## 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
- [X] 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**)

** **Other:** Revising program to offer M.A. Literacy Studies in an online format – mode of delivery change (addition) only. Catalog Copy attached in Appendix A.

<u>Title of degree</u>, **curriculum, major, minor, concentration, or certificate:** M.A. in Literacy Studies (code LSTM)

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

**Existing course title:**

**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)**
      If there are multiple corequisites, they are always joined by "and."
**Proposed course prerequisite(s) that can also be taken concurrently:**
**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

**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

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

RECEIVED
SEP 26 2017
College of Education and
Human Development

\* ☐ Approve ☐ Disapprove | Provost

Date

1. Explain briefly and clearly the proposed improvement.

This proposed improvement would allow LS faculty to continue developing the remaining required core Literacy Studies courses as online courses with the assistance of EUP. We have already developed four of the eight required courses online through EUP. However, we have been advised that before we continue developing any of the remaining four courses, we need CEHD approval to have the program offered as a fully online program. This proposed improvement seeks to add online delivery as an optional format while maintaining the same standards based learning outcomes.

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

An online M.A. in Literacy Studies Program will allow WMU to reach teachers across the state and nation. We are finding recruitment of new candidates increasingly difficult in the state of Michigan due to legislation that no longer requires districts to pay teachers for advanced degrees. Only CMU and MSU have online Reading Specialist or M.A. Literacy Studies programs available – allowing WMU's LS unit to offer this program online will allow us to reach teachers beyond southwest and mid-Michigan through scheduled recruitment of cohorts. The pre-requisites for our program and courses will remain the same.

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.

LS faculty are proposing that we continue the same standards-based degree with the same curriculum and content delivery; however, we would work with EUP to modify it to add an online delivery option. This change will have no effect on other colleges, departments, or programs. This proposal in no way duplicates anything that currently exists at WMU. We have received no objections to this proposal.

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

The effect on SPLS department's programs is NIL. Everything remains the same. We currently offer online versions of LS classes in a rotating schedule and will continue to do so. Therefore, we see no additional resources are immediately necessary. In consultation with our department chair, we have been assured that if there is ever a need to cover an online course in our program, and a full-time faculty member was not available to teach it, we will do what we currently do, hire a part-time faculty or adjunct instructor (fully qualified) to teach the section in demand. **See department chair email/note supporting this plan for resources (attached).

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 proposed change would provide the option for students to continue taking required classes in face-to-face format on campus, or to take the online version when and if it is offered. This proposal will make it easier by providing greater flexibility for our students when attempting to meet graduation requirements. We are only able to offer face-to-face classes once per year due to low enrollment. If we had an online cohort of students, that would create additional options for our students to pick up classes that may not be offered on campus when they need it.

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?

Student market demand will be much higher if WMU is able to market to a broader Michigan and/or national audience. An M.A. in Literacy Studies leads to a Reading Specialist endorsement, Literacy Coaching, Instructional Coaching, Interventionist, and administrative positions in schools and districts. This is a specialized market that is

difficult to corner. Therefore, we are suggesting marketing to a larger audience to create a cohort of students that agree to complete the program together in sequence.

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.)

Approximately half of our courses have already been developed online and the remaining are either in-process or in que to be developed through Extended University Programs online course development programs. Faculty usually receive either a $3,000 stipend from EUP or a course buyout to develop the course online, as per our AAUP contract. The proposal does not require additional faculty, equipment, space, technology, or library holdings. We plan to cover the online courses ourselves and we also have excellent part-time instructors who are highly competent and willing to assist in teaching courses that our full-time faculty cannot cover. Our department chair supports us with this plan to use part-time instructors as necessary. ** See department chair email/note of support related to the use of resources (attached).

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 program assessments. Whether a course in the LS M.A. program is offered face-to-face or online, it is required and we ensure that we meet the following standards-based outcomes. Our Specialized Professional Association (SPA), the International Literacy Association (ILA) provides excellent guidance for the use of technology and video-based teaching, learning, coaching, and mentoring approaches for the learning outcomes listed below.

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.
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
3.1: Understand types of assessments and their purposes, strengths, and limitations.
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
3.3: Use assessment information to plan and evaluate instruction.
3.4: Communicate assessment results and implications to a variety of audiences.
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.
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
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.

