or your progress in the course, I encourage you to contact me as soon as possible.

**Grading**
Grades are based on a percentage of points earned. A grade of Incomplete will only be given under special circumstances and only in accordance with university policies.

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**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity Statement: Aggie Honor Code**
"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
# SCHEDULE OVERVIEW

For specific reading/web assignments, see details for each class session following this overview.

<table>
<thead>
<tr>
<th>Week (Date) &amp; Topic</th>
<th>Topic</th>
<th>Meeting Format</th>
<th>Assignments: Due by 4:30 Day of Class</th>
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</table>
| Week 1 (1/24)       | Introduction and Course Overview | Real Time | • Complete Learning Profile  
• Student Information Cards  
• Post to discussion board |
| Week 2 (1/31)       | Unique Literacy Issues at the Secondary Level | Real Time | • Reading/Source Summary  
• Discussion Board posting  
• Sign up for Topical Expert session |
| Week 3 (2/7)        | Student Voices | Choice* | • Reading/Source Summary  
• Discussion Board postings (*unless you attended class in “real time”) |
| Week 4 (2/14)       | Assessment | Real Time | • Reading/Source Summary  
• Assessment demonstration |
| Week 5 (2/21)       | Word Learning | Real Time | • Reading/Source Summary  
• Word Learning Practice |
| Week 6 (2/28)       | Vocabulary | Choice | • Reading/Source Summary  
• Discussion Board Postings*  
• Vocabulary Lesson |
| Week 7 (3/7)        | Fluency | Real Time | • Reading/Source Summary  
• Discussion Board Postings |
| **March 14th SPRING BREAK - NO CLASS** | | | |
| Week 8 (3/21)       | Comprehension | Choice | • Reading/Source Summary  
• Discussion Board Postings*  
• Comprehension Lesson/Critique |
| Week 9 (3/28)       | Differentiating Instruction | Real Time | • Reading/Source Summary  
• Differentiated Lesson Application |
| Week 10 (4/4)       | Writing | Real Time | • Reading/Source Summary  
• Analysis of Writing Sample |
| Week 11 (4/11)      | Text Issues | Asynchronous | • Reading/Source Summary  
• Discussion Board Postings |
| Week 12 (4/18)      | Adolescent Literacy and Culture | Choice | • Reading/Source Summary  
• Discussion Board Postings* |
| Week 13 (4/25)      | Content Area Literacy | Choice | • Reading/Source Summary  
• Discussion Board Postings* |
| Week 14 (5/2)       | Putting It All Together | Real Time | • Reading/Source Summary  
• By Friday, post your final Lesson Plan/Unit |
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Request submitted by (Department or Program Name): Educational Psychology - Special Education
2. Course prefix, number and complete title of course: SPED 630 - Reading for At-Risk/LD Students
3. Change requested
   a. Prerequisite(s): From: To: 
   b. Withdrawal (reason): 
   c. Cross-list with: 
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked:
5. Complete current course title and current catalog course description: SPED 630. Reading for At-Risk/LD Students. Provides information and advanced competencies in effective reading instruction for students K-12 who are at-risk for academic learning problems and/or with mild/moderate reading disabilities, including dyslexia.
6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): SPED 630. Early Literacy for Students with Diverse Instructional Needs. Research-based strategies to teach beginning reading and writing to pre-K through 4th grade students with disabilities and other diverse instructional needs; emphasis on current issues, assessment, prevention, and intervention.

7. a. As currently in course inventory:

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Approval recommended by: 
Dr. Victor Wilson
Department Head or Program Chair (Type Name & Sign)
Date: Oct 10 10

Chair, Curriculum Committee
Date: Oct 15 10

Chair, College
Date: Nov 10 10

Submitted to Coordinating Board by:

Date: Nov 14 10

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 09/10
SYLLABUS: Early Literacy for Students with Diverse Instructional Needs
Special Education 630
Fall 2010
Online course with synchronous sessions meeting on Mondays from 4:30-7:30.

CONTACT INFORMATION:
Dr. Yvonne L. Goddard, Assistant Professor, Special Education
Department of Educational Psychology
Harrington Tower, Room 603
Cell Phone: (734) 548-0274 (Please use only if urgent and please do not distribute)
Email: ygoddard@tamu.edu
Skype: ygoddard

Course Description and Outcomes
In this course, we will examine research-based strategies for teaching beginning reading and
writing to pre-K through 4th grade students with disabilities and other diverse instructional needs,
with an emphasis on current issues, assessment, prevention, and intervention. Prerequisite:
Graduate classification. 3 credit hours.

Learning Objectives
Upon completion of this course, you should be able to answer the following questions for writing
and for each “big idea” in reading: phonemic awareness, decoding and word study, reading
fluency, vocabulary, and comprehension.

