

Please print on green paper

ACADEMIC PROGRAMS ROUTING FORM

New Program _____

Revised Program X _____

Program Announcement/Letter of Intent must be previously submitted

Complete instructions for the use of this form are provided on the reverse side. If you have any questions, please contact the Office of Academic Affairs at extension 2232.

PART I: To be completed by Department. After completing Part I, forward form to the appropriate Dean. Note - if academic program is in the School of Education, form is sent to the Faculty Council Chair for endorsement before going to the Dean's office.

New programs must submit a writing plan, oral competency plan, critical thinking infusion and assessment plan, and a computer and information literacy infusion plan to the General Education Council for review and approval.

Revised programs need to indicate if the proposed revision will have an effect on one or more of the plans listed above: Yes _____
No X (Not applicable to minors) If so, submit the revised plans to the General Education Council for review and approval.

MSED Literacy Education Birth-Grade 12

996

10/19/21

New/Revised Program Name
Amanda Feslon

Major/Minor Code (revised programs) Date
Dr. Jennifer Kagan, Program Coordinator

Department/Program Chair
Dr. Jennifer Kagan

Contact Person
10/19/21

Curriculum/Program Representative

Date

Required for School of Education/School of Business programs ONLY

Endorse concept: YES NO

[Signature]
Faculty Council/ Curriculum Chair's Signature

10/29/21
Date

Part II: To be completed by the appropriate Dean (see reverse). After completing, forward form to the Provost.

Endorse YES NO

[Signature]
Dean's Signature

Nov 1, 2021
Date

Part III: To be completed by Provost (see reverse). After completing, forward form along with all attachments back to the Department.

Endorse YES NO

[Signature]
Provost's Signature

11/3/2021
Date

Part IV: See reverse for instructions. After completing Part IV, forward form to the Faculty Assembly Chair.

UNDERGRADUATE PROGRAMS

Endorse YES NO

[Signature]
Academic Policies Council Chair's Signature

Date

Endorse YES NO

[Signature]
Priorities and Planning Council Chair's Signature

Date

Endorse YES NO N/A

[Signature]
Gen Ed Council Chair's Signature

Date

GRADUATE PROGRAMS

Endorse YES NO

[Signature]
Dean of Graduate Studies and Research's Signature

Date

Endorse YES NO

[Signature]
Graduate Council Chair's Signature

Date

Endorse YES NO

[Signature]
Priorities and Planning Council Chair's Signature

Date

Part V: To be completed by Faculty Assembly Chair.

Approve YES NO

[Signature]
Faculty Assembly Chair's Signature

Date

Action taken: _____

MSED Literacy Education Birth-Grade 12-Proposed Changes

Title	Revised Title
LIT 520: Literacy Assessment and Intervention	LIT 520: Literacy Assessment and Intervention Practicum B-4 Childhood
LIT 522: Literacy Practicum Birth-Grade 12	LIT 522: Literacy Assessment and Intervention Practicum 5-12 Adolescent
LIT 507 Literacy and Learning in the Content Areas -OR- and approved Literacy Elective*	LIT 507 Literacy in the Disciplines

*approved elective for candidates who took a similar course at the undergraduate level

The rationale for LIT 520 change is that the title should include the fact that there is a practicum associated with the course, so that students will understand that there is a tutoring component. Also, the instructors have decided to focus the first practicum on Birth through 4th grade methods and call it Childhood. The LIT 520 course focuses more on the rudimentary skills needed in the early grades.

The rationale for the LIT 522 change is that the title should be similar to the LIT 520 title for consistency. Based in the new titles for LIT 520 and LIT 522, students will know that LIT 522 is another practicum where there is a tutoring component. LIT 522 focuses more on methods for the later grades and builds upon LIT 520 with regards to instruction.

Overall, the two courses should have a continuum of placements. LIT 520 starting off in the childhood grades, and LIT 522 continuing the graduate student's experience in the latter grades

The third title, LIT 507 Literacy and Learning in the Content Areas is no longer used in research, teaching and practice. Literacy in the Disciplines marks the shift in focus from content area literacy to disciplinary literacy. Disciplinary literacy moves towards viewing students as growing experts in their disciplines; for example, seeing yourself as a budding historian, writer, or scientist rather than someone who merely studies the content areas.

We also want to change the option to take an approved elective for candidates who took a similar course at the undergraduate level. We no longer want this option.

We feel that the graduate course would be different enough from an undergraduate course of the same or similar title in scope, pace, and rigor. The graduate course wouldn't be a repeat of the undergraduate course.