## change of COURSE PROPOSAL FORM

**ACADEMIC AREA:** SCHOOL OF EDUCATION

**PROGRAM:** BS ELEMENTARY EDUCATION

**PROPOSEd by**: Joyce Rollins

**PRESENTER:** Joyce Rollins

**SUBMISSION DATE:** 1/4/2013

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

### RED 4012 Foundations of literacySECTION 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”

 type new COURSE TITLE HERE

**** TYPE IN DEPARTMENT

**** LIST ALL PREREQUISITES IN SEQUENTIAL ORDER

**** sELECT MINIMUM GRADE rEQUIRED

**** 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.

****

Click here to enter topic outline. Feel free to use bullets to format the 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 apply effective strategies for differentiating reading instruction for a diverse population of students. | Field Experience ShowcaseLesson Plans | TIM |
| The teacher candidate will evaluate the role of phonology, phonemic awareness, and phonics as they relate to language development and reading performance. | Guided Reading Journal | COM |
| The teacher candidate will apply the principles of morphology, semantics and syntax as they relate to language acquisition and reading development. | Field Experience ShowcaseSmall Group Simulated Teaching | TIMCOM |
| The teacher candidate will differentiate between informal language and academic language and understand the implications for reading instruction. | Field Experience ShowcaseLesson Plans | TIM |
| The teacher candidate will analyze the interdependence between each of the major reading components and their effect upon fluency and comprehension in the reading process. |  Guided Reading Journal | COM |
| The teacher candidate will analyze the connection between listening, speaking, reading and writing; and apply that understanding to create meaningful literacy experiences for students. | Field Experience ShowcaseLiterature Circles | TIM |
| The teacher candidates will compare and contrast explicit reading instruction, whole language principles and balanced literacy approaches. | Guided Reading JournalField Experience Showcase  | COMTIM |
| The teacher candidate will classify characteristics of language acquisition and reading development of learners from mainstream, exceptional needs and ELL populations. | Guided Reading Journal Lesson Plans | COM |
| The teacher candidate will design literacy experiences that promote comprehension and critical thinking skills for a diverse population of students. | Field Experience ShowcaseLesson PlansSmall Group Simulated Teaching Activities | TIM |
| The teacher candidate will create lessons that engender a love of reading among a diverse population of students. | Field Experience ShowcaseLiterature Circles | TIM |

**SPECIFIC COURSE COMPETENCIES:**

 **Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC- Florida Subject Area Competencies and Skills**

 **FEAP- Florida Educator Accomplished Practices**

 **PEC- Professional Education Competencies**

**ESOL T.S.- Florida Teacher Standards for ESOL Endorsement**

 **ESOL K-12- English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and*

 *competencies found above.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| RED 4012 Foundations of Reading & Literacy Development |  | Field Experience Showcase | 3b, 3e, 3f, 3g | 1.C.61.F.12.B.42.B.52.C.12.C.42.C.52.D.12.F.14.14 | 2.1.a, 2.1.b, 2.1.c, 2.3.a, 2.3.b, 2.3.a3.1.b, 3.2.a, 3.2.d, 3.2.e, 3.2.i, 3.2.k | 1,2,6,8 |
| Guided Reading Journal | 5e, 5f | 1.A.11.A.21.b.31.C.11.C.41.D.1 |  |  |
| Lesson Plans | 1a, 1b, 1c | 1.A.5, 1.B.1, 2.B.2, 2.F.2, 2.F.3, 2.F.7, 4.6, 4.10, 4.12, 4.13, 4.16, 4.18, 4.19 |  |  |
| Simulated Teaching | 3a, 3f, 3h, 3i | 2.A.8, 2.C.22.G.12.G.34.114.15 |  |  |
| Literature Circles | 5e | 2.A.22.A.4 |  |  |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

### SECTION II (must complete each item below)

**ICS CODE FOR THIS COURSE:** -- NO CHANGE --

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S)—Enter “NA” OR MAJOR code(S):**

BS ELED

**GRADE MODE:** -- NO CHANGE --

**IS THIS AN “INTERNATIONAL OR DIVERSITY FOCUS” COURSE?** -- NO CHANGE --

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

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

**iS THIS AN HONORS COURSE?** -- NO CHANGE --

**IS THIS A REPEATABLE\* COURSE?** -- NO CHANGE --

(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3-credit hour course, can be repeated 1 time and a student can earn a maximum of 6 credits.)

\*not the same as Multiple Attempts or Grade Forgiveness

**IF “YES”, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE? if “NO”, ENTER “na” BELOW.**

 TYPE NUMBER HERE

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

**WILL THESE CHANGES HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?**

NO

**IF “YES,” please eXPLAIN or submit comments (ENTER “NA” or COMMENTS):**

 CLICK HERE TO ENTER TEXT

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

 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?**

-- NA --

**IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?**

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

 -- NA --

### SECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION)—ENTER “na” OR TEXT:**

The state of florida adopted new florida educator accomplished practices (FEAPs) and reading competencies. all state approved programs submitted new student learning outcomes aligned with the new feaps and reading comptencies to the state for approval in november. the approved changed must be instituted at the college level by fall 2013. these additional learning outcomes are a separate matrix included in section IV learning outcomes on the edison state college syllabi. the updated matrix is submitted for approval by the curriculum committee. additionally the verbiage in that section has been changed from sunshine state standards to common core and/or next generation sunshine state standards. while elementary, reading and some 6-12 math standards have transitioned to common core, the higher math classes and science continue to use next generation sunshine state standards. lastly the titles of some assessments were revised to align to the new feaps.

**nOTE:** Changes for the Fall 2013 Term must be submitted and approved no later than the January Curriculum Committee Meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President of Academic Affairs to begin in either the spring or summer term.

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

FALL 2013

TYPE IN TERM IF “EXCEPTION” AND OBTAIN BOTH SIGNATURES BELOW OR TYPE “NA”

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:

SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 1/4/2013

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 1/4/2013

**DEANS’ COUNCIL Review – verified by:**

 1/16/2013

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSEMENT:**

 2/11/2013

**FOR CURRICULUM COMMITTEE MEETING DATE: February 22, 2013**

Completed curriculum proposals must be uploaded to the dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission for Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents