

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Essential Areas of Reading Instruction **Alpha Number:** SPED 262 **CIP No.** 13.01.01

Type of Action:

☒ X New Course (attach narrative justification for course creation)

☐ Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

☐ Change in number of credit hours

☐ Change in prerequisite

☐ Substantive change in course content

☐ Change to SLOs

☐ Other:

☐ Non-substantive Revision

Select all that apply:

☐ Change in Alpha Number or Title (unless letter abbreviation has not previously been used)

☐ Edit to course description that does not alter the substance of the course

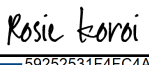
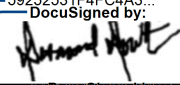
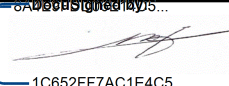
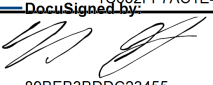
☐ Change to recommended texts

☐ Other: This course is newly developed to improve and complete the SPED certification

☐ Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived)

☐ Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Rosie Koroï	 DocuSigned by: 59252531F4FC4A3...	3/12/2025
Curriculum Committee Chair	Desmond Doulatram	 DocuSigned by: 6A000A50808145...	3/13/2025
Dean of Academic Affairs	Edward Alfonso	 DocuSigned by: 1C652FF7AC1E4C5...	3/14/2025
VPASA	Dr. Elizabeth Switaj	 DocuSigned by: 09DEB3BDD623455...	3/14/2025

CMI COURSE OUTLINE**CIP No.** 13.01.01**Version No.** 1SPED 262Essential Areas of Reading Instruction**Alpha Number****Course Title****Previous Alpha Number:****Course Description:**

Provides pre-service teachers, teachers, and administrators with a comprehensive understanding of how to provide explicit and systematic evidence-based reading instruction to students with diverse learning needs. Through this course, participants will learn best practices for teaching the five essential areas of reading instruction: phonemic awareness, phonics and decoding, reading fluency, vocabulary development, and reading comprehension. Participants will also learn how to administer and score standardized benchmark reading assessments and informal diagnostic assessments, and they will learn how to use assessment data to identify student needs, establish reading goals, monitor student progress, and support instructional decision making. Participants will use a Course Organizer and Unit Organizers to support their learning in this course. The purpose of the Course Organizer is to give a big picture of the course content, structure, learning rituals, and performance options.

Course originally prepared by: Dawn Rowe & Mellessia CrawfordJune 2024**Most recent revision by:** Mellessia CrawfordEducation DepartmentMarch 2025**Course mode(s):** X Face to Face (including Zoom) X Hybrid X Distance Education**Credits calculated by:** 4 Credit Hour Clock Hour**Contact Hours:** 90

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	45
Clinical			
Practicum			
Lab	45	1	45
Fieldwork			
Studio Time			
Total	90	4	90

Purpose(s) of Course: Degree Requirement _____
 Degree Elective _____
 General Education _____
 Credit Certification _____X_____
 Developmental _____
 CTE/TVET _____
 ABE/Adult HS _____

