

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
☒ 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 3780 Proposed course prefix and #: Development Credit hours:

Existing course title: Literacy II: Literacy/Language Arts across Disciplines

Proposed course title: Literacy II: Literacy/Language Arts across Disciplines

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

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?

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.

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): Literacy/Language Arts across Disciplines

b. Multi-topic course: ☒ No ☐ Yesc. Repeatable for credit: ☒ No ☐ Yesd. Mandatory credit/no credit: ☐ No ☐ Yes

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

1. ☐ Lecture3. ☒ Lecture/lab/discussion5. ☐ Independent study2. ☐ Lab or discussion4. ☐ Seminar or ☐ studio6. ☒ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date 10/11/16

Chair, College Curriculum Committee

Date 10/25/16

Dean Mark Feltz

Date: 10/28/16 Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/PEB/FS President

Mark Feltz 12-12-16

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

* ☐ Approve ☐ Disapprove

Provost

Date

RECEIVED

OCT 11 2016

College of Education and
Human Development

OAS

OCT 31 2016

Received

1. Explain briefly and clearly the proposed improvement.

The Literacy Studies faculty is proposing an updated title change for LS 3780 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 3780 Literacy II: Literacy/Language Arts across Disciplines

This course explores teaching methods, materials, and assessments that foster independent and strategic uses of literacy for students in grades K-8 across all subject areas (disciplines). Preservice teachers will explore and participate in literacy as a social, cultural, cognitive and critical process. The emphasis will be on how learners create meaning across multiple contexts in and out of school through literacy. Candidates will study ways to integrate literacy learning through a wide application of literacy practices, strategies, varied texts and multimedia to meet the individualized needs of all learners. Candidates will design, select, and modify materials and assessments in response to student needs. This course addresses current standards for K-8 learners and for professionals seeking elementary K-8 certification. A field placement is required with this course. Students complete 18 hours of field experience with K-8 learners. Program requires a grade of "CB" or better. May repeat course one time only. Restricted to majors in education.

Prerequisite: LS 3770 with a grade of "CB" or better.

3 hours

Old Catalog Copy Fall 2016

LS 3780

Literacy II: Literacy/Language Arts Development across Disciplines

This course explores ways in which various teaching methods, materials, and assessments foster independent and strategic uses of literacy for students in grades K-8. Teacher candidates will explore and participate in literacy as a social, cultural, cognitive and critical process. The emphasis will be on how learners create meaning across multiple contexts in and out of school through literacy. Candidates will study ways to integrate literacy learning across all school subjects through a wide application of varied texts and media to meet mandated curricular purposes, state and local standards, and the needs of diverse learners. Students will learn to select multiple materials and assessments to identify young learners' strengths and needs, and engage in promising practices that are responsive to all K-8 student learners. This course includes current standards for K-8 learners and for professionals seeking elementary K-8 certification. A field placement is required with this course. Students complete 18 hours in a K-8 classroom supervised by the course instructor. Program requires a grade of "CB" or better. May repeat course one time only. Restricted to majors in education.

Prerequisite: LS 3770 with a grade of "CB" or better.

3 hours