REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS   **PROPOSED EFFECTIVE SEMESTER:** Fall 2017   **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
- ☐ 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
- x☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

RECEIVED
OCT 11 2016
College of Education and Human Development

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #:   **Proposed course prefix and #:**   **Credit hours:**

Existing course title: LS 5160   Professional Symposium in Reading

Proposed course title:

Existing course prerequisite & co-requisite(s):
Proposed course prerequisite(s)
    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: YES, remains the same…
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):
b. Multi-topic course: ☐No ☐Yes
c. Repeatable for credit: ☐ No ☐ Yes
d. Mandatory credit/no credit: ☐ No ☐Yes
e. Type of class and contact hours per week (check type and indicate hours as appropriate)
    1. ☐ Lecture   3. ☐ Lecture/lab/discussion   5. ☐ Independent study
    2. ☐ Lab or discussion   4. ☐ Seminar or ☐ studio   6. ☐ Supervision or practicum

OAUS

OCT 31 2016

Received

CIP Code (Registrar's use only): _____

Chair/Director *[signature]*	Date 10/11/16	
Chair, College Curriculum Committee *[signature]*	Date	
Dean M. Felt Date: 10/28/16 Graduate Dean:	Date	
Curriculum Manager: Return to dean ☐ Date Forward to:	Date	
Chair, COGE/ PEB / FS President Mark Felt 12-12-16	Date	

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove	Chair, GSC/USC	Date
* ☐ Approve ☐ Disapprove	Provost	Date

Revised May 2007. All previous forms are obsolete and should not be used.

1. Explain briefly and clearly the proposed improvement.

   The Literacy Studies faculty is proposing ⌐ minor updates/edits to the course description.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

   There are three reasons we needed to revise this course description:
   1. MDE requirement and approval of this course for professional certification of all K-12 teachers
   2. Current standards in the field
   3. Evolution of the course – when when the course was used as the course to meet MDE's legislation requirements...the description was never changed. This update will align all content,

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.

   NA

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

   NA

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.
   NA

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

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.)
   NA

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. NA – everything remains the same.

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.

   This curriculum change does improve the LS Unit's program assessment outcomes in that the updated description is aligned with current standards and research. It also more effectively describes the course experience.

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

New/Proposed Catalog Copy

LS   5160   Professional Symposium in Reading
This course meets the Michigan reading course requirement for K-12 teachers seeking professional certification. The course examines reading, writing, and thinking processes with an emphasis on reading, writing, and communication across disciplines and across all grade levels. Special emphasis will be placed on the foundations of reading and writing, language development; vocabulary/concept development; sociocultural and linguistic factors that influence literacy, and the effective use of standards, strategic instruction, and assessment to support the diverse needs of all students.   3 hours

OLD Catalog Copy

LS   5160   Professional Symposium in Reading
This course is designed to be the initial course in the graduate program in reading. It is designed to present the basic concepts concerning the nature of the reading process and the teaching of reading. Emphasis will be placed on reading as a thinking process and on factors affecting reading performance. Special emphasis will be placed on child development; language development; concept development; physical, psychological, and environmental factors affecting the child's learning to read. In addition, the course will provide a brief overview of the delivery systems and procedures used in the U.S. to teach reading. This will involve an historical overview as well as current and potential future practices.
        3 hours