

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

Proposal # 22-70

Title: EDU 348; Literacy Assessment, Diagnosis and Intruction

(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		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> 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	<input type="checkbox"/> Approved <input type="checkbox"/> N/A	D Bradley		Forward to Curriculum Committee	C Donovan		DocuSign
Curriculum Committee (if applicable)	04/04/2023	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	DocuSigned by: Casey Donovan		Forward to Academic Senate	V. Guyant		DocuSign
Academic Senate	4/11/2023	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	DocuSigned by: Valerie Guyant		Forward	C. Reifschneider		DocuSign
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	DE995B0729A143B...					
Provost	5-26-23	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Carol A. Raphael		Forward	Chancellor		
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Gregory D. Keel	6.8.2023				
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> 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.

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College CASE Program Area Education Date 3-22-2023

Submitter [Signature] 4/6/2023 Dean Beth Duvvury Date 5-1-23
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

MSU-Northern is the only University in the MUS system that is currently using **EDU 335. Fund & Corr Strtg Elem Rdg Prg.** Using EDU 348 will align better to the MUS system.

Please provide the following information:

College: CASE
Program Area: Education
Date: 3-22-2023
Course Prefix & No.: EDU 348

Course Title: Literacy Assessment, Diagnosis, and Instruction
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 investigate reading assessment and instruction in the elementary grades. This will include an overview of the reading process, methods of assessment, and best practices for instruction. Methods, procedures, and techniques for identifying, analyzing, and correcting, reading difficulties will be explored. The purpose of the course is to evaluate individual students' ability to read to then guide instruction. Teacher candidates will administer,

score, and interpret the results of various assessment instruments and create lesson plans to meet the academic needs of students as identified by the assessment data.

Course Outcome Objectives:

- Analyze and implement various assessment methods used in K-8 classrooms
- Examine different methods of reading assessment, evaluation, and record keeping
- Interpret and utilize assessment results to develop lesson plans to individualize for students' literacy needs
 - utilize data to design and practice teaching in whole group, small group, and providing individual intervention
- Utilize the five components of reading to identify students' reading abilities
- Compare, contrast, and practice a variety of reading strategies and instructional materials
- Explore the basic principles of effective reading assessment and instruction including the teacher, student, context, and content
- Collect and organize data from assessments and instruction for the purpose of communicating with administrators, peers and parents and add to Response to Intervention (RtI) discussion

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