Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator:  Name – Vicki Jones  
   Department – The School of Education – Graduate Level  
   Phone– 570-408-6814  
   Email – victoria.jones1@wilkes.edu

2. Proposal Title: Master of science in Literacy with Pennsylvania Department of Education (PDE) Reading Specialist Certification

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).
   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. **Major = minimum of 30 credits, minor = minimum of 18 credits.**
   - [ ] New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. **Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.**
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - [ ] Change in course credit or classroom hours.
   - [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they
do not go before the full faculty for approval).
☐ Other (Specify)
4.
5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university.

For incidental changes a one or two sentence explanation is adequate.

The School of Education is proposing a new Master of Science in Literacy with Pennsylvania Department of Education (PDE) Reading Specialist Certification. This 30-credit program with 130 hours of embedded field experience is designed in response to the newest International Literacy Association (ILA) Standards regarding the preparation of Literacy professionals, with attention to 21st century literacies, and brain-based research. In addition, to the ILA standards, the new program courses are aligned with The Pennsylvania Department of Education (PDE) and The International Dyslexia Association (IDA).

Currently, the School of Education offers a Reading Specialist program at the master’s level in partnership with Learning Sciences International (LSI). Due to the discontinuation of that partnership, the program is in the process of a teach out that will conclude in the Summer 2019 semester. The purpose of the proposed new program is to develop a distinct program that utilizes the newest standards set forth by the organizations above in order to provide students with exceptional content and intensive preparation for the Reading Specialist Praxis exam and Pennsylvania reading specialist certification. Faculty who are experts in the field will facilitate learning for students using current standards, brain research and effective literacy pedagogy. By combining theory and application, candidates will learn how to assess, diagnose and teach students how to be active and effective 21st century listeners, speakers, readers, and writers. In addition, candidates who complete the program will have the most current research-based tools necessary to facilitate literacy initiatives within their own school districts.

All courses within the program will be new. The coursework includes two foundational literacy acquisition and development courses, a course focused on literacy and brain research, two courses on best practices in assessment and remediation, two courses on literature supporting 21st century students (including multicultural text and digital literacy), an advanced literacy and learning in the content areas course, a leadership course focused upon literacy leadership, and a literacy education practicum course. Students who successfully complete the course sequence and who hold a valid Pennsylvania Level I or II teaching certificate will be prepared to complete the Praxis exam and apply for the PDE reading specialist certification, pending PDE approval of the program. The master’s level department has a new faculty member/program coordinator who will assume responsibility for the oversight of the new Literacy program. The program coordinator will teach classes as necessary, so no additional faculty will be required.
6. Other specific information. (Not applicable for incidental changes.)

   What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

   No other programs will be affected by this proposal.

7. Program Outline. (Not applicable for incidental changes).
   A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

Master of Science in Literacy with Pennsylvania Department of Education (PDE) Reading Specialist Certification (30 Credits and 130 Field Hours)

- LIT 501 Foundations of Literacy Acquisition and Development (Reading and Writing)
- LIT 502 Advanced Linguistics: Language Foundations for Teachers of Reading, Writing, and Spelling
- LIT 503 Applying Brain Research to Literacy Development and Instruction
- LIT 504 Best Practices in the Assessment and Remediation of Struggling Readers and Writers- Part I
  *** Field Experience (10 hours)
  Prerequisites – LIT 501, LIT 502, LIT 503
- LIT 505 Best Practices in the Assessment and Remediation of Struggling Readers and Writers-Part II
  *** Field Experience (10 hours)
  Prerequisites – LIT 501, LIT 502, LIT 503, LIT 504
- LIT 506 Literacy Development and Literature for Adolescents
  *** Field Experience (10 hours)
- LIT 507 Introduction to the World of Literature for Children and Adolescents
- LIT 508 Literacy and Learning in the Content Areas
- LIT 509 Best Practices in Contemporary Literacy Leadership
  Prerequisites – LIT 501, LIT 502, LIT 503, LIT 504, LIT 505
- LIT 510 Literacy Education Practicum
  ***Field Experience (100 hours)
  Prerequisites – LIT 501, LIT 502, LIT 503, LIT 504, LIT 505, LIT 506, LIT 507, LIT 508, LIT 509
8. Signatures and Recommendations. (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

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<th>Print Name/Title</th>
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<td>Department chair(s) of all potentially affected programs</td>
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<td>Dean (s) of any potentially affected College/School.</td>
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<td>Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).</td>
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<td>Provost should check here ____ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.</td>
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<td>Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.</td>
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<td>Chair, General Education Committee. For revisions to General Education program only.</td>
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1. Course Title: Foundations of Literacy Acquisition and Development (Reading and Writing)

2. Course Number: LIT 501
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3
   Lab Hours
   Other

4. Course Prerequisites: N/A

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course provides an in-depth understanding of the theory and research that is integral to the successful teaching of reading. This course also provides an in-depth examination of reading development from birth through elementary school. Students will also have an opportunity to explore a variety of materials that are currently used for core instruction.

