ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)

Proposal # 22-68	Title: EDU 330: Emergent Literacy

(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**

2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum.   A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.

3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.

4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.

5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.

7. The Chancellor approves or disapproves the proposal.

8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

> **Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --   http://www.msun.edu/admin/provost/senate/proposals.htm**

> **Documentation and forms for the curriculum process is also available on the web page:**
> **http://www.msun.edu/admin/provost/forms.htm**

*****(If a proposal is disapproved at any level, it is returned through the Academic Senate secretary and the Senate President, to the Dean of the submitting college who then notifies the originator.**

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		☐ Abstract Approved ☐ Disapproved						
Received by Senate Secretary	04/04/2023	Tracking form initiated	D Bradley		Forward to Gen Ed	K Udayakumar		
General Education Committee (if applicable)	04/04/2023	☐ Approved ☐ N/A	D Bradley		Forward to Curriculum Committee	C Donoven		DocuSign
Curriculum Committee (if applicable)	04/04/2023	☒ Approved ☐ Disapproved	DocuSigned by: Casey Donoven		Forward to Academic Senate	V Guyant		Docusign
Academic Senate	4/11/2023	☒ Approved ☐ Disapproved	DocuSigned by: Valerie Guyant		Forward	C. Reifschneider		Docusign
Full Faculty (if necessary)		☐ Approved ☐ Disapproved						
Provost	5-26-23	☒ Approved ☐ Disapproved	Carol A. Ralphred		Forward	Chancellor		
Chancellor		☒ Approved ☐ Disapproved	Gregory O. Kegel 6.3.2023					
MSU		☐ Approved ☐ Disapproved	N/A					
BOR		☐ Approved ☐ Disapproved	N/A					
NWCCU		☐ Approved ☐ Disapproved	N/A					
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward. *Abstract and pre-approval required for new programs ONLY.

Academic Senate Form 1 (Revised 3/21/2012)

COURSE REVISION FORM

NEW _X_ DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College__CASE_____ Program Area ___Education_____ Date _3/22/2023_

Submitter_____ 4/6/2023 Dean ___Beth Duwelye___ Date _5-1-23_
　　　　Signature　　　　　　　　　Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

1. To consolidate the coursework in the education program to bring our credit count in parity with other universities across the state.
2. To combine courses where appropriate to eliminate the 1-credit and 2-credit courses in order to make delivery and student course load more efficient
3. To align coursework (CCN) with the MUS Transfer Pathways

This will take the place of **EDUC 355. Phonics & Word Identification.**
We are the only university in the MUS system that was continuing to teach this course through the old EDUC abbreviation and moving to the CCN EDU abbreviation will align the course to MUS courses.

Please provide the following information:

College: CASE
Program Area: Education
Date: 3-22-2023
Course Prefix & No.: EDU 330

Course Title: Emergent Literacy
Credits: 3

Required by: Elementary Education

Selective in: NA
Elective in: NA
General Education: NA

Lecture: 3
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 45 hours
Contact hours lab:

Current Catalog Description (include all prerequisites):

New course

Proposed or New Catalog Description (include all prerequisites):

This course is designed to focus on the science of reading and systematic ways to teach students how to read. The purpose of this course is to gain knowledge and skills that contribute to the teacher candidate's ability to teach reading, including that of oral language, phonological awareness, concepts of print, phonics, and beginning vocabulary, reading fluency, and

comprehension. The course will include the development of learning experiences appropriate for young readers as they learn how to read.

Course Outcome Objectives:

- Explain the development of language and literacy skills including knowledge about oral language, phonological awareness, concepts of print, phonics, and beginning vocabulary, fluency, and comprehension
- Develop meaningful, integrated, responsive, and active learning experiences for young children as they learn how to read
- Develop a view of literacy consistent with the current understanding of best practices
- Understand key reading curriculum for the K-3 student including
  - Apply and analyze various strategies for effective reading instruction
  - Utilize a variety of measurements and procedures for evaluating reading development as well as interpreting results to guide instruction
  - Use reading strategies in a variety of K-3 contexts to meet the different developmental needs of readers
- Understand the differences in the cultures and languages of home and school and how they impact the learning process
- Engage in professional behaviors that contribute to the development of the teacher candidate's classroom readiness

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05