CIM Report Jan 4, 2018 1:53pm

Course Changes Pending Approval from Graduate Curriculum Committee

Code	Field	Old Value	New Value	Minutes / Discussion
LTCY 519	Course title	Foundations Reading Instruction	Foundations of Literacy Instruction	
	Course description	Analysis of the reading process with emphasis on the psychological and physiological foundations of the reading act.	Investigation of theory and practice of literacy instruction and factors impacting literacy learning. Discussion of literacy as reading, writing, speaking, and listening.	1st Day - 2nd Groves - All in favor - Approved
	Abbreviated course title	FOUNDATIONS READ INSTRUCTION	FOUNDATIONS OF LITERACY INSTRU	
	Contact(s)		Nancy Hulan | nancy.hulan@wku.edu | 270-745-4324	
	Term for implementation		Fall 2018	
	Reason for developing the proposed course		The change in catalog listing is in response to the change in language within the International Literacy Association's Standards for Literacy Professionals, which will begin implementation in December 2017.	
	Learning outcomes		1 | Demonstrate knowledge of theoretical, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension) develop throughout the grades. 2 | Demonstrate knowledge of theoretical, historical, and evidence-based components of writing development and the writing process throughout the grades. 3 | Demonstrate knowledge of theoretical, historical, and evidence-based components of communication (e.g., reading, writing, listening, speaking, and viewing) throughout the grades. 4 | Demonstrate knowledge of theories about diverse learners, equity, and culturally responsive instruction. 5 | Develop strategies for working with families in encouraging literacy. 6 | Understand that a variety of instructional routines and procedures are needed to differentiate literacy instruction.	
	Content outline		1 | Evidence-based best practices for comprehensive literacy instruction 2 | Best practices in teaching the New Literacies of Online Research and Comprehension 3 | Current Issues and Best Practices for Literacy Instruction 4 | Best Practices in Early Literacy: Preschool, Kindergarten, and First Grade 5 | Best Practices in Teaching Phonological Awareness and Phonics 6 | Best Practices to Change the Trajectory of Struggling Readers 7 | Best Practices in Motivating Students to Read 8 | Best Practices for Teaching Dual Language Learners 9 | Best Practices in Vocabulary Instruction 10 | Helping Parents Help Children Achieve the Common Core State Standards 11 | Best Practices in Narrative and Informational Text Comprehension 12 | Best Practices in Fluency Instruction 13 | Best Practices in Teaching Writing 14 | Best Practices in Adolescent Literacy Instruction 15 | Best Practices in Reading Assessment 16 | Organizing effective literacy instruction for differentiation 17 | Best Practices in Professional Development for Improving Literacy Instruction in Schools.	
PS 528			New	
				1st Dressler - 2nd Day - E-Governance means eletronic governance (websites/twitter/etc) - Friendly Amendment - Within the learning objectives remove "student will" (Kirk
PS 566			New	
				1st Day - 2nd Groves - Friendly Amendment - Within the learning objectives remove "student will" (Kirk did live in system). Friendly Amendment - Delete last sentence under reasoning.