FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Special Education

College Education

UUPC Approval 1/26/26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	***Current* Course Title**
EEX 4250	Reading Instruction in Special Education

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ☐ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Change prerequisites/minimum grades to:

Prerequisites: EEX 2091 or equivalent, EEX 4050, EEX 4101, EEX 4751; ESE majors only

Change corequisites to:

Change registration controls to:

ESE majors only

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2026

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Lisa Finnegan/lfinnegan@fau.edu/561-297-3284

Approved by	***Date***
Department Chair	12-1-25
College Curriculum Chair	12/18/2025
College Dean Charles Dukes	1/5/2026
UUPC Chair Korey Sorge	1/26/26
Undergraduate Studies Dean Dan Moeroff	1/26/26
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

EEX 4250
Reading Instruction in Special Education

MWF 11:00 – 11:50
3 credits
Semester, Year
Prof. XXXXX YYYYY
Office: XXXXXX
Office hours: MWF 11-12
Classroom: XXXX
Telephone: 561-297-XXXX
Email: zzzzz@fau.edu

TA name	xxxxxx xxxxxxxxx
Office	xxxxxxxx
Office hours	MWF xx:xx – xx:xx
Telephone	561-297-xxxx
Email	xxxxxx@fau.edu

Course Description

This course focuses on the acquisition of knowledge and skills associated with instructing students who experience mild to moderate problems in learning how to become fluent, independent readers. The emphasis is on reading instruction in the areas of phonological awareness, word identification, vocabulary, fluency and reading comprehension for ESE students in grades K- 12.

This course requires ten (10) hours of field-based experience.

Instructional Method

Face to face/Hybrid

Prerequisites:

Prerequisites: EEX 2091 or equivalent, EEX 4050, EEX 4101, EEX 4751; ESE majors only

Corequisites:

Course Objectives/Student Learning Outcomes

Content Selection and Focus

In compliance with Florida Statutes Section 1000.05 and Rules 6A-5.066 and 6A-5.081, Florida Administrative Code, this course:

- *Emphasizes critical thinking, content mastery, and effective instructional strategies*
- *Focuses on research-based practices that promote student achievement*

- *Provides opportunities to develop professional competencies and pedagogical skills*

Instructional Materials Usage

Selected Content: *Course instruction will focus on textbook chapters, articles, and materials that directly support course objectives and professional preparation. Not all chapters or sections of assigned textbooks may be covered, as content selection is guided by:*

- *Alignment with Florida state standards and educator competencies*
- *Evidence-based research supporting effective teaching practices*
- *Professional relevance to classroom instruction and student success*
- *Compliance with state educational requirements*

Course Objectives / Learning Outcomes:

Teacher Candidates will demonstrate proficiency in applying skills and behaviors in effective teaching, management, and collaboration. Teacher Candidates must demonstrate the Florida Educator Accomplished Practices through observations, coursework and interactions with stakeholders.

By the end of the course, teacher candidates shall successfully demonstrate the competencies as outlined in the Florida Educator Accomplished Practices.

The FEAP are based upon and further describe the following four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in section 1003.42(3), F.S.

Effective educators apply these foundational principles through six practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

This course complies with Rules 6A-5.066 and 6A-5.081, Florida Administrative Code. Course content and assessments focus on providing students with opportunities to think critically, master content knowledge, learn effective instructional strategies, and demonstrate teaching competence. All evaluation of student work is based solely on demonstrated skill and performance. Course materials do not distort significant historical events, promote identity politics, or endorse theories that systemic racism, sexism, oppression, or privilege are inherent in U.S. institutions.

Expected outcomes based on the FEAPs

The Candidate:

- Designs instruction for students to achieve mastery (A.1.c)
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. (A.3.g)

Expected outcomes based upon Florida State Standards for Reading

The Candidate will:

- demonstrate knowledge of the reading process. (FL-FAU READING: 1.A.1, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.C.1, 1.C.2, 1.C.3, 1.C.4. 1.D.1, 1.D.2, 1.D.3, 1.D.4, 2.B.1, 2.C.1, 2.D.1)
- demonstrate knowledge of the writing process and its application. (FL-FAU READING: 1.D.1, 1.D.2, 1.D.3, 1.D.4. 2.B.4, 2.C.4, 2.D.3)
- demonstrate knowledge of reading methods and assessments. (FL- FAU READING: 1.B.6, 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.6, 1.D.5, 2.B.5, 2.C.5, 2.D.4)
- demonstrate knowledge of information and media literacy. (FL- FAU READING: 2.C.2)
- demonstrate knowledge of English language principles. (FL-FAU READING: 1.B.5, 1.C.5, 2.B.3, 2.C.3, 2.D.2, 4.10)
- demonstrate knowledge of first and second language acquisition theories and classroom application. (FL-FAU READING: 1.B.5, 1.C.5, 2.B.3, 2.C.3, 2.D.2, 4.10)
- demonstrate knowledge of curriculum, curriculum materials, and resources. (FL-FAU READING: 1.B.6, 1.C.6, 1.D.5, 2.B.5, 2.C.5, 2.D.3)
- demonstrate a knowledge of instructional methods and strategies. (FL-FAU READING: 1.B.6, 1.C.6, 1.D.5, 2.B.5, 2.C.1, 2.C.5, 2.D.1)
- demonstrate knowledge of literacy development and classroom application. (FL-FAU READING: 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.5, 2.B.1, 2.B.2, 2.C.1, 2.D.1)
- demonstrate knowledge of the theories and underlying assumptions of reading process. (FL-FAU READING: 1.A.1, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 2.B.1, 2.C.1, 2.C.2)

Note Regarding Florida ESOL Competencies:
This course incorporates multiple language acquisition instructional strategies throughout its design and delivery. While these strategies are integrated into our coursework and classroom practices, they are not specifically identified in this syllabus because the Florida ESOL standards are currently undergoing revision. Students will receive guidance on appropriate language acquisition strategies during relevant course activities and discussions.

