## change of COURSE PROPOSAL FORM

**TO:** CURRICULUM COMMITTEE

**ACADEMIC AREA:** SCHOOL OF EDUCATION

**PROPOSEd by**: Elysha O’Brien

**PRESENTER:**

**DATE:** 1/10/2011

**CURRENT COURSE PREFIX, NUMBER AND TITLE:**

### RED 4335 Teaching reading in the content areas

### SECTION I

**TYPE(S) OF COURSE CHANGE: TYPE PROPOSED CHANGE HERE FOR EACH ITEM CHECKED:**

**** LECTURE/LAB COURSE MUST HAVE “c” / LAB COURSE MUST HAVE “L”

 ENTER COURSE TITLE HERE.

**** TYPE IN DEPARTMENT

**** LIST WHAT ALL PREREQUISITES SHOULD BE IN SEQUENTIAL ORDER

**** sELECT MINIMUM GRADE. THE DEFAULT IS “D”

**** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**** Click here to ENTER THE NUMBER CREDITS OR CLOCK HOURS

**** SELECT A CREDIT TYPE

**** Click here to enter CONTACT HOURS

**** SELECT GRADE MODE.

****

Type your course description as you would like it to appear in the catalog and syllabus.

****

Feel free to use bullets to format your outline.

****

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| The teacher candidate will analyze the principles of English morphology as they relate to language acquisition | Midterm Exam and Final | COM  CT |
| The teacher candidate will analyze principles of semantics as they relate to vocabulary development | Midterm Exam and Final |  |
| The teacher candidate will identify cognitive tasks levels and the role of cognitive development in the construction of meaning of a variety of texts | Lesson Plan  Modified Lesson Plan  Assessment Task  Simulated Teaching  Research Project  Midterm Exam and Final  Assessment Task | COM  CT |
| The teacher candidate will explore reading and writing processes and synthesize how the processes can be used for effective teaching of literacy across the curriculum | Lesson Plan  Modified Lesson Plan  Research Project  Simulated Teaching |  |
| The teacher candidate will analyze and apply cognitive requirements of question formats and discussion strategies for enhancing the literacy development of diverse learners including English as a Second Language (ESL) students, students with special learning needs, gifted students, and students experiencing reading challenges. | Lesson Plan  Modified Lesson Plan  Assessment Task  Simulated Teaching  Research Project  Midterm Exam and Final  Assessment Task | CT  COM |
| The teacher candidate will produce standards-based lessons that include various ways technology enhances content literacy instruction and students’ acquisition of strategic literacy skills across the curriculum | Lesson Plan  Modified Lesson Plan  Assessment Task  Simulated Teaching  Research Project  Midterm Exam and Final  Assessment Task | CT  COM |
| The teacher candidate will recognize and integrate the impact of current teaching and learning theories on literacy instruction | Research Project  Simulated Teaching | CT  COM |
|  |  |  |

### SECTION II (ENTER INFORMATION ONLY IF THERE ARE CHANGES)

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S):**

Click here to enter text.

**GRADE MODE:** STANDARD GRADING

**IS THIS A GENERAL EDUCATION COURSE?** NO

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE COURSE?** NO

**IF SO, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE?** TYPE NUMBER HERE

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THIS CHANGE IN COURSE HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** NO

**eXPLAIN:**

course learning outcomes will only impact this course

**IF YES, HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS MADE?**

CLICK HERE TO ENTER TEXT.

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** NO

**IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** NO

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

### SECTION III

**PROVIDE JUSTIFICATION FOR CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

course learning outcomes updated to include assignments that were added to address state reading competencies for educators.

**NOTE:**

CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS TO BEGIN IN THE SPRING TERM. THE PROPOSED CHANGES MUST BE PRESENTED AND APPROVED BY THE SEPTEMBER CURRICULUM COMMITTEE PRIOR TO THE SPRING SEMESTER.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:** fALL 2011

VPASA SIGNATURE (IF NECESSARY) TO APPROVE CURRICULUM ACTION MID-YEAR:

APPROVED EFFECTIVE TERM



**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 1/14/2010

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSMENT:**

 1/21/2011

**DISTRICT DEAN OF INSTRUCTION ENDORSEMENT:**

 1/26/2011

AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPASA OFFICE.

THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO THE OFFICE OF THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS AT LEAST TWO FRIDAYS PRIOR TO THE NEXT SCHEDULED CURRICULUM COMMITTEE MEETING.

FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE GUIDELINES, CURRICULUM PROCESS FLOW CHART AND THE CRITICAL DATES TABLE BY CLICKING CURRICULUM COMIITTEE ON THE FACULTY/STAFF LINK FROM THE EDISON HOMEPAGE (CLICK ON THE CURRICULUM PROCESS LINK).

REVISED: 8/25/10