1. What is it? Why is it important? What does the research say? (Knowledge)
2. What essential skills should students be able to demonstrate at specific grade levels and
how do they differ across grades? (Comprehension – Compare/Contrast)
3. How can I use research-based interventions to effectively design and deliver instruction
in ways that will develop students’ skill in each area? (Analysis & Synthesis)
4. What more do we need to know? What questions remain? (Evaluation)

Required Textbook

Learning Materials
(These sources are provided to complement assigned textbook readings. You may find additional
readings on the course website that are not listed here. Further, additional readings may be
assigned as we progress through the course. This is not a comprehensive list, nor will all articles
in this list necessarily be required, but may serve as a valuable resource for your assignments.)

classrooms. Phi Delta Kappan, 91(5), 59-61
Bryant, D., Godwin, M., Bryant, B., & Higgins, K. (2003). Vocabulary instruction for students


*Texas essential knowledge and skills for English language arts and reading (elementary and middle school).* www.tea.state.tx.us/rules/tac/chapter110/ch110a.html

**Website Content**

1. www.childrenofthecode.org
5. *** http://fccr.org (great site for activities)

**Course Requirements and Policies**

The course is a fully online graduate-level course that will combine synchronous and asynchronous sessions. Doctoral students are required to complete different assignments than Masters degree students. These are highlighted throughout the syllabus and are designed to result in a publishable paper.

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Assignments are due on the dates listed in this syllabus at the beginning of class unless otherwise specified or if a University excused absence falls on the date the assignment is due. If you have questions or need clarification on assignments, I encourage you to seek assistance from me via email, phone, or by setting up an appointment. Late assignments are discouraged and may be assigned a lower score. If you have questions about assignments or your progress in the course, I encourage you to contact me as soon as possible.

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| Week 1 (8/30)      | Introduction and Course Overview | Real Time | Complete Learning Profile  
Reading Is...Teaching Is...  
Course Vocabulary Assessment  
Post to Children of the Code discussion board |
| Week 2 (9/6)       | What Causes Reading Difficulty? | Asynchronous | Reading/Source Summary  
Discussion Board posting  
Sign up for Topical Expert session |
| Week 3 (9/13)      | Big Picture & Evidence-based Interventions | Choice | Reading/Source Summary  
Discussion Board postings (*unless you attended class in “real time”) |
| Week 4 (9/20)      | Assessment | Real Time | Reading/Source Summary  
Assessment demonstration with Dr. Goddard |
| Week 5 (9/27)      | Phonemic Awareness | Real Time & Asynchronous | Reading/Source Summary  
Phonological Awareness Critique |
| Week 6 (10/4)      | Decoding and Word Study | Choice | Reading/Source Summary  
Discussion Board Postings* |
| Week 7 (10/11)     | Irregular & Multisyllabic Words | Asynchronous | Reading/Source Summary  
Discussion Board Postings |
| Week 8 (10/18)     | Vocabulary | Real Time | Reading/Source Summary |
| Week 9 (10/25)     | Fluency | Choice | Reading/Source Summary  
Discussion Board Postings*  
Skype with Dr. Goddard - fluency practice |
| Week 10 (11/1)     | Comprehension | Choice | Reading/Source Summary  
Discussion Board Postings* |
| Week 11 (11/8)     | Differentiating Instr. & RTI | Real Time | Reading/Source Summary  
Differentiated Lesson Application |
| Week 12 (11/15)    | ELL and Culture | Choice | Reading/Source Summary  
Discussion Board Postings* |
| Week 13 (11/22)    | Writing | Choice | Reading/Source Summary  
Discussion Board Postings* |
| Week 14 (11/29)    | Putting It All Together | Real Time | Reading/Source Summary  
By Friday, post your final Lesson Plan/Unit |
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ∙ Graduate ∙ Professional
Submit original form and attachments

1. Request submitted by (Department or Program Name):
   Department of Veterinary Integrative Biosciences
   VIBS 670, Basic Environmental Toxicology

2. Course prefix, number and complete title of course:
   VIBS 670, Basic Environmental Toxicology

3. Change requested
   Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below.
   a. Prerequisite(s): From: none To: VIBS 602, Histology, or permission of instructor.
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6.
   e. Change in course prefix, number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked:

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:
   
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Approval recommended by: ___________________________

Department Head or Program Chair (Type Name & Sign) Date
Evelyn Tiffany-Dastiglioni

Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

Submitted to Coordinating Board by: ___________________________

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 03/10

Date Effective Date
17 of 18 C
Course prerequisite request for VIBS 670:

The Department of Veterinary Integrative Biosciences, the Interdisciplinary Faculty of Toxicology, and the Department of Environmental and Occupational Health at the School of Rural Public Health have determined that a 1-semester course that teaches physiology is needed as a prerequisite for VIBS 670, Basic Environmental Toxicology. Students who take Basic Environmental Toxicology must understand mammalian physiology in order to understand how toxic chemicals can disturb the normal function of the organ systems. There are not enough contact hours in the 3-credit Basic Environmental Toxicology class to cover all the necessary physiology. VIBS 602, Histology, has a significant focus on the major physiological systems to correlate structure with function. This will provide students with the background they need to understand the effects of toxic chemicals on mammals.