Course Evaluation Method

Course Assignments/Points:

1. **Critical Assignment:** ***Universal Design for Learning (UDL) Activity***

Designing a Series of Reading Lesson Plans: TCs will work with a student and administer the following assessments from the CORE Assessment addressing phonological awareness, phonics, fluency, vocabulary and comprehension. Based on student results, students will develop and implement a series of lessons based on explicit, systematic and direct instruction

interventions to address the 6 primary components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, Oral Language and Comprehension.

1. Your lessons will be based on addressing the needs of one student across all of the primary areas of reading. See standardized lesson plan format.

The critical assignment MUST be submitted to LIVETEXT so that it can be recorded in the College of Education's Accreditation Assessment System.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Educator Accomplished Practices that must be mastered to continue in the ESE Bachelor's Degree Program**. For this course, the Educator Accomplished Practices (EAP a.2.i; a.3.a)** will be measured by the ***UDL Model Lesson*****,** which is the **Critical Assignment.** Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT:

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.

- **If a student is not passing the course,** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

WEEKLY READING ASSIGNMENTS

YOU are responsible for weekly reading assignments prior to coming to class. Questions to guide your reading for each chapter are posted on the class Canvas site. They are labeled as "Study Guide". It is suggested that you download the questions and answer them as you read.

COMPREHENSION CHECKS (QUIZZES) will be given each week on the reading assignment for the week. Quizzes will be given online and will need to be completed by the beginning of the week's class.

IN CLASS APPLICATION ACTIVITIES/MODULE ASSIGNMENTS

Practice activities, and mini case studies will be provided during the semester to give you extra practice opportunities. Some of these activities will be completed in class, while others will be completed outside of class. It is expected that you will complete those assignments prior to the next class and bring the activity to class. There are no make ups for missed "in class" application activities unless you have a university excused absence and you will be given the opportunity to make up the in class application activity.

PHONEME VIDEO

You will be required to create a YouTube video of yourself saying each commonly used phoneme aloud. You will submit this video to your instructor via Canvas.

ASSESSMENT SUMMARY

You will write up a summary of the results of the CORE assessments that you conducted with a student. You should give the Phoneme Segmentation and Deletion Assessments, Phonics Survey, Vocabulary Assessment, Fluency Assessment and Comprehension (MAZE) assessments from the CORE assessment book. Further directions will be provided via Canvas.

Course Evaluation Method & Grading Scale

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

- Student participation in class application activities
- Feedback and analysis of UDL activity
- Formative & Summative évaluation components (quizzes, class application activities)

Course Assignments	Points	% of Course Grade
1. Class Application Activities (7 @ 5 points each)	35	35
2. Discussion Post: (3 @ 5 pts each)	15	25
3. CA UDL Activity	100	20
4. Weekly Reading Quizzes (8 at 5 pts each)	40	20
Total	**190**	**100%**

Course Grading Scale

Department Grading Scale

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

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

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities,

including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Special Course Requirements (if applicable)

State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

Classroom Etiquette Policy (if applicable)

If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

Policy on the Recording of Lectures (optional)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:
Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the

opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

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

Disability Policy

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

Code of Academic Integrity

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

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

Watermark (Livetext) Assessment Tool Statement for Course

Students in this course are required by the College of Education to have an active Livetext account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active Livetext account may have an academic hold placed on their record. Information regarding account activation is provided on the college of education website: https://www.fau.edu/education/students/livetext/

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music,

etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Flexible Policy:
The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

Required Texts/Readings

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook.* 3rd ed. Academic Therapy Publications, ISBN: 9781634022354

Diamond, L. (2018). *Assessing reading: Multiple measures.* 2nd ed. ISBN-13: 978-1634022439

This course utilizes textbooks and materials selected for their academic rigor and alignment with evidence-based educational practices. All assigned readings and materials support the development of professional competencies outlined in the Florida Educator Accomplished Practices (FEAPs) and course learning objectives.

Supplementary/Recommended Readings (if applicable)

Course Topical Outline

- Overview: Approaches to reading
- Simple view of reading
- The Science of Reading: FLRI Model
- Reading Difficulties for Students with Disabilities, including Dyslexia
- 5 Areas of Reading
- CORE Reading assessment
- Lesson Planning Parts
- Beginning Reading Instruction
    - Phonological Awareness
    - Phonemic Awareness
    - Alphabetic Principle
- Decoding Instruction
    - Phonic Analysis
    - Structural Analysis
    - Irregular Words
- Fluency Instruction
- Vocabulary Instruction
- Comprehension Instruction
    - Beginning comprehension skills (literal, sequencing, summarization)
    - Intermediate comprehension skills (inference, prior knowledge, critical reading)
    - Narrative-comprehension strategies
    - Content-area reading strategies