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

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. Literacy Studies assessment outcomes and accreditation standings are positive and are continuously being improved. The delivery method of our coursework will not change the student learning outcomes; therefore, our program assessment outcomes shall remain the same. We are national accredited by CAEP/ILA as well as approved by MDE.

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) |
|---|---|
| Master of Arts in Literacy Studies<br>Advisors: Selena Protacio, Susan Piazza<br>4571 Sangren Hall<br><br>The Master of Arts in Literacy Studies provides a nationally recognized, standards-based comprehensive professional development program to meet the needs of today's classrooms for continuous literacy instruction K-12 based on current theory, research, and practices. The program is designed to enhance the knowledge and skills of reflective practitioners, as they become school leaders, Reading Specialists, Literacy Coaches, innovative classroom teachers, researchers, and advocates. Reflective practitioners are passionate learners who embrace diversity, actively inquire, and reflect upon their own practice, and nurture development of new knowledge and skills. This is accomplished through a process of continuous professional, intellectual, and experiential growth. Graduate students will make connections between and among literacy and learning research, theory, policy, and practice to create and adapt curriculum, instruction, and assessments to meet the needs of all learners and develop the knowledge and skill to fulfill the role of Reading Specialist and/or Literacy Coach across multiple settings.<br><br>Admission Requirements<br>1. Undergraduate grade point average of 3.0 (4.0 = A); graduate grade point average may be accepted upon review of recent and relevant course work completed at an accredited institution.<br>2. A written statement of purpose (1,000 to 1,500 words) outlining the applicant's philosophy of teaching and professional goals. The statement of purpose should indicate the candidate's career expectations and reasons for seeking admission to the program.<br>3. Three contacts for professional references from persons able to judge the applicant's potential to succeed in a graduate program.<br><br>Candidates who meet all admissions criteria will be considered for admission to the program.<br><br>Upon admission, each student will be assigned an advisor who will assist in the preparation of a program of study. The program of study should be completed during the first semester of enrollment.<br><br>A maximum of nine appropriate Western Michigan University graduate credits taken before admission may | Master of Arts in Literacy Studies<br>Advisors: Selena Protacio, Susan Piazza<br>4571 Sangren Hall<br><br>The Master of Arts in Literacy Studies provides a nationally recognized, standards-based comprehensive professional development program to meet the needs of today's classrooms for continuous literacy instruction K-12 based on current theory, research, and practices. The program is designed to enhance the knowledge and skills of reflective practitioners, as they become school leaders, Reading Specialists, Literacy Coaches, innovative classroom teachers, researchers, and advocates. Reflective practitioners are passionate learners who embrace diversity, actively inquire, and reflect upon their own practice, and nurture development of new knowledge and skills. This is accomplished through a process of continuous professional, intellectual, and experiential growth. Graduate students will make connections between and among literacy and learning research, theory, policy, and practice to create and adapt curriculum, instruction, and assessments to meet the needs of all learners and develop the knowledge and skill to fulfill the role of Reading Specialist and/or Literacy Coach across multiple settings. **The M.A. Literacy Studies program is offered in various formats including online, blended, and face-to-face classes that meet on campus.**<br><br>Admission Requirements<br>1. Undergraduate grade point average of 3.0 (4.0 = A); graduate grade point average may be accepted upon review of recent and relevant course work completed at an accredited institution.<br>2. A written statement of purpose (1,000 to 1,500 words) outlining the applicant's philosophy of teaching and professional goals. The statement of purpose should indicate the candidate's career expectations and reasons for seeking admission to the program.<br>3. Three contacts for professional references from persons able to judge the applicant's potential to succeed in a graduate program.<br><br>Candidates who meet all admissions criteria will be considered for admission to the program.<br><br>Upon admission, each student will be assigned an advisor who will assist in the preparation of a program of study. The program of study should be completed during the first semester of enrollment. |