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: C or better in SPED 261

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Identify vocabulary words, definitions, phrases, concepts and combine vocabulary words in its correct context to make complete sentences.
2. Develop vocabulary skills in phonemic and phonics awareness for pronunciation of words and its syntax.
3. Read words from left to right, top to bottom and page to page while comprehending reading in its relative context to write effectively.
4. Engage in reading labs for reading practice and assessments through differentiated instructional Methodologies.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
SPED 261 1. Apply current methodologies of teaching students with special needs.	2. Developing vocabulary skills in pronunciation of words and syntax	Creating IEP through the use of Universal Design (UDL) will help learners to equip themselves with the necessary skills needed to support students with exceptionalities. UDL will help students to develop their vocabulary and be able to comprehend reading in its relevant context.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	3.Include persons who are physically or intellectually diverse. 4.Apply current knowledge of effective practices in special education.	P	For Individuals to properly develop their language skill, they should first build their vocabulary and combine vocabulary words to express themselves in complete sentences that make sense. When working with diverse special needs, a class session can take a different trajectory owing to change in behavior, consequently IEPs integrated help to create a balance in classroom management. Educators can effectively apply their knowledge of reading to help students with special learning needs to develop their vocabulary by identifying words, phrases, defining words and establishing an understanding of various concepts.
2	2.Dignity and respect students with special learning needs. 3.Include persons who are physically or intellectually diverse. 4.Apply current knowledge of effective practices in special education.	P	Students with special needs should be dignified and shown equal respect. Therefore, one of the many roles of the educator is to ensure that all their students are integrated in the teaching-learning process regardless of their level of abilities, ethnicity, creed or culture. When students with special needs are able to build their vocabulary, they are better able to express themselves and feel valued and equal among others as they should. It is imperative that educators seek to utilize their current knowledge to help students with special needs to develop their awareness and become cognizant of the diverse syntax that is important in the use of all mother languages despite its maturation. Educators will use their knowledge to develop IEP to tailor the lesson to fit each student's needs while helping them to develop their phonemic awareness among other vocabulary words. Students with special needs should be dignified and shown equal respect. Therefore, one of the many roles of the educator is to ensure that all their students are integrated in the teaching-learning process regardless of their level of abilities, ethnicity, creed or culture.

			When students with special needs are able to build their vocabulary, they are better able to express themselves and feel valued and equal among others as they should. It is imperative that educators seek to utilize their current knowledge to help students with special needs to develop their awareness and become cognizant of the diverse syntax that is important in the use of all mother languages despite its maturation. Educators will use their knowledge to develop IEP to tailor the lesson to fit each student's needs while helping them to develop their phonemic awareness among other vocabulary words.
3	1.Practice ethically and morally valid decision making 2. Dignity and respect students with special learning needs. 3.Include persons who are physically or intellectually diverse. 4. Apply current knowledge of effective practices in special education.	I P P P	Careful attention must be given to ensure best practice and ethical, morally valid decision making while considering the legal implication of working with students with special needs. Therefore, in meeting this SLO, educators should keep in mind that while teaching students to read in a specific order of importance, not all students will be able to comply with the required structure. Therefore, respect must be established for the student's inability to comply with required structure and alternate provisions (such as other ways of reading) must be made for the student to meet his or her needs through an IEP approach without altering the curriculum. Reading comprehension can be challenging sometimes especially for students with intellectual disability. Students have equal respect just as it is taught to students to respect their educators, therefore, it is the educators' role and responsibility to structure the lesson in such a way that each child can learn at a reasonable pace. No student should be placed in a position that makes them feel uncomfortable, embarrassed or small. Students with physical disability should not be singled out to perform a given task if they are unable to do so but rather mainstreamed and accommodated without preference or discrimination. An educator's current knowledge serves as a wealth to the dynamic classroom so there is no doubt that this knowledge will guide educators to give students reasonable time to

			complete their reading task and give them adequate time to read, decode and prompted scaffolding response to check for understanding while using specific instruction of I Do We Do You Do. When a student's comprehension skill is developed, they are better able to write. The current knowledge will also help educators to easily identify when a student needs a little extra help to achieve their performance outcome. Educators must understand and practice good ethics in human service while serving students with special needs. Morally valid decisions are also important because assessments must not be compromised and should be administered fairly with the necessary support to help each student achieve their performance criteria. Educators can use students' reading assessment data to support instructional decision making. Educators can utilize this same data to identify students who may need additional support.
4	1.Practice ethically and morally valid decision making 2. Dignity and respect students with special learning needs. 3.Include persons who are physically or intellectually diverse. 4. Apply current knowledge of effective practices in special education.	I P P P	Educators when conducting assessments should show respect for students' working pace by giving adequate time to complete assessment. For educators to effectively meet the needs of students with special needs, it is important to focus on the methodologies of teaching by providing both general and differentiated lessons to accommodate students' learning needs through both formative and summative assessments so they can feel equally catered for. The current knowledge of effective practice in special education comes with the skills of utilizing UDL to ensure that their methods of teaching are aligned with the goals of the institution in which they provide instructions. Knowledge of UDL allows for educators to effectively design assessments from the curriculum using an IEP approach when administering reading assessment to ensure that all students' needs are met according to their abilities.

