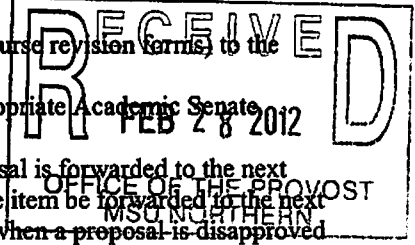


ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

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) to the Academic Senate Secretary.
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.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded 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 when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.



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/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

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

Proposal # <u>11-08</u>	Title: <u>Minor in Reading K-12 & Informational Change</u>
(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)	

	Date			
Received by ACAD Senate	<u>12-02-11</u>	Approved	Disapproved	
Forwarded to Gen Ed Committee	_____	Signature	Date	
Returned to ACAD Senate	_____			
Forwarded to Curriculum Committee	<u>12-02-11</u>	Approved <input checked="" type="checkbox"/>	Disapproved	
Returned to ACAD Senate	<u>1-18-12</u>	Signature <u>[Signature]</u>	Date <u>1-12-12</u>	
Forwarded to Graduate Council	_____	Approved	Disapproved	
Returned to ACAD Senate for Vote	<u>1-18-12</u>	Signature	Date	
Forwarded to Provost for Approval/Disapproval	<u>2-28-12</u>	Approved <input checked="" type="checkbox"/>	Disapproved	<u>3-1-12</u>
Forwarded to Chancellor for Approval/Disapproval	_____	Signature <u>Rosalyn Austin Templeton</u>	Date	
Copies sent to originating college and	_____	Approved	Disapproved	
		Signature <u>James C. [Signature]</u>	Date <u>3-4-12</u>	

COURSE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION ___ FOR INFORMATION ONLY X

College EASN Program Area Education Date 9/29/11

Submitter *Terlene J. Tucker* Chair/Dean *Carol A. Reiford* Date 10-17-11
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s): *This course is being changed to provide more clear instruction about the practicum requirements of 45 hours.*

Please provide the following information:

College: EASN

Program Area: Education

Date: 9/29/11

Course Prefix & No.: EDU 335

Course Title: Fundamental and Corrective Strategies in the Elementary Reading Program

Credits: 3

Required by: Elementary Education Majors and Reading Minors

Selective in:

Elective in: Education

General Education:

Lecture: 3 hours

Lecture/Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

EDUC 335 Fundamental and Corrective Strategies in the Elementary Reading Program

3 semester credits This course is designed to investigate reading instruction in the elementary grades. This will include a study of the reading process, methods of instruction, materials available, and reading skills. Methods, procedures, and techniques of identifying, analyzing, and correcting reading difficulties will be explored. Students will participate in a lab experience, which will provide an opportunity to obtain classroom teaching experience in language arts. Prerequisites: Level I Admission to Teacher Education, EDU 380, EDU 383, and EDUC 380. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

Proposed or New Catalog Description (include all prerequisites):

EDUC 335 Fundamental and Corrective Strategies in the Elementary Reading Program

3 semester credits This course is designed to investigate reading instruction in the elementary grades. This will include a study of the reading process, methods of instruction, materials available, and reading skills. Methods, procedures, and techniques of identifying, analyzing, and correcting reading difficulties will be explored. **Students will participate in a practicum experience (45 hours maximum per semester arranged with the instructor, school, and candidate) which will provide an opportunity to obtain classroom experience in strategies that will help the struggling reader.**

Prerequisites: Level I Admission to Teacher Education, EDU 380, EDU 383, and EDUC 380. Graduate credit requirements are described in the course syllabus.

If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

Course Objectives:

- Teacher candidates will have an understanding of reading as a complex process involving not one but many facets.
- Teacher candidates will explore the basic principles of effective reading instruction including the teacher, the student, the context, and the content of instruction.
- Teacher candidates will explore a variety of current approaches to reading instruction and be able to compare and contrast approaches.
- Teacher candidates will examine different methods of reading assessment, evaluation, and record keeping.
- Teacher candidates will demonstrate an awareness of the impact environment, culture (Indian Education for All), linguistics, socio-economic (concentrated intergenerational poverty), exceptionalities, gender, and other factors have on teaching reading to all students.

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

ACAD course revision form 12-12-2001