6. Required Documentation:
   Proposed Syllabus
   Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

   See attached – LIT 501
1. Course Title: Advanced Linguistics: Language Foundations for Teachers of Reading, Writing, and Spelling

2. Course Number: LIT 502

Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3   Lab Hours     Other

4. Course Prerequisites: N/A

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course is designed to assist students in understanding the language processing requirements for proficient reading, spelling, and writing (Phonetics, Phonological, Orthographic, Morphological, Semantic, Syntactic). This course also exposes the students to the content, methods, and sequence of structured-language teaching.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

   See attached – LIT 502
1. Course Title: Applying Brain Research to Literacy Development and Instruction

2. Course Number: LIT 503
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours ___3___  Lab Hours ______  Other ______

4. Course Prerequisites: N/A

5. Course Description (as proposed for the Bulletin): 
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course will provide an understanding of the theory and content of brain research and anatomy, including the general principles of brain development and the structural and functional organizing principles of the brain. Students will also become familiar with the most important brain functions for literacy acquisition, as well as an understanding of how a disruption in these fundamental neural circuits contribute to an impairment in reading. In addition, students will become knowledgeable about the applications of brain research to instruction and the development of educational policy.

6. Required Documentation:
   Proposed Syllabus   Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

   See attached – LIT 503
1. Course Title: **Best Practices in the Assessment and Remediation of Struggling Readers and Writers – Part I**

2. Course Number: _____ LIT 504
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours ____3____  Lab Hours ______  Other ______

4. Course Prerequisites: LIT 501, LIT 502, LIT 503

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course is designed to facilitate the knowledge of participants in administering formal and informal diagnostic instruments used to analyze strengths and needs of students’ reading, writing, and spelling. This course will also require students to develop written reports that summarize data and outline a course of action using research-based interventions.

6. Required Documentation:
   **Proposed Syllabus**
   Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

   See attached – LIT 504
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 5

1. Course Title: Best Practices in the Assessment and Remediation of Struggling Readers and Writers – Part II

2. Course Number: LIT 505
Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3
   Lab Hours
   Other

4. Course Prerequisites: LIT 501, LIT 502, LIT 503, LIT 504

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course is designed to facilitate the knowledge of participants in administering formal and informal diagnostic instruments used to analyze strengths and needs of students’ reading, writing, and spelling. This course will also require students to develop written reports that summarize data and outline a course of action using research-based interventions.

6. Required Documentation:
   Proposed Syllabus
   Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

   See attached – LIT 505
1. Course Title: Literacy Development and Literature for Adolescents

2. Course Number: LIT 506

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours __3__  Lab Hours ______  Other ______

4. Course Prerequisites: N/A

5. Course Description (as proposed for the Bulletin):

   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   The purpose of this course is to prepare students to design evidence-based literacy programs for adolescents. Students will become familiar with the key issues and experts in the field, and learn to apply evidence-based strategies to address the literacy needs of students in middle and high school. This course will also include a comprehensive introduction to materials written for adolescents and young adults.

6. Required Documentation:

   Proposed Syllabus  Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

   See attached – LIT 506
1. Course Title: **Introduction of the World of Literature for Children and Adolescents**

2. Course Number: ______ LIT 507 ______
   *Coordinate with Registrar to insure course number is available*

3. Course Credit Hours:
   - Classroom Hours: ____3____
   - Lab Hours: ______
   - Other: ______

4. Course Prerequisites: N/A

5. Course Description (as proposed for the Bulletin): **Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.**

   This course provides an introduction to the exciting and growing field of literature for children and adolescents. Students will study children’s and adolescent literature from its beginnings in the 18th century chapter books and fairy tales, throughout the 19th century novels, to contemporary examples of fiction and nonfiction illustrating current issues and trends. This course also includes the study of multicultural works of fiction and nonfiction.

6. Required Documentation: **Proposed Syllabus**
   
   Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

   See attached – LIT 507
1. Course Title: Literacy and Learning in the Content Area

2. Course Number: LIT 508

Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
Classroom Hours ___3___ Lab Hours _____ Other _____

4. Course Prerequisites: N/A

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course will facilitate student proficiency in integrating literacy-related strategies and practices into instructional routines in content area classrooms. Students will be introduced to the cognitive research on learning phases, as well as a variety of evidence-based instructional practices that address the conceptual and textual demands inherent in disciplinary learning.

6. Required Documentation:

Proposed Syllabus

Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

See attached – LIT 508
1. Course Title: Best Practices in contemporary Literacy Leadership

2. Course Number: ______ LIT 509 __________
Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
Classroom Hours 3 Lab Hours ______ Other ______

4. Course Prerequisites: LIT 501, LIT 502, LIT 503, LIT 504, LIT 505, LIT 506, LIT 507, LIT 508

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course introduces students to the evolving roles of reading specialists and literacy coaches. As future leaders, students will be expected to demonstrate the ability to facilitate professional seminars and develop high-quality literacy programs for diverse learners. This course will also provide students with an opportunity to develop and implement a project that targets stakeholders outside of the school community (e.g., health care providers, mental health professionals, early childhood providers).

6. Required Documentation:
Proposed Syllabus Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

See attached – LIT 509
Wilkes University Curriculum Committee  
COURSE ADDITION FORM – page 10

1. Course Title: Literacy Education Practicum

2. Course Number: LIT 510
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3  Lab Hours Other

4. Course Prerequisites: LIT 501, LIT 502, LIT 503, LIT 504, LIT 505, LIT 506, LIT 507, LIT 508, LIT 509

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course will serve as the capstone experience that provides students with the opportunity to apply the knowledge, skills, and dispositions, necessary for effective practice as a reading specialist. Students will complete 100 practicum hours in a professional school setting where they will assume a variety of roles under the supervision of a certified reading specialist.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabi immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc.). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc.), pertinent policies and a proposed schedule of topics.

   See attached – LIT 510