Course Content: Students in this course will be introduced to understand:

- a. Special Education History/Background/Literature and Application, Legislative freedom, inclusion for all and rights of Persons with Disabilities (PWDs)
- b. Identify vocabulary words, definitions, phrases and concepts
- c. Phonemic awareness through identifying speech sounds and manipulating them into words.
- d. Using the Phonemic Awareness Unit Organizer help students understand and remember course information and apply course information to reading instruction.
- e. Use the Reading Fluency Unit Organizer, to learn methods for teaching students to read text accurately, with ease, expression, and appropriate pacing.
- f. Develop vocabulary skills in pronunciation of words and its syntax by using phonics and decoding terminology in professional learning, communication, and classroom instruction
- g. Exploring the Vocabulary Development Unit Organizer to learn methods for building students' word knowledge so they can comprehend and discuss text and combine vocabulary words in its correct context to make complete sentences.
- h. Create IEPs with the support of Universal Design for Learning (UDL) to tailor lessons to effectively meet the needs of students with special needs as they learn to read words from left to right, top to bottom and page to page.
- i. Apply techniques from the Reading Comprehension Unit Organizer to provide instructional strategies for increasing students' world and word knowledge and activating their background knowledge so they and make sense of text in its relative context to develop writing skills.
- j. Administer reading assessments and use result data to further inform instructional decisions that will adequately meet the needs of students with special needs.

Higher Order Thinking Skills: Students in this course will experience:

- ☒ Analyzing the basic elements of an idea, experience, or theory
- ☒ Making judgments about the value or soundness of information, arguments, or methods
- ☒ Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- ☒ Demonstration
- ☒ Lecture
- ☒ Small group discussion
- ☒ Class discussion
- ☒ Audio-Visual Aids
- ☒ Laboratory
- ☐ Supervised
- ☐ Practice
- ☐ Field Trips
- ☐ Other:
- ☒ Assigned readings

- ☒ Field research (Interview with schools' principal or administrator)
- ☒ Group project
- ☒ Observations
- ☒ Presentations
- ☒ Small and large groups discussions
- ☐ Case studies and critique
- ☐ Movie Critique
- ☒ Learning games

Recommended Assessment Tool Type(s):

- ☒ Case Study
- ☒ Critique of Performance
- ☒ Exam/Quiz In-Course
- ☒ Exam/Quiz Standardized (attach narrative describing development and validation process)
- ☐ Focus Group
- ☒ Group Project
- ☒ Individual Project
- ☒ Observation
- ☒ Portfolio Review
- ☒ Presentation
- ☒ Simulation
- ☒ Skill Performance
- ☐ Supervisor Evaluation
- ☒ Survey
- ☒ Written Assignment
- ☐ Other:
- ☒ Individual and group papers (Issues in exceptionalities)
- ☒ Field-work research assignment completion
- ☒ Self and peer-assessment
- ☒ Article review peer-critique

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

- ☒ Direct instruction through: Oral Presentations
- ☒ Live video lectures
- ☐ Live audio-only lectures
- ☒ Live text chats
- ☐ Assessing or providing feedback on a student's coursework
- ☐ Providing information or responding to questions about the content of a course or competency through:
 - ☒ Live video discussions
 - ☐ Live audio-only discussions
 - ☒ Live text chats
 - ☒ Asynchronous message boards or text chats
 - ☐ Facilitating a group discussion regarding the content of a course or competency through:
 - ☐ Live video discussions
 - ☒ Live audio-only discussions
 - ☒ Live text chats
 - ☒ Asynchronous message boards or text chats
 - ☐ Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

Recommended texts:

Murawski, W. W; and Scott, K. L. (2019). *What Really Works with Universal Design for Learning*. Corwin: Sage Publication Company, UK.

Night Zookeeper (2011-2024). *Make reading and writing fantastically fun*. <https://www.nightzookeeper.com/>

Piske, Ribeiro. F.H; Collins, K.H; & Arnstein, K.B. (2022). *Critical Issues in Servicing Twice Exceptional Students: Socially, Emotionally and Culturally Framing Learning Exceptionalities*. Springer Wilmhurst, L & Bruce, A.W. (2018). *The Complete Guide to Special Education Expert Advice on Education, IEPs and Helping kids Succeed*. (3rd ed). Josey-Bass.