| be applied to the Master of Arts in Literacy Studies with advisor approval.<br><br>Program Requirements (30 hours)<br><br>Core Courses (24 hours):<br>LS 6100 - Theory and Research in Reading and Literacy Instruction Credits: 3 hours<br>LS 6170 - Reading in the Content Areas Credits: 3 hours<br>LS 6180 - Literacy Acquisition and Reading Instruction Credits: 3 hours<br>LS 6240 - Reading Assessment and Effective Instruction Credits: 3 hours<br>LS 6300 - Teaching Reading in a Diverse Society Credits: 3 hours<br>LS 6320 - Literacy Coaching Credits: 3 hours<br>LS 6400 - Clinical Practice for Reading Specialists Credits: 3 hours<br>LS 6420 - Action Research Seminar Credits: 3 hours<br>Electives (6 hours):<br>LS 6330 - Early Childhood Literacy Credits: 3 hours<br>LS 5220 - Teaching Reading with Children's Literature Credits: 3 hours<br>LS 6340 - Adolescent Literacy Credits: 3 hours<br>LS 5260 - Teaching Reading with Adolescent Literature Credits: 3 hours<br>LS 6350 - Advanced Literacy Coaching Credits: 3 hours<br>LS 6360 - Advanced Clinical Studies in Reading Credits: 3 hours | A maximum of nine appropriate Western Michigan University graduate credits taken before admission may be applied to the Master of Arts in Literacy Studies with advisor approval.<br><br>Program Requirements (30 hours)<br><br>Core Courses (24 hours):<br>LS 6100 - Theory and Research in Reading and Literacy Instruction Credits: 3 hours<br>LS 6170 - Reading in the Content Areas Credits: 3 hours<br>LS 6180 - Literacy Acquisition and Reading Instruction Credits: 3 hours<br>LS 6240 - Reading Assessment and Effective Instruction Credits: 3 hours<br>LS 6300 - Teaching Reading in a Diverse Society Credits: 3 hours<br>LS 6320 - Literacy Coaching Credits: 3 hours<br>LS 6400 - Clinical Practice for Reading Specialists Credits: 3 hours<br>LS 6420 - Action Research Seminar Credits: 3 hours<br>Electives (6 hours):<br>LS 6330 - Early Childhood Literacy Credits: 3 hours<br>LS 5220 - Teaching Reading with Children's Literature Credits: 3 hours<br>LS 6340 - Adolescent Literacy Credits: 3 hours<br>LS 5260 - Teaching Reading with Adolescent Literature Credits: 3 hours<br>LS 6350 - Advanced Literacy Coaching Credits: 3 hours<br>LS 6360 - Advanced Clinical Studies in Reading Credits: 3 hours |
|---|---|

| **From:** | Regena F Nelson |
| **Sent:** | Tuesday, September 26, 2017 2:31 PM |
| **To:** | Susan V Piazza |
| **Subject:** | Re: Revised answers for LS M.A. online program |

Hi Susan:

Yes, I approve these revised responses. SPLS has the resources to hire part-time instructors as needed to teach courses for the LS MA program.

Thanks,

Regena Nelson, Ph.D.

Professor and Chair, Teaching, Learning and Educational Studies

Interim Chair, Special Education and Literacy Studies

269-387-3437

On Sep 26, 2017, at 2:25 PM, Susan V Piazza <susan.piazza@wmich.edu> wrote:

> Hi Regena,
>
> Are you in support of the following language for #4 on the curriculum proposal document? I will paste below. Carol Weideman advised that we need to be more explicit about resources.
> If you are, I will just make the revisions on the documents. If not, let me know if you have other recommendations. (I believe your email response to this note will be sufficient as evidence of your support).
> Thanks,
> Susan
>
>
>
> 4. Effect on your departments programs......
>
>
> The effect on SPLS department's programs is NIL. Everything remains the same. We currently offer online versions of LS classes in a rotating schedule and will continue to do so. Therefore, we see no additional resources are immediately necessary. In consultation with our department chair, we have been assured that if there is ever a need to cover an online course in our program, and a full-time faculty member was not available to teach it, we will do what we currently do, hire a part-time faculty or adjunct instructor (fully qualified) to teach the section in demand.
>
> Also.....revised language for number 7.....
>
> 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.)
>
> Approximately half of our courses have already been developed online and the remaining are either in-process or in que to be developed through Extended University Programs online course development

1

programs. Faculty usually receive either a $3,000 stipend from EUP or a course buyout to develop the course online, as per our AAUP contract. The proposal does not require additional faculty, equipment, space, technology, or library holdings. We plan to cover the online courses ourselves and we also have excellent part-time instructors who are highly competent and willing to assist in teaching courses that our full-time faculty cannot cover.  Our department chair supports us with this plan to use part-time instructors as necessary.