

Tina L Thompson

From: Carol A Weideman
Sent: Monday, June 4, 2018 1:55 PM
To: Tina L Thompson
Subject: Fw: Curriculum Course Request Change Course LS 3780 - E-2018-SPLS-37; effective term: 201940

CEHD 897 Change Enrollment Restrictions LS 3780

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 3780 - E-2018-SPLS-37; 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-37

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 3780
24

1. Existing course prefix and number:
LS 3780

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 3780 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 3780 ("Literacy II: Literacy and Language across Disciplines).

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 3780 ("Literacy II: Literacy and Language across Disciplines') so that 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.

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 3780). 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 allow 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 explores teaching methods, materials, and assessments that foster independent and strategic uses of literacy for students in grades K-8 across all subject areas (disciplines). Preservice teacher will explore and participate in literacy as a social, cultural, cognitive and critical process. The emphasis will be on how learners create meaning across multiple contexts in and out of school through literacy. Candidates will study ways to integrate literacy learning through a wide application of literacy practices, strategies, varied texts and multimedia to meet individualized needs of all learners. Candidates will design, select, and modify materials and assessments in response to student needs. This course addresses current standards for K-8 learners and for professionals seeking elementary K-8 certification. A field placement is required with this course. Students complete 18 hours of field experience with K-8 learners. Program requires a grade of 'CB' or better. May repeat course one time only.

3.000 Credit hours

0.000 Lecture hours

0.000 Lab hours

3.000 Other hours

Levels: Undergraduate

Schedule Types: Lecture, Lab or Discussion, Lecture/Lab/Discussion, Supervision or Practicum

Special Ed & Literacy Studies Department

Course Attributes:

Four-year college course, Upper Division Course

P. Proposed course description:

No change required. Only the SELJ major will be added as one of the allowable major.

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