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
- x☐ 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**)

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

Existing course prefix and #: LS 3770 **Proposed course prefix and #:**   **Credit hours:**

Existing course title: Literacy I: Literacy/Language Development in Emergent and Beginning Literacy

Proposed course title: Literacy I: Early Literacy & Language Acquisition

Existing course prerequisite & co-requisite(s): ED 3090 & ED 3100

Proposed course prerequisite(s) same   same   ED 3090 or ED 3100
     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   ED 3090 or ED 3100
Is there a minimum grade for the prerequisites or corequisites? with a ... remains the same as before.
     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.
communication; and that ites & 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:** x☒No ☐Yes
c. **Repeatable for credit:** ☒ No ☐ Yes   *Early Literacy*
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. x☐ Lecture/lab/discussion   5. ☐ Independent study
   2. ☐ Lab or discussion   4. ☐ Seminar or ☐ studio   6. x☐ 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 _Carol Weider_   Date 10/26/16

Dean _Mark Fette_   Date: 10/28/16 Graduate Dean: Date

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

Chair, COGE/ PEB / FS President _Mark Fette 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 an updated title change for LS 3770 along with 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.)

   Given current standards in the field, the evolution of the course to keep up with current research and standards, the LS faculty have collaboratively revised the title and description of this course. (For example, there was an outdated assessment and reference to old standards in the old copy – see attached).

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 3770 - Literacy I: Early Literacy & Language Acquisition

This course addresses early literacy and oral language processes in readers and writers in pre-K through 3rd grade. Preservice teachers will examine how young learners' first experiences with language and literacy help shape them as readers and writers. Preservice teachers will learn about evidence-based literacy practices and standards for literacy including letters/sounds, word recognition, comprehension, fluency, vocabulary, critical thinking, speaking, listening and writing. Preservice teachers will explore the sociocultural, linguistic, and dynamic nature of language and how these factors inform responsive instructional planning based on formative and summative assessments. Multiple materials, genres, multimodal resources, texts, and assessments will be used to meet learners' instructional needs, and effective communication with caregivers, colleagues, and stakeholders will be emphasized. Students will complete 6-9 hours of a field experience in an educational setting. Prerequisites: ED 3090 or ED3100, with a grade of "CB" or better in all prerequisites. These prerequisites may be taken concurrently.   3 hours

Old Catalog Copy
Fall 2016

LS 3770 - Literacy I: Literacy/Language Development in Emergent and Beginning Literacy

This course addresses language and literacy development processes in emergent and beginning readers and writers in pre-K through 3rd grade classrooms. Studying proficient readers' use of the reading/writing processes, students (teacher candidates) will learn how to support young learners' first experiences in bringing meaning to print. Students will focus on the symbolic system of written language including the four cueing systems: phonemic and morphemic (phonics) semantic, syntactic, and pragmatic. Students will explore social, cultural, and dynamic nature of language and how these factors influence young learners' literacy instructional needs. Students will learn to select multiple materials and assessments to identify young learners' strengths, and needs, and engage in best practices to address these needs based on learners' strengths. Students will learn how to communicate effectively with parents and colleagues about young learners' developing progress. A field placement is required with this course. Students are to successfully complete 6-9 hours, over three sessions, group placement in a Kindergarten-3rd grade classroom. This course includes Michigan Framework standards as well as Michigan Literacy Progress Profile modules (MLPP) for grades K-3. Designed for students seeking K-8 certification. Program requires a grade of "CB" or better. May repeat course one time only. Prerequisites: ED 3090 or ED3100, with a grade of "CB" or better in all prerequisites. These prerequistes may be taken concurrently.

3 hrs