Other Sources:

Recommended Text: Google Text E-book & Links

Marks, L. J. (n.d). Unit Organizer: Phonemic Awareness. <https://www.youtube.com/watch?v=WS39gDt8K8k>

Open Society Foundation. (2024). <https://www.opensocietyfoundations.org/publications>

<https://www.opensocietyfoundations.org/publications/special-schools-resource-inclusive-education>

Piske, Ribeiro. F.H; Collins, K.H; & Arnstein, K.B. (2023). *Critical Issues in Servicing Twice Exceptional Students: Socially, Emotionally and Culturally Framing Learning Exceptionalities*. (Kindle Edition). Springer
https://www.google.com/books/edition/Critical_Issues_in_Servicing_Twice_Excep/I5OSEAAAQBAJ?hl=en&gbpv=1&printsec=frontcover

Rao, Indumathi, Prahladao, S. & Pramod, V. (2010). *Moving Away from Labels Inspired*. Village School Authors.

https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Education?enrichd=rg_req-a322725def1e5d18f8dc3b3246de4a9b-XXX&enrichSource=Y292ZXJQYWdlOzIzNDEyNjU4NztBUzo5ODU0ODU0ODg5ODg0MEAxNDAAwNTA3MjEzOTcx&el=1_x_2&esc=publicationCoverPdf

Teach Thought (2023). 15 Assistive Technology Tools & Resources For Students With Disabilities. Technology / Exceptional Child Education Resources, Mobile Learning, Resources. Retrieved from:
<https://www.teachthought.com/technology/assistive-technology/>

1. Equipment/Facilities:

- a. Lecture room
- b. Tables and Chairs
- c. Computers
- d. Ramp to facilitate wheelchair entering classroom
- e. Text Books
- f. Rulers
- g. Course handbooks
- h. Supplemental articles
- i. PowerPoint Presentation
- j. Websites
- k. Videos

2. Materials and Supplies:

- a. Lesson Plan Template
- b. Notebook for personal portfolio
- c. Writing tools (pens, markers, pencils, highlighters)
- d. Colored sticky notes page markers
- e. Dictionary: hardcopy, E-dictionary
- f. Markers
- g. Crayons
- h. Scissors
- i. Staple machine and Staples
- j. Paper clips
- k. Thumb Tacks
- l. Highlighters
- m. Stencils
- n. Construction paper
- o. Supplemental articles

- p. Folder leaves
- q. Blank Leaves
- r. Building blocks
- s. Play dough
- t. Color coded Index cards
- u. Glue

Connection to College Mission:

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

(EC approved 4th Nov, 2020

BOR approved 1st December, 2020)

Justification of how the new course creation serves the College Mission:

The creation of this new course serves to carry out the college mission to provide equal access to higher education and further educational service in special education in relevant academics for students in elementary school settings in Micronesia and the Public-School Systems (PSS). The creation of this course is also with the aim to provide intellectual resources that will empower and equip educators with the necessary skills to engage and educate students with special needs by helping them to achieve a higher level of vocabulary, reading comprehension, and grade level proficiency that will add to their human capital for successful sustainable outcomes in all spheres. Such inclusivity is giving students with special needs the opportunity to demonstrate their abilities without fear of discrimination.

Connection to Department Mission:

The mission of the Developmental Education Department is to develop students' abilities necessary for success in college credit programs. The main areas of focus are English reading, writing, listening, speaking, and student engagement. The completion of developmental education courses will facilitate students' competencies in college level courses, in addition to providing for lifelong learning success.

(Accepted by CC March 5, 2018)

Justification of how the new course creation serves the Department Mission:

The creation of this new course serves to further carry out the department's mission through its design to promote inclusion in a more diverse manner by equipping students with foundation skills of literacy for higher learning so that they can acquire competency to express themselves and apply their knowledge in providing the necessary academic support to students with special needs helping them to achieve a higher level of vocabulary, reading comprehension, and grade level proficiency that will add to their human capital for successful sustainable outcomes in all spheres.