

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 2018 COLLEGE: CEHD

## PROPOSED IMPROVEMENTS

### Academic Program

- ☐ New degree\*
- ☐ New major\*
- ☐ New curriculum\*
- ☐ New concentration\*
- ☐ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☐ Other (explain\*\*)

### Substantive Course Changes

- ☐ New course
- X ☒ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description  
(attach current & proposed)
- ☐ General education (select one)  
Not Applicable
- ☐ Other (explain\*\*)

### Misc. Course Changes

- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain\*\*)

\*\* Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Elementary Education Majors

Existing course prefix and #: LS 5100 Proposed course prefix and #: same – no change Credit hours: 3

Existing course title: Diversity in Language, Literacy, and Learning

Proposed course title: same – no change

Existing course prerequisite & co-requisite(s): LS 3780

Proposed course prerequisite(s) NONE – We propose to remove this pre-requisite.

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) NA

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently: NA

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

### Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Diversity in Lang & Literacy

b. Multi-topic course: X ☐ No ☐ Yes

c. Repeatable for credit: X ☐ No ☐ Yes

d. Mandatory credit/no credit: X ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate) 3 hours

1. ☐ Lecture

3. X ☐ Lecture/lab/discussion

5. ☐ Independent study

2. ☐ Lab or discussion

4. ☐ Seminar or ☐ studio

6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director \_\_\_\_\_ Date \_\_\_\_\_

Chair, College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

Dean \_\_\_\_\_ Date: \_\_\_\_\_ Graduate Dean: \_\_\_\_\_ Date \_\_\_\_\_

Curriculum Manager: Return to dean ☐ Date \_\_\_\_\_ Forward to: \_\_\_\_\_ Date \_\_\_\_\_

Chair, COGE/ PEB / FS President \_\_\_\_\_ Date \_\_\_\_\_

### FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove \_\_\_\_\_ Chair, GSC/USC \_\_\_\_\_ Date \_\_\_\_\_

\* ☐ Approve ☐ Disapprove \_\_\_\_\_ Provost \_\_\_\_\_ Date \_\_\_\_\_

Change Course LS 5100

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:

LS 5100

2. Existing course prerequisites:

CAPP Restrictions:

Graduate Student Test Score at least ADMIT or

LS 3780 Min grade = C

3. Proposed course prerequisites:

None

4. Existing course corequisites:

No Corequisites exist for LS 5100 in term 201840.

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites:

None

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

No Major Restrictions exist for LS 5100 in term 201840.

10. Classification restrictions:

Exclude

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

The following student classifications are restricted from taking this course:

Sophomore

Freshman

12. Level restriction:

Exclude

13. List the level (undergraduate, graduate) that is to be included or excluded.

Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Both

C. Please choose Yes or No to indicate if this class is a General Education class:

No

Explain briefly and clearly the proposed improvement.

1. The proposed improvement will remove the current pre-requisite of LS 3780.
2. **Rationale.** Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

This course is an introductory level course for teaching English language learners and serves the elementary English Language Arts major, the ESL graduate certificate program, and the M.A. TESOL program. The course objectives for all three programs do not require the content knowledge from LS 3780. The current pre-requisite is slowing student progression and causing additional departmental work in the form of departmental permission to override the pre-requisite. This course improvement (removing the pre-requisite) will ease the burden of registration on students and the SPLS department.

3. **Effect on other colleges, departments, or programs.** If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

The removal of the pre-requisite will have no effect on other colleges, departments, or programs. Both courses are required courses and will simply offer more flexibility to students.

4. **Effect on your department's programs.** Show how the proposed change fits with other departmental offerings.

The proposed removal of pre-requisite will have a positive effect on our department support staff – they will no longer be asked to manually register our students in LS 5100. Otherwise, there are no effects.

5. **Effects on enrolled students:** Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Effects on enrolled students – this proposal will make it easier for students to enroll themselves in their required courses according to their program of study. It will create no conflicts, and it will make it logistically easier on students. This proposal will save student and staff time.

6. **Student or external market demand.** What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

NA – this change has no relation to market demand. Students are already part of the program and need a solution to register themselves into LS 5100 instead of asking for assistance.

7. **Effects on resources.** Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

This change will have no effect on resources.

8. **General education criteria.** For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) NA

9. **List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration.** These are the outcomes that the department will use for future assessments of the course or program. These remain the same as they currently are. They are pasted below from our current course assessment:

- Explain and analyze second language acquisition terminology and theories;

- Describe and analyze different types of ESL and bilingual education programs;
  - Identify and be able to support culturally and linguistically diverse students;
  - Explain and analyze language policies that affect English Language Learners;
  - Explain the importance of multilingualism and how to support it in the classroom;
  - Describe how L2 identities affect second language acquisition;
  - Describe cultural and linguistic diversity and explain how to address them in the classroom;
  - Explain cultural bias in L2 testing and how to avoid it.
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. NA
11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. NA

Appendix A: New and Old Catalog Copy

| Current Catalog Copy   | Proposed New Catalog Copy (Changes in RED)   |
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| <p>LS 5100 Diversity in Language, Literacy, and Learning This course explores how diversity influences language, literacy, and learning in K-8 settings. Students will examine and apply theories and research on instructional practices responsive to students' local, national, and international histories, individual identities, and languages/dialects as they affect language and literacy learning. The course emphasizes language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society. Open to upperclass and graduate students.</p> <p>Prerequisite: LS 3780 with a grade of "C" or b</p> | <p>LS 5100 Diversity in Language, Literacy, and Learning This course explores how diversity influences language, literacy, and learning in K-8 settings. Students will examine and apply theories and research on instructional practices responsive to students' local, national, and international histories, individual identities, and languages/dialects as they affect language and literacy learning. The course emphasizes language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society. Open to upperclass and graduate students.</p> <p>Prerequisite: LS 3780 with a grade of "C" or b</p> |