

814
Revised

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: M.A. in Literacy Studies (code LSTM)

Existing course prefix and #: LS 6300 Proposed course prefix and #: same – no change Credit hours: 3

Existing course title: Teaching Reading in a Diverse Society

Proposed course title: same – no change

Existing course prerequisite & co-requisite(s): LS 6100 and LS 6180

Proposed course prerequisite(s) NONE – We propose to remove these two pre-requisites.

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): Tchg Rdg in Dverse Society

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)

- | | | |
|---|--|--|
| 1. <input type="checkbox"/> Lecture | 3. X <input type="checkbox"/> Lecture/lab/discussion | 5. <input type="checkbox"/> Independent study |
| 2. <input type="checkbox"/> Lab or discussion | 4. <input type="checkbox"/> Seminar or <input type="checkbox"/> studio | 6. <input type="checkbox"/> 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 _____

1. Explain briefly and clearly the proposed improvement.

This proposed improvement would remove the pre-requisites LS 6180 and LS 6100 from the course LS 6300.

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

The pre-requisites are not necessary. LS 6300 is a stand-alone introductory course that serves as our in-depth study of issues of diversity related to teaching reading. This course is a parallel introductory level course that may stand alone in the same way that LS 6180 and LS 6100 do as introductory courses. LS 6300 addresses issues of diversity, which are also embedded across all graduate level courses. Therefore, faculty have determined based on necessary prior knowledge and course outcomes that there is no need for any other courses to be taken before LS 6300. The current arrangement is causing a registration burden on students and the department, which results in students needing to request permission from the department and manual registrations.

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 these two pre-requisites will have no effect on other colleges, departments, or programs.

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

The proposed removal of pre-requisites will have a positive effect on our department support staff – they will no longer be asked to manually register our students in LS 6300. 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 create an easier task for students when enrolling 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 actually 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. Our students are already part of the program and just need a solution to register themselves into LS 6300 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:

- 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
 - 1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
 - 1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
 - 4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
 - 4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
 - 4.3: Develop and implement strategies to advocate for equity.
 - 5.2: Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
 - 5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
 - 6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
 - 6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
 - 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
 - 6.4: Understand and influence local, state, or national policy decisions.
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)
<p>LS 6300 Teaching Reading in a Diverse Society</p> <p>Designed to help candidates acquire awareness, understanding, respect, and a valuing of differences in society through creating effective literacy materials and methods free from cultural and linguistic bias that are responsive to student interests and their reading development. Open to graduate students only.</p> <p>Prerequisite: LS 6100 and LS 6180 3 hours</p>	<p>LS 6300 Teaching Reading in a Diverse Society</p> <p>Designed to help candidates acquire awareness, understanding, respect, and a valuing of differences in society through creating effective literacy materials and methods free from cultural and linguistic bias that are responsive to student interests and their reading development. Open to graduate students only.</p> <p>Prerequisite: LS 6100 and LS 6180 3 hours</p>