

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: TLES PROPOSED EFFECTIVE SEMESTER: Fall, 2018 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
☐ New major*
☐ New curriculum*
☐ New concentration*
☐ New certificate
☐ New minor
☐ Revised major
☐ Revised minor
☐ Admission requirements
☐ Graduation requirements
☐ Deletion ☐ Transfer
☒ **Other (explain**)**

Substantive Course Changes

- ☐ **New course**
- ☐ **Pre or Co-requisites**
- ☐ **Deletion** (required by others)
- ☐ **Course #**, different level
- ☐ **Credit hours**
- ☐ **Enrollment restriction**
- ☐ **Course-level restriction**
- ☐ **Prefix** ☐ **Title and description**
(attach current & proposed)
- ☐ **General education** (select one)
Not Applicable
- ☐ **Other** (explain**)

Misc. Course Changes

- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**** Other:** Proposal to change the name of the current Practice of Teaching (Banner Code TEPM) to Practice of Teaching: Curriculum and Instruction

Title of degree, curriculum, major, minor, concentration, or certificate: Master of Arts in the Practice of Teaching

Existing course prefix and #:	Proposed course prefix and #:	Credit hours:
Existing course title:		

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. **Mandatory credit/no credit:** ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture
2. ☐ Lab or discussion
3. ☐ Lecture/lab/discussion
4. ☐ Seminar or ☐ studio
5. ☐ Independent study
6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director Kenneth L. Miller Date 10/20/17

Chair, College Curriculum Committee _____ Date _____

Dean _____ Date: _____ Graduate Dean: _____ Date _____

Curriculum Manager: Return to dean ☐ Date _____ Forward to: _____ Date _____

Chair, COGE/ PEB / FS President _____ Date _____

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove Chair, GSC/USC _____ Date _____

* ☐ Approve ☐ Disapprove Provost Date _____

1. Explain briefly and clearly the proposed improvement.

Currently TLES has three concentrations that are a part of the Master of Arts in the Practice of Teaching. One of the concentrations is entitled Practice of Teaching (banner code TEPM). We are proposing that this title be changed to the following:

Practice of Teaching: Curriculum and Instruction

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

This name change serves three important purposes:

- 1) **It more clearly defines the content and focus of this particular concentration**
- 2) **It aligns this concentration name more consistently with the other two concentrations (Practice of Teaching: Early Childhood Education; Practice of Teaching: Early Elementary Teaching)**
- 3) **It also aligns this concentration with a parallel concentration in the CEHD Doctoral Program that is housed in TLES which is entitled "Curriculum and Instruction."**

3. 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, other than to bring greater clarity and consistency.

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

No effect except that it provides a clearer, more consistent name for the concentration.

5. 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 except to make the focus on the concentration clearer for students.

6. 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?

We anticipate that 5-10 students will enroll in this concentration each year.

7. 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.)

None

8. 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 re-approval of an existing course.) **NA**
9. List the 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.

1. **Develop skills necessary for ongoing critical inquiry concerning ways that educational aims and practices reflect and emerge from taken-for-granted cultural assumptions as well as formal institutional and political policies.**

2. Develop an understanding of the ways professional aims and practices are embedded institutions and reflect their socio-historical contexts and cultural assumptions.
 3. Engage in critical inquiry about their chosen research topic.
 4. Demonstrate knowledge of and facility with selected fundamentals of educational research.
 5. Engage in an examination of a key aspect of their professional aims and practices.
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This is not a response to assessment outcomes. This is an effort to make the content of this particular concentration clearer, to align it more consistently with the other concentrations, and to align it with our existing doctoral concentration.

11. (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**