Code # Enter text…

**New Course Proposal Form**

## [ ] Undergraduate Curriculum Council

**[X ] Graduate Council**

**[ X] New Course or [ ]Experimental Course (1-time offering) (Check one box)**

### Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

Joanna Grymes

8/29/17…

Rob Williams

9/22/2017

#### Department Curriculum Committee Chair COPE Chair (if applicable)

**Ron Towery**

8/29/17

Mary Jane Bradley

**9/25/17**

ENTER DATE…

**Department Chair: Head of Unit (If applicable)**

**Wayne W. Wilkinson**

**8/30/2017**

ENTER DATE…

**College Curriculum Committee Chair Undergraduate Curriculum Council Chair**

**Mary Jane Bradley 9/5/2017**

NTER DATE…

ENTER DATE…

#### College Dean

ENTER DATE

#### Graduate Curriculum Committee Chair

ENTER DATE…

**General Education Committee Chair (If applicable) Vice Chancellor for Academic Affairs**

1. Contact Person (Name, Email Address, Phone Number)

Dr. Ron Towery, [rtowery@astate.edu](mailto:rtowery@astate.edu) 870-972-3059

1. Proposed Starting Term and Bulletin Year

Fall 2017

1. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

RDNG 7493

1. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Reading and Writing Capstone

1. Brief course description (40 words or fewer) as it should appear in the bulletin.

Serves as both the review and comprehensive examination of program content with a focus on developing descriptive, analytical, and reflective writings that demonstrate effective applications of practices for literacy instruction. Must be taken in final semester of coursework.

1. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).
   1. Are there any prerequisites? Yes.
      1. If yes, which ones?

The course must be taken during the student’s final semester in the program.

* 1. Why or why not?

This course is restricted to Reading EdS students who have completed 24 hours of reading EdS coursework.

* 1. Is this course restricted to a specific major? Yes.
  2. If yes, which major? EdS in Reading

1. Course frequency (e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*
2. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

1. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. Is this course dual listed (undergraduate/graduate)?

No.

1. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.) No.
   1. If yes, please list the prefix and course number of cross listed course.
   2. Are these courses offered for equivalent credit? Please explain.
2. Is this course in support of a new program? No.
   1. If yes, what program?
3. Does this course replace a course being deleted? No.
   1. If yes, what course?
4. Will this course be equivalent to a deleted course? No.
   1. If yes, which course?
5. Has it been confirmed that this course number is available for use? Yes.

*If no: Contact Registrar’s Office for assistance.*

1. Does this course affect another program? No.

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

# Course Details

1. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Review of key concepts for the theoretical and evidence-based foundations of reading and writing processes and instruction

Week 2: Review of instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing

Week 3: Applied case study to review and make recommendations

Week 4: Comprehensive Exam Question #1

Week 5: Review of assessment tools and practices to plan and evaluate effective reading and writing instruction

Week 6: Review of literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society

Week 7: Applied case study to review and make recommendations

Week 8: Comprehensive Exam Question #2

Week 9: Review of the integration of foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments

Week 10: Review of professional learning and leadership as a career-long effort and responsibility

Week 11: Comprehensive Exam Question #3

Week 12: Key concepts from qualitative reading research

Week 13: Key concepts for quantitative reading research

Week 14: Comprehensive Exam Question #4

1. Special features (e.g. labs, exhibits, site visitations, etc.) No.
2. Department staffing and classroom/lab resources
   1. Will this require additional faculty, supplies, etc.? No.
3. Does this course require course fees? No.

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

## Course Justification

1. Justification for course being included in program. Must include:
   1. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Adding this course addresses the need for a comprehensive, culminating course where candidates must demonstrate their ability to apply knowledge of literacy and effective instructional decision-making.

* 1. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

As required by our SPA accreditor, the International Literacy Association (ILA), candidates must demonstrate their content knowledge in the form of an exam in reading education. This Capstone course will be the venue by which students are able to demonstrate their competencies in a written comprehensive examination format.

* 1. Student population served.

is graduate course will serve students who have completed the coursework outlined in their degree plans for the reading education specialist degree.

* 1. Rationale for the level of the course (lower, upper, or graduate).

Both the nature of the course, a comprehensive exam, and the content of the course which is aligned to ILA standards for reading professionals warrant graduate level studies.

## University Outcomes

## Assessment

1. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| a. **[]** Global Awareness | b. **[X]** Thinking Critically | c. **[ ]** Information Literacy |

## Relationship with Current Program-Level Assessment Process

1. What is/are the intended program-level learning outcome/s for students enrolled in this course?

ILA Standards

[Standard 1: Foundational Knowledge](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-1): Reading Specialist/Literacy Coach candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

[Standard 2: Curriculum and Instruction](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-2)**:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

[Standard 3: Assessment and Evaluation](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-3)**:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

[Standard 4: Diversity](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)**:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

[Standard 5: Literate Environment](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)**:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

[Standard 6: Professional Learning and Leadership](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-6)**:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Where will this course fit into an already existing program assessment process?

This course will replace the stand-alone comprehensive exam assessment in which students demonstrate their ability to apply content knowledge of standards that were already assessed throughout the program.

1. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from**  **question #23)** | [Standard 1: Foundational Knowledge](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-1): Reading Specialist/Literacy Coach candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.  [Standard 2: Curriculum and Instruction](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-2)**:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.  [Standard 3: Assessment and Evaluation](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-3)**:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.  [Standard 4: Diversity](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)**:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.  [Standard 5: Literate Environment](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-4)**:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.  [Standard 6: Professional Learning and Leadership](https://literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-6)**:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. |
| Assessment Measure | A series of comprehensive exam questions. |
| Assessment Timetable | These will take place during the middle and at the end of the course. |
| Who is responsible for assessing and reporting on the results? | The professor on record will be responsible for administering the assessment, and the reading area group coordinator will be responsible for analyzing and reporting the results. |

*(Repeat if this new course will support additional program-level outcomes)*

## Course-Level Outcomes

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| --- | --- |
| **Outcome 1** | Candidates will create study guides, outlines, or reflective journal entries in order to synthesize the theoretical and evidence-based foundations of reading and writing processes and instruction. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A personal study guide, outline, or reflective summary journal entry |
| **Outcome 2** | Candidates will create study guides, outlines, or other review tools in order to synthesize the tenets of instructional approaches, materials, and an integrated, comprehensive, balanced curriculum that supports student learning in reading and writing. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A personal study guide, outline, or reflective summary journal entry |
| **Outcome 3** | Candidates will create study guides, outlines, or other review tools in order to synthesize the use of a variety of assessment tools and practices that could be used to plan and evaluate effective reading and writing instruction. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A series of comprehensive exam questions. |
| **Outcome 4** | Candidates will create study guides, outlines, or other review tools in order to synthesize their understandings of how awareness, understanding, respect, and valuing of differences in our society impacts literacy development. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A series of comprehensive exam questions. |
| **Outcome 5** | Candidates will create study guides, outlines, or other review tools in order to synthesize their understandings of integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments for creating a literate environment.  . |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A series of comprehensive exam questions. |
| **Outcome 6** | Candidates will create study guides, outlines, or other review tools in order to synthesize their understandings of professional learning and leadership as a career-long effort and responsibility. |
| Which learning activities are responsible for this outcome? | The candidates will review a series of applied literacy case studies and/or scenarios in order to synthesize their applied understandings of the content knowledge acquired in an essay format. |
| Assessment Measure | A series of comprehensive exam questions. |

*(Repeat if needed for additional outcomes)*

# Bulletin Changes

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**   * Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~) * New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). * Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)   *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon * *, and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**RDNG 645V. Thesis**

**RDNG 6493. Advanced Reading Methods and Intervention** Examines latest trends in research based reading instructional methodology and development, implementation, and mon- itoring of intervention for struggling readers. Prerequisite: RDNG 6313 theory and Practice in Teaching Reading (or equivalent); and enrollment in a Graduate Program within the College of Education.

**RDNG 6513. Emergent Literacy Birth - Primary Grades** Focuses on the development of literacy skills, birth through primary grades, including the process of exposure to words, print, and the opportunity to write as a part of the literacy process. This course maintains alignment with state and national standards.

**RDNG 6533. Literacy for Diverse Learners** Examines literacy issues in the context of multicul- tural education and culturally responsive pedagogy with a focus on the differentiation of literacy needs among various student cultures and special needs students. Presentation and rehearsal of explicit literacy instruction to enhance comprehension. Restricted to MSE Reading major or permission of instructor.

**RDNG 6553. Adolescent Literacy** Analyzes current federal initiatives and reform policies related to adolescent literacy. Examines the social and cognitive processes related to adolescent literacy. Study of methods to facilitate literacy learning for adolescents in all curricular areas. Re- stricted to MSE Reading major or permission of instructor.

**RDNG 6563. Principles of Literacy Cognition** An examination of current research on literacy cognition, reading disorders, and research - based methodologies for reading instruction, with implications for instruction.

**RDNG 6573. Action Research in Literacy Education** Examination of theory and practice in action research as applied to literacy education with practical application in literacy settings. Pre- requisite: Admission to MSE-Reading program or approval by professor; ELFN 6773: Statistics and Research.

**RDNG 680V. Independent Study**

**RDNG 7273. Multicultural Influences in Reading and Literature** Survey of contemporary literary theory and criticism including an examination of the role of multiple perspectives and di- verse voices in literature as a transformative agent in schools and society. Restricted to graduate students in education programs or permission of instructor.

**RDNG 7283. Writing Pedagogy: Advanced Processes of Writing** An examination of varied perspectives of the processes of writing, with a focus on recursive practices in authentic, academic, and personal settings; reflection on personal and academic writing practices and re- search of writing pedagogy facilitating the study of effective application. This course is restricted to Ed.S. degree Reading candidates or other graduate students with permission of the instructor.

**RDNG 7393. Literacy Leaders as Community Advocates** Examination of the role of literacy leaders within the school, community, and family context with a focus on literacy advocacy project development, implementation, and evaluation. Restricted to MSE-Reading or Ed.S.-Read- ing candidates or approval of the instructor

**RDNG 745V. Thesis** Thesis is specific as the capstone for the Specialist in Education Reading (Ed.S. Reading) Program and enrollment is restricted to those students.

**RDNG 7473. Theories of Language Acquisition** Overview of theoretical and practical orientations regarding language acquisition with a focus on English Language Learners including an examination of language acquisition models and their application in schools and classrooms. Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).

***RDNG 7493 Reading and Writing Capstone* Serves as both the review and comprehensive examination of program content with a focus on developing descriptive, analytical, and reflective writings that demonstrate effective applications of practices for literacy instruction. Must be taken in final semester of coursework.**

**RDNG 7543. New Literacies** An overview of theoretical and pedagogical frameworks of the New Literacies with an emphasis on the intersection of student lives, culture, and technology. Restricted to Ed.S.-Reading Candidates or graduate students with permission of the instructor. Prerequisite: RDNG 6313 Theory and Practice in Teaching Reading (or equivalent).