

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: **TLES** PROPOSED EFFECTIVE SEMESTER: **Fall 2017** 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
☐ Deletion (not required by others)
☐ Course #, same level
☐ Variable credit
☐ Credit/no credit
☐ Cross-listing
☐ COGE reapproval
☐ Other (explain**)

** Other:

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

Existing course prefix and #: Proposed course prefix and #: **ES 5850** Credit hours: **3**Existing course title: **N/A**Proposed course title: **Social Justice and Community Organizing**Existing course prerequisite & co-requisite(s): **N/A**Proposed course prerequisite(s) **none**

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

Proposed course co-requisite(s) **none**

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

Proposed course prerequisite(s) that can also be taken concurrently: **none**Is there a minimum grade for the prerequisites or corequisites? **N/A**

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

Major/minor or classification restrictions: **No 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
No Prerequisites

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): **Social Justice & Comm Organizing**b. Multi-topic course: ☒ No ☐ Yesc. Repeatable for credit: ☒ No ☐ Yesd. Mandatory credit/no credit: ☒ No ☐ Yes

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

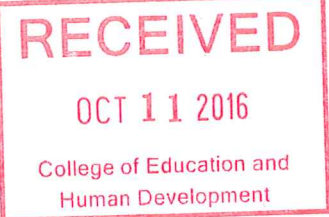
1. ☐ Lecture
 2. ☐ Lab or discussion
 3. ☒ Lecture/lab/discussion **3**
 4. ☐ Seminar or ☐ studio
 5. ☐ Independent study
 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director *Kegun J. [Signature]* Date 10/12/16Chair, College Curriculum Committee *[Signature]* Date 10/25/16Dean *Monika Veltz* Date: 10/25/16 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 propose to create a new course called "Social Justice and Community Organizing." It will be a required course in the new BS program in Youth and Community Development, which is currently being proposed by the Department of Families and Consumer Sciences.

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

The new BS program in Youth and Community Development is grounded in an ethic of family engagement and social justice. As such, this course is a critical examination of role of social justice and community organizing in education and society. It is informed by philosophical conceptions, literary perspectives, and best pedagogical practices, and is designed for aspiring youth development professionals and educators. This course will enjoin community partners that provide powerful examples of how individuals and organizations can address social inequities and promote human flourishing.

This course is a core requirement for the proposed BS program in Youth and Community Development, and it will serve as an elective for students across the College of Education and Human Development and WMU. In the Department of Teaching, Learning, and Educational Studies, this course will provide an option for students in the Masters in the Practice of Teaching, the Masters in Educational Foundation, the Masters of Arts in Teaching, the Interdisciplinary Doctoral Concentration in Youth Development, and undergraduate programs in teacher education.

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 course was developed in consultation among faculty in the Department of Teaching, Learning, and Educational Studies (TLES) and the Department of Family and Consumer Sciences (FCS) (see letter of support from the chair of FCS). It will have no effect on other colleges, departments and programs, other than to serve as a required course for FCS's proposed BS program in Youth and Community Development.

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

This proposed course would supplement and complement existing programs in the Department of Teaching, Learning, and Educational Studies such as the Masters in Educational Foundations, the Masters in the Practice of Teaching, and teacher education programs. This course is strongly aligned with the mission of the department.

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.

This elective will be offered every other academic year, and no scheduling conflicts are anticipated. As a required course, the addition of this offering will have no effect on time to completion 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?

The anticipated audience is individuals wishing to pursue careers as youth development professionals (required course in the BS in Youth and Community Development) and students in teacher education programs (elective offering). Estimated enrollment is ~20 students per class (offered every other year). According to the Bureau of Labor Statistics, there is projected market growth for youth development professionals, as well as classroom teachers:

Youth development professionals: "Employment of childcare workers is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. Job opportunities for childcare workers are expected to be favorable."

The Kalamazoo Youth Development Network (KYDNET) promotes quality and capacity in youth-serving settings in Kalamazoo County. They work with 30 programs that serve 5,600 youth during the school year, and 2,422 youth during the summer months. They have identified that there are over 200 youth development professionals in the county during the school year and over 300 youth development professionals in the summer months.

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.)

This course will be offered once every other academic year. With decreasing enrollment in the Department of Teaching, Learning, and Educational Studies, this course can be included in the two-year rotation and five-year plan with no additional faculty. This would require no new investment in equipment, space, technology, advising, or library holdings.

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 reapproval of an existing course)

N/A

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.

- Critically discuss historical foundations, turning points, and the evolution of social justice and community organizing.
- Discuss major theoretical perspectives and competing approaches to social justice.
- Consider humanistic, literary, and artistic expressions and contributions to social change.
- Understand the role of service, social action, and social justice in community empowerment.
- Develop individual and group projects to forward theory and practice in social justice and community organizing.

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 proposal is informed by departmental and college assessments of enrollment. This analysis has brought attention to the need to increase enrollment through the identification of quality offerings that complement current programs, and the consideration of new areas for future growth.

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

Proposed Catalog Copy (2017-18):

ES5850 – Social Justice and Community Organizing

This course is a critical examination of role of social justice and community organizing in education and society. It is informed by philosophical conceptions, literary perspectives, and best pedagogical practices, and is designed for youth development professionals and aspiring educators. This course will enjoin community partners that provide powerful examples of how individuals and organizations can address social inequities and promote human flourishing. It is open to upperclass and graduate students.

