

## Tina L Thompson

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**From:** Carol A Weideman  
**Sent:** Monday, June 4, 2018 1:53 PM  
**To:** Tina L Thompson  
**Subject:** Fw: Curriculum Course Request Change Course LS 3770 - E-2018-SPLS-36; effective term: 201940

CEHD 896 Remove Enrollment Restriction LS 3770

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**From:** Regena F Nelson  
**Sent:** Friday, April 13, 2018 2:52 PM  
**To:** Carol A Weideman  
**Cc:** Tina L Thompson  
**Subject:** Curriculum Course Request Change Course LS 3770 - E-2018-SPLS-36; effective term: 201940

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: 13-APR-2018

Request ID: E-2018-SPLS-36

College: E

Department: SPLS

Initiator name: Susan Piazza

Initiator email: susan.piazza@wmich.edu

Proposed effective term: 201940

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 3770  
24

1. Existing course prefix and number:  
LS 3770

2. Classification restrictions:

Include

3. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:  
No Class Restrictions exist for LS 3770 in term 201940.

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

No

D. Explain briefly and clearly the proposed improvement.

We propose to add Special Education (SELJ) to the list of students allowed to take LS 3770 ("Literacy I: Early Literacy and Language Acquisition"). We also propose to add SPED 3300 ("Foundations of Special Education") as one of the possible pre- or co-requisite for 3770 ("Literacy I: Early Literacy and Language Acquisition").

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

The Special Education major was revised in 2014. The new code (SELJ) needs to be added to LS 3770 ("Literacy I: Early Literacy and Language Acquisition") so that special education students can register themselves. Right now, the CEHD Advising Office has to do manual overrides, which can delay registration and prevent students from gaining a spot in the course before it is filled. Another problem is that the pre-requisites currently listed for LS 3770 (ED 3090 "Assessment and Instruction in Early Childhood Inclusive Education" or ED 3100 "Educational Psychology of Childhood") are not taken by students who are majoring in Special Education. Therefore, another course that the SPED students do take (SPED 3300 "Foundations of Special Education") needs to be added as a possible pre- or co-requisite for LS 3770. This will allow the SPED students to register themselves for LS 3770 ("Literacy I: Early Literacy and Language Acquisition").

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. The learning outcomes will not change.

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.

This change was requested by the CEHD Advising Office, which noticed that Special Education students were not allowed to register for this required course (LS 3770 "Literacy I: Early Literacy and Language Acquisition"). The course restriction list and course prerequisites need to be updated to reflect the new Special Education major (SELJ) that was revised several years ago.

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.

No effect.

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

No effect.

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.

No effect on enrolled students, except that it will be easier for them to enroll in this required course.

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?

No change.

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.)

This change will lead to a more efficient use of advising and administrative resources because students will be able to register themselves.

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:

This course addresses early literacy and oral language processes in readers and writers in pre-K through 3rd grade. Preservice teachers will examine how young learners' first experiences with language and literacy help shape them as readers and writers. Preservice teachers will learn about evidence-based literacy practices and standards for literacy including letters/sounds, word recognition, comprehension, fluency, vocabulary, critical thinking, speaking, listening and writing. Preservice teachers will explore the sociocultural, linguistic, and dynamic nature of language and how these factors inform responsive instructional planning based on formative and summative assessments. Multiple materials, genres, multimodal resources, texts, and assessments will be used to meet learners' instructional needs, and effective communication with caregivers, colleagues, and stakeholders will be emphasized. Students will complete 6-9 hours of a field experience in an educational setting. Program requires a grade of 'CB' or better. May repeat course one time only. Restricted to majors in education. Prerequisites: ED 3090 or ED 3100, with a grade of "CB" or better in all prerequisites. These prerequisites may be taken concurrently.

P. Proposed course description:

This course addresses early literacy and oral language processes in readers and writers in pre-K through 3rd grade. Preservice teachers will examine how young learners' first experiences with language and literacy help shape them as readers and writers. Preservice teachers will learn about evidence-based literacy practices and standards for literacy including letters/sounds, word recognition, comprehension, fluency, vocabulary, critical thinking, speaking, listening and writing. Preservice teachers will explore the sociocultural, linguistic, and dynamic nature of language and how these

factors inform responsive instructional planning based on formative and summative assessments. Multiple materials, genres, multimodal resources, texts, and assessments will be used to meet learners' instructional needs, and effective communication with caregivers, colleagues, and stakeholders will be emphasized. Students will complete 6-9 hours of a field experience in an educational setting. Program requires a grade of 'CB' or better. May repeat course one time only. Restricted to majors in education. Prerequisites: ED 3090 or ED 3100 or SPED 3300, with a grade of "CB" or better in all prerequisites. These prerequisites may be taken concurrently.

Department Curriculum Chair approver: Susan Piazza

Department Curriculum Chair comment: Approve

Date: 13-APR-2018

Department approver: Regena Nelson

Chair comment:

Date: 13-APR-2018