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Tina L Thompson

From:	Regena F Nelson
Sent:	Friday, February 2, 2018 11:59 AM
To:	Carol A Weideman
Cc:	Tina L Thompson
Subject:	Curriculum Course Request Change Course LS 1040 - E-2018-SPLS-4; effective term: 201910

Please verify your data for New Curriculum Course Request for department: SPLS; college: E.
Go to the following URL to complete your worklist items: https://bwfp1.cc.wmich.edu:7102/wfbprod

Date of request: 08-JAN-2018

Request ID: E-2018-SPLS-4

College: E

Department: SPLS

Initiator name: Susan Piazza

Initiator email: susan.piazza@wmich.edu

Proposed effective term: 201910

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:
Change Course LS 1040
Specific Course Change type selected: Description

1. Existing course prefix and number:
LS 1040

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Undergraduate

C. Please choose Yes or No to indicate if this class is a General Education class:
No

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D. Explain briefly and clearly the proposed improvement.
The course description has been updated to add further detail and description about course content.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
The course description update was a request that resulted from university-wide Intellectual Skills Program Advisory Committee Meetings (ISPAC). It was concluded that the original course description did not provide students with a clear understanding of course content. The new description provides greater transparency for students to determine whether or not they want or need to take the course.

F. List the student 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.
This course is a self-selected course that incoming freshman may opt to take for additional literacy support/study skills support. It is not required and does not count towards graduation credits.

Learning outcomes for this course include:
- Think, read and write critically
- Understand how to develop academic vocabulary
- Use visual, digital, and print-based texts to learn new information
- Recognize text structure and author's purpose, main idea, tone, bias, and persuasive elements
- Interpret and analyze printed, visual, and electronic texts
- Use effective reading and study strategies across multiple disciplines
- Explore background knowledge and interest related to comprehension

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

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H. 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

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

J. 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

K. 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 - all of these factors remain the same.

L. 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

M. 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

N. (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

O. Current course description:

LS 1040 Effective College Reading Strategies

Designed to provide the student with the necessary skills in vocabulary development, comprehension, and reading efficiency. Attention is given to the effective use of text and reference books in academic subjects, inferential reading, and synthesis of main ideas.

Credit for course will not apply to the number of credit hours needed for graduation from WMU. 2 hours

P. Proposed course description:

LS 1040 Effective College Literacy Strategies (**note this name change was approved last year and takes effect in Fall 2018 catalog)

This course is designed to provide students with strategic literacy skills for academic success. The areas of focus include developing academic vocabulary, critically understanding texts, and strengthening reading and study practices. Students will use visual, digital, and print-based texts to build knowledge in all areas of study.

Credit for course will not apply to the number of credit hours needed for graduation from WMU. 2 hours

Department Curriculum Chair approver: Susan Piazza

Department Curriculum Chair comment: Changes have been completed.

Date: 02-FEB-2018

Department approver: Regena Nelson

Chair comment:

Date: 02-FEB-2018