

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**)

** Other:

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: 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: ☒ 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) 3 hours

1. ☐ Lecture

2. ☐ Lab or discussion

3. ☒ Lecture/lab/discussion

4. ☐ Seminar or ☐ studio

5. ☐ Independent study

6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date 9/26/17

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

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

RECEIVED

SEP 26 2017

College of Education and
Human Development

format problem
this was the
circle around
"undergrads
above"

1. Explain briefly and clearly the proposed improvement.

This proposed improvement would allow Elementary Education ELA majors to enroll themselves in this introductory level course. LS 5100 does not and should not require LS 3780 as a pre-requisite. LS faculty have identified that this pre-requisite is not necessary and therefore interferes with the progression of students necessary coursework.

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

The pre-requisite causes extra work and also slows student progression through coursework if they do not ask for assistance in registering for LS 5100. Our office administrator must manually register students for this class if they have not already taken LS 3780. We would like to ease this burden and ensure that students can register themselves, even if they have not taken LS 3780. This course is a standalone course and does not extend or necessarily follow LS 3780.

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)
<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>