

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: **Revise the Early Childhood Education Program.**

Title of degree, curriculum, major, minor, concentration, or certificate:

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 include:

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 3. ☐ Lecture/lab/discussion 5. ☐ Independent study
 2. ☐ Lab or discussion 4. ☐ Seminar or ☐ studio
 6. ☐ Supervision or practicum (14 hrs practicum, 2 hrs seminar and selected required workshop experiences)

CIP Code (Registrar's use only):

Chair/Director

Regan F. [Signature]

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.

We are proposing to make the following changes to the Early Childhood Education program:

- 1) Increase the credit hours of ED 4500 from 3 to 6.
- 2) Delete ED 3710.

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

Currently, students who are admitted to the Early Childhood Education program of study are required to complete a 6 credit hour pre-internship, which is offered through the combination of two 3-credit courses (ED 4500 and ED 3710). When the pre-internship experience was conceived eight years ago, the decision was made to create a new course (ED4500 Pre-internship in Elementary Education--3 credit hours) and combine it with an existing course (ED 3710 Elementary Classroom Organization and Management—3 credit hours). Students enrolled in the pre-internship are required to be enrolled in both courses, for a total of 6 credit hours. They are required to participate in a day long pre-intern orientation, pre-intern in an elementary classroom for two full days a week, participate in a pre-intern seminar for 2 hours each week, and participate in additional pre-intern workshops as they are developed. Currently the two courses are taught as a single course.

Given that the two courses are currently taught as a single course and given that ED3710 has not been updated for over 10 years, we are proposing that we delete ED 3710 and at the same time increase the credit hours for ED4500 from 3 credit hours to 6 credit hours as well as modify the course description to more accurately convey the content of the course as it is currently taught. This change allows us to more clearly articulate what the reality of the pre-internship is, e.g. it is not 2 courses; rather, it is 1 course.

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.

This change will also not need to be reflected in the Special Education program. The Department of Special Education and Literacy Studies (SPLS) is submitting their own curriculum proposal to make this change.

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

This change makes our department's Early Childhood Education program more clearly defined, particularly one of the main clinical (school-based) courses the students participate in.

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.

We do not anticipate any effect on enrolled 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?

This curriculum change will not impact current or future enrollment. The main benefit will be to provide students with a curricular structure that matches what they are actually experiencing. The program will thus be more coherent.

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.)

There is no effect on resources.

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.

Standard #1 Learner Development—The teacher demonstrates that they understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and that the pre-intern designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 Learning Differences— The teacher demonstrates they have understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 Learning Environments— The teacher creates environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4 Content Knowledge— The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s), and they plan to teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 Application of Content— The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6 Assessment— The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide both the pre-intern teacher's and learner's decision making.

Standard #7 Planning for Instruction— The teacher knows how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

Standard #8 Instructional Strategies— The teacher understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & to build skills to apply knowledge in meaningful ways.

Standard #9 Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10 Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 curriculum change associated with assessment outcomes. This is a curriculum change to create a more clearly defined curriculum and set of outcomes that are associated with a single course of study (ED 4500).**
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. **n/a**

Current Catalog Copy (2017-18)

Early Childhood Elementary Education (129 hours)

Michigan Elementary Provisional Certificate plus the Early Childhood: General and Special Education (ZS) endorsement. The Elementary Education Curriculum is designed to prepare students to assume teaching responsibilities in K-5 all subjects, and in self-contained classrooms in grades K-8 all subjects. The Early Childhood General and Special Education (ZS) endorsement prepares students to assume teaching responsibilities in birth to age 8 settings.

Additional information may be obtained from the CEHD Office of Admissions and Advising, 2421 Sangren Hall.

University General Education Requirement (40 hours)

The University General Education Requirement is 37 hours. An additional three hours in General Education courses from the College of Arts and Sciences (nonprofessional courses only) are required for Michigan certification. All of the student's University General Education Requirements will be met by options within the professional education program and the approved minors. (Two courses at the 3000-4000 level are required.) Successful completion of BIOS 1700, PHYS 1800, and GEOG 1900 will satisfy General Education Area VI for students who complete the Early Childhood Elementary Education program.

I. Admission to the Professional Curriculum

All education students are coded Pre-Education upon admission to the University.

Candidates may apply for advancement to the Early Childhood Elementary Education professional curriculum after earning 35 credits toward their degree. A minimum cumulative grade point average of 3.0* must be attained for advancement from the Pre-Education curriculum to the Early Childhood Elementary Education professional curriculum. Pre-Education students are not permitted to enroll in upper-level professional education courses until admission requirements are met and application is approved. See "College of Education and Human Development Office of Admissions and Advising" for all admission requirements.

*Candidates with a cumulative GPA between 2.75 and 2.99 can be granted provisional admission to the Early Childhood Elementary Education professional curriculum. Candidates admitted under "Provisional Admission" can continue in their program provided they receive a "CB" or above in all professional education coursework.

II. Admission to Intern Teaching A minimum cumulative grade point average of 3.0** must be attained for enrollment in Intern Teaching and for a recommendation for the teaching certificate.

