## 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 4519 DIAGNOSIS AND INTERVENTION IN READING 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”

 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 analyze and apply appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.  | Diagnostic Case StudyGuided Reading Journal | CT |
| The teacher candidate will relate assessment to planning instruction to meet student learning needs. | Diagnostic Case StudyGuided Reading Journal | CTCOM |
| The teacher candidate will interpret students’ formal and informal test results.  | Diagnostic Case Study | CT |
| The teacher candidate will utilize measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests.  | Diagnostic Case StudyGuided Reading Journal | CT |
| The teacher candidate will apply concepts of test reliability and validity, and describe major types of derived scores from standardized tests. | Diagnostic Case StudyGuided Reading Journal | CT |
| The teacher candidate will apply knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures).  | Diagnostic Case StudyGuided Reading Journal | CT |
| The teacher candidate will analyze data to identify trends that indicate adequate progress in student reading development.  | Diagnostic Case StudyGuided Reading Journal | COMCT |
| The teacher candidate will use data to differentiate instruction (grouping strategies, intensity of instruction: ii vs. iii).  | Diagnostic Case StudyGuided Reading Journal | CT |
| The teacher candidate will interpret data with application of instruction that matches students with appropriate level of intensity of intervention (in whole class, small group, one-to-one), with appropriate curricular materials, and with appropriate strategies.  | Diagnostic Case StudyResearch Paper and Related Small Group Lesson Plan | CTCOM |
| The teacher candidate will utilize appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.  | Diagnostic Case StudyGuided Reading Journals | CT |
| The teacher candidate will describe interpretive issues that may arise when English language tests are used to assess reading growth in LEP students.  | Guided Reading Journal |  |
| The teacher candidate will utilize reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading.  | Diagnostic Case Study | COMCT |
| The teacher candidate will differentiate common difficulties in development of each of the major reading components.  |  Guided Reading Journal | COM |
| The teacher candidate will compare and contrast effective word recognition strategies used by more skilled readers for word recognition and comprehension to those strategies used by beginning and/or struggling readers.  | Research Paper and Related Small Group Lesson Plan  Guided Reading Journal | COM |
| The teacher candidate will utilize structures and procedures for monitoring student reading progress.  |  Diagnostic Case StudyGuided Reading Journal | CT |
| The teacher candidate will apply knowledge of scientifically-based reading research in each of the major reading components to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).  | Diagnostic Case StudyResearch Paper and Related Small Group Lesson Plan | CTCOM |
| The teacher candidate will apply research-based practices and materials for preventing and accelerating both language and literacy development.  | Diagnostic Case Study | CT |
| The teacher candidate will employ techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth. |  Diagnostic Case Study | CTCOM |
| The teacher candidate will apply research-based instructional practices for developing students’ phonemic awareness.  | Simulated Mini-lesson | CTCOM |
| The teacher candidate will apply research-based instructional practices for developing students’ phonics skills and word recognition. | Simulated Mini-lessonResearch Paper and Related Small Group Lesson Plan | CT |
| The teacher candidate will apply researched-based instructional practices for developing students’ reading fluency, automaticity, and reading endurance.  | Simulated Mini-lessonResearch Paper and Related Small Group Lesson Plan | CT |
| The teacher candidate will apply researched-based instructional practices for developing both general and specialized content area vocabulary.  | Simulated Mini-lessonResearch Paper and Related Small Group Lesson  | CT |
| The teacher candidate will apply researched-based instructional practices for developing students’ critical thinking skills.  | Simulated Mini-lessonResearch Paper and Related Small Group Lesson  | CTCOM |
| The teacher candidate will apply research-based instructional practices for facilitating reading comprehension.  | Research Paper and Related Small Group Lesson | CT |
| The teacher candidate will apply knowledge of language to instruction in working with LEP students that are at different levels of oral proficiency.  |  Research Paper and Related Small Group Lesson | CT |
| The teacher candidate will utilize instructional strategies to facilitate students’ metacognitive skills in reading.  |  Simulated Mini-lesson | CT |
| The teacher candidate will employ reliable and valid assessment procedures to validate instructional applications.  | Diagnostic Case Study | CT |
| The teacher candidate will set goals for instruction and student learning based on assessment results to monitor student progress.  | Diagnostic Case Study | CT |

**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.*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| COURSE  | FSAC | CRITICAL TASKS | FEAP/PEC | READING | ESOL T.S. | ESOL K-12 | GEN EDCOMP | COURSE  |
| **RED 4519:**Diagnosis and Intervention in Reading | 1.10, 2.4, 4.3, 4.4, 4.5, 4.6, 5.1, 31.3 | Diagnostic Case Study to Electronic Portfolio | 3c, 3d | 1. A. 10, 1.C.6, 1. D. 5, 1.E.3, 1.E.5, 1.F.2, 1.F.6, 1. G. 6, 2.A. 3, 2.A.5, 2.B.5, 2.C.1, 2.C.5, 2.D.1, 2.D.4, 2.D.5, 2. E. 3, 2.F. 8, 2.G.6, 3.1, 3.2, 3.7, 3.11, 4.4, 4.9 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e, 5.1.a,5.1.b,5.1.c, 5.2.b, 5.2.c, 5.3.a, 5.3.b, 5.3.f | 10 | CT | **RED 4519:**Diagnosis and Intervention in Reading |
|  | Guided Reading Journal | 5e | 2.A.12.A.22.A.72.B.1 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e | 3,6 |  |  |
|  | Research Paper and Related Small Group Lesson Plans | 5b1a1b1c | 2.G.42.A.92.A.54.84.114.94.13 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e | 1,6,10 | COM |  |
|  |  | Simulated Mini Lessons | 3a, 3e. 3h | 1. A. 32.B.12.A.12.A.22.A.42.A.82.B.12.G.1 |  |  |  |  |
| **COURSE**  | **FSAC** | **CRITICAL TASKS** | **FEAP/****PEC** | **READING** | **ESOL T.S.** | **ESOL K-12** | **GEN ED****COMP** | **COURSE**  |
| **RED 4519:**Diagnosis and Intervention in Reading | 1.10, 2.4, 4.3, 4.4, 4.5, 4.6, 5.1, 31.3 | Diagnostic Case Study to Electronic Portfolio | 3c, 3d | 1. A. 10, 1.C.6, 1. D. 5, 1.E.3, 1.E.5, 1.F.2, 1.F.6, 1. G. 6, 2.A. 3, 2.A.5, 2.B.5, 2.C.1, 2.C.5, 2.D.1, 2.D.4, 2.D.5, 2. E. 3, 2.F. 8, 2.G.6, 3.1, 3.2, 3.7, 3.11, 4.4, 4.9 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e, 5.1.a,5.1.b,5.1.c, 5.2.b, 5.2.c, 5.3.a, 5.3.b, 5.3.f | 10 | CT | **RED 4519:**Diagnosis and Intervention in Reading |
|  |  | Guided Reading Journal | 5e | 2.A.12.A.22.A.72.B.1 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e | 3,6 |  |  |
|  |  | Research Paper and Related Small Group Lesson Plans | 5b1a1b1c | 2.G.42.A.92.A.54.84.114.94.13 | 2.1.b, 2.3.c, 2.3.e, 3.2.e,3.2.i,3.2.j, 4.1.e | 1,6,10 | COM |  |
|  |  | Simulated Mini Lessons | 3a, 3e. 3h | 1. A. 32.B.12.A.12.A.22.A.42.A.82.B.12.G.1 |  |  |  |  |

**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, BS laed

**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:**

 PLEASE SELECT TODAY’S DATE

**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