

Date of request: 23-APR-2021

Request ID: E-2021-SPLS-39

College: E

Department: SPLS

Initiator name: Laura Teichert

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Proposed effective term: 202210

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course LS 2900

Specific Course Change type selected: Title

1. Existing course prefix and number:

LS 2900

2. Proposed course title:

Early Literacy

3. Existing Banner course title:

Literacy Learning Rdg Wrtg

4. Proposed course title to be entered in Banner:

Early Literacy

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

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

No

D. Explain briefly and clearly the proposed improvement.

The originally approved course title does not adequately reflect the course content. The new title is simple and clearly states what the course focus is on.

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

The new title is better reflects the content of the course. Early literacy is not simply about reading and writing, and therefore the title, 'Early Literacy' best captures what the course focus is.

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.

NA

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.

NA

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

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. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

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 catalog copy:

This course addresses racially, culturally and linguistically responsive reading and writing pedagogy in early and elementary settings through the study of multiple mediums, genres, multicultural literature and digital resources. Receptive and expressive forms of communication will be analyzed, evaluated and constructed with special attention to supporting overall literacy development.

P. Proposed catalog copy:

This course focuses on language, literacy development from birth to age 9. Students will understand how to create literacy, language rich environments that support overall development in socially, culturally and linguistically responsive ways. Teacher candidates will be introduced to how literacy learning through English Language Arts constructs, curriculum standards, essential literacy practices, and family and community engagement.

Department Curriculum Chair approver: Virginia David

Department Curriculum Chair comment:

Date: 23-APR-2021

Department approver: Marcia Fетters

Chair comment:

Date: 23-APR-2021