**Candidates with a cumulative GPA below 3.0 may submit an appeal to complete their intern teaching and the request will be considered by an appeals committee. Decisions of the appeals

committee are final.

III. Other Program Requirements An overall grade point average of 3.0 is required in the professional education sequence of courses, and no grade lower than a "CB" may be earned in any professional education courses.

Students may retake professional education courses only one time for a total of two times taking the course.

Professional Education courses are: ED 3090, ED 3500, ED 3690, ~~ED 3710~~, ED 4010, ED 4070, ED 4090, ED 4100, ED 4300, ED 4500, ED 4700, ED 5750, ES 3950, EDT 3470, ENGL 3690, HPHE 3400, HPHE 3520, LS 3770, LS 3780, MATH 3520, SPED 4270.

Elementary Education Content Area Requirements (52-53 hours)

ART 1480 - Direct Encounter with the Arts Credits: 4 hours

OR

MUS 1480 - Direct Encounter with the Arts Credits: 4 hours

MATH 1500 - Number Concepts for Elementary/Middle School Teachers

MATH 1510 - Geometry for Elementary/Middle School Teachers Credits: 4 hours

MATH 2650 - Probability and Statistics for Elementary/Middle School Teachers

ENGL 3820 - Literature for the Young Child Credits: 4 hours

ECON 1000 - Economics for Elementary Education Credits: 3 hours

GEOG 1020 - World Geography through Media and Maps Credits: 3 hours

HIST 2100 - American History to 1877 Credits: 3 hours

HIST 3020 - World History to 1500 Credits: 3 hours

PSCI 2000 - National Government Credits: 3 hours

BIOS 1700 - Life Science for Non-Majors Credits: 3 hours

PHYS 1800 - Physics: Inquiry and Insights Credits: 3 hours

GEOG 1900 - Exploring Earth Science: The Atmosphere Credits: 3 hours

CHEM 2800 - Active Chemistry Credits: 3 hours

HOL 1000 - Choices in Living Credits: 3 hours

OR

HPHE 1110 - Healthy Living Credits: 2 hours

ED 2500 - Human Development: Applications in Education Credits: 3 hours (Requires a grade of "CB" or better)

Professional Level Elementary Education Requirements (50 hours)

Students must meet requirements for Admission to the Professional Curriculum (see above) in order to take the Professional Level Elementary Education classes listed below.

A minimum grade of "CB" must be earned in all Professional Level Elementary Education courses. Students may retake professional education courses only one time for a total of two times taking the course.

LS 3770 - Literacy I: Early Literacy and Language Acquisition Credits: 3 hours 400

LS 3780 - Literacy II: Literacy/Language Arts across Disciplines Credits: 3 hours
 ENGL 3690 - Writing in the Elementary School Credits: 4 hours
 HPHE 3400 - Physical Education for the Elementary Classroom Teacher Credits: 2 hours
 HPHE 3520 - Teaching Health in the Elementary School Credits: 2 hours
 MATH 3520 - Teaching of Elementary/Middle School Mathematics Credits: 3 hours
 EDT 3470 - Technology for Elementary Education Credits: 3 hours
 SPED 4270 - Learners with Disabilities in Elementary and Middle School Programs
 ED 4010 - Teaching Elementary School Science Credits: 3 hours
 ED 4070 - Teaching Elementary Social Studies Credits: 3 hours
 ED 4300 - Creativity in the Elementary Classroom Credits: 3 hours
 ED 3710 - Elementary Classroom Organization and Management Credits: 3 hours
 ED 4500 - Pre-Internship in Elementary Education Credits: 3 hours
 ED 4710 - Intern Teaching: Elementary/Middle School Credits: 5, 8, or 10 hours (Credits: 10 hours needed)
 ED 4100 - Seminar in Education Credits: 1 to 2 hours (Credits: 2 hours needed)

Early Childhood Courses (24 hours)

Students must meet requirements for Admission to the Professional Curriculum (see above) in order to take the 3000 and 4000-level Early Childhood classes listed below.

A minimum grade of "CB" must be earned in all Professional Level Early Childhood courses. Students may retake professional education courses only one time for a total of two times taking the course.

ED 2900 - K-8 Teaching as a Profession Credits: 3 hours
 ED 3090 - Assessment and Instruction in Early Childhood Inclusive Education Credits: 3 hours
 ED 3500 - Young Children, Their Families, and Their Society Credits: 3 hours
 ED 3690 - Early Childhood Classroom Organization and Management Credits: 3 hours
 ED 4090 - Seminar in Early Childhood Education Credits: 1 hour
 ED 4700 - Intern Teaching: Early Childhood Credits: 5 hours
 ED 5750 - Administration of Child Development Centers Credits: 3 hours
 ES 3950 - School and Society Credits: 3 hours

Other Requirements

The college-level writing may be met by completing ENGL 1050 - thought and Writing or an equivalent with a minimum grade of "C" or better.

The baccalaureate-level writing requirement is met by completing ES 3950 - School and Society.

Proposed Catalog Copy (2018-19)

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