Pre-requisites and co-requisites: none

Credits: 3

From: Gary H Bischof
Sent: Monday, October 10, 2016 2:31 PM
To: James A Muchmore
Subject: RE: Letter of Support for TLES courses in new Youth Development major
Cc: Regena F Nelson, Karen R Blaisure

Hi Jim,
It was good talking with you earlier today.

Please take this email as support for the development of the two courses you note below which we do indeed plan to include in the new proposed major in Youth and Community Development which we are putting forth this fall for implementation in Fall 2017.

Thanks,
Gary

Gary H. Bischof, PhD
Professor & Chair
Dept of Family & Consumer Sciences
1903 W. Michigan Ave
Kalamazoo, MI 49008-5322
Ofc:(269) 387-3713
Fax:(269) 387-3353

From: James A Muchmore
Sent: Monday, October 10, 2016 1:38 PM
To: Gary H Bischof
Subject: Letter of Support for TLES courses in new Youth Development major

Gary,

As chair of the Department of Family and Consumer Sciences (FCS), please send me a message indicating your department's support for the creation of the following two new courses in the Department of Teaching, Learning, and Educational Studies (TLES).

- 1) ED 5950 – Experiential Education and Place-Based Learning
- 2) ES 5850 – Social Justice and Community Organizing

These new courses will serve as required courses in the new undergraduate major that is being proposed by FCS.

There is no need for you to write a formal letter of support; your affirmative reply to this message will suffice. Thanks.

-Jim

James A. Muchmore, Ph.D.
Professor & Associate Chair
Department of Teaching, Learning, and Educational Studies
College of Education and Human Development
Western Michigan University
Kalamazoo, MI 49008
(269) 387-2889

Social Justice and Community Organizing

ES5850, Fall 2017

Mondays, 2-430pm

Instructor

XXXX@wmich.edu

269-387-XXXX

Classroom: Sangren Hall XXXX

Office: Sangren Hall 4121

Office hours: By appointment

Course introduction and rationale

This course is a critical examination of role of social justice and community organizing in education and society. It is informed by philosophical conceptions, literary perspectives, and best pedagogical practices, and is designed for aspiring youth development professionals and educators. This course will enjoin community partners that provide powerful examples of how individuals and organizations can address social inequities and promote human flourishing.

Course texts and materials

Freire, P. (2007). *Pedagogy of the oppressed*. New York, NY: Continuum.

Additional readings will be made available through E-Learning, or via class email.

Course objectives

Through active engagement in this course, students will be able to:

- Critically discuss historical foundations, turning points, and the evolution of social justice and community organizing.
- Discuss major theoretical perspectives and competing approaches to social justice.
- Consider humanistic, literary, and artistic expressions and contributions to social change.
- Understand the role of service, social action, and social justice in community empowerment.
- Develop individual and group projects to forward theory and practice in social justice and community organizing.

Policies and procedures

Statement regarding academic integrity

"You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test." (Faculty Senate)

Statement regarding accommodation of special needs

Students that require accommodations to obtain access to the curriculum or activities for this class should contact the instructor as soon as possible.

"The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and to high expectations for their abilities to learn and apply their learning in meaningful ways." (CEHD Diversity Statement).

Statement Regarding Professional Courtesy

As a matter of professional courtesy, you are asked to set your cell phone or pager to vibrate mode or turn it off for the duration of the class session. Also, you may use your laptop to take notes, but please refrain from playing games, surfing the web, or instant messaging as it can be distracting to others around you.

Course assignments

1. Participation (25%).
2. Journal and analysis (25%).
3. Individual project (25%).
4. Group project (25%).

Course schedule

Date	Topics/ Activities
9/12	Social justice 101: An introduction and overview of landscape
9/19	Historical foundations, critical events, and social trends
9/26	Theoretical perspectives, issues, and contradictions
10/3	Mapping theory to community organizations and their work
10/10	Narratives and counter-narratives in social justice and the American Dream
10/17	Panel discussion: Communities of practice
10/24	Literary and humanistic expressions of community and social action
10/31	Social justice through music: From Woody Guthrie to Rage Against the Machine
11/7	Community service and youth activism
11/14	Group project workshop
11/28	Digging in for the long haul: Resistance and resiliency in social justice
12/5	Final presentations

Social Justice and Community Organizing: ES5850

Assignment Descriptions and Scoring Rubrics

Journal

Students are asked to keep a journal to chronicle their pathway through this course. These entries may provide a reflective space to consider course readings, discussions, and activities in terms of students' personal experiences. Twice during the semester students will make their journals available for review and feedback. Each entry should be approximately one typed page (~500 words in length).

Individual project

Students should select, read, review, and prepare a reflection on an approved individual book of choice during the semester. An overview should accompany a thorough and focused analysis of this writing. Students will consider this literature in terms of course readings, discussions, and activities. Individual book essay should be ~2000 words in length.

Criteria	Needs improvement	Partially proficient	Proficient
Thesis	Author's intent is unclear. Ideas are unorganized.	Thesis clear and appropriate.	Clear and creative theme that provides structure and support for writing.
Literature review and connections	No supporting literature, or not connected to topic.	Related literature cited as support of topic.	Relevant literature reviewed in context of thesis of paper.

Analysis	Random or unrelated ideas included in paper.	Appropriate analysis incorporated into narrative.	Literature is interrogated in context of thesis.
Presentation	Unorganized with multiple grammatical errors.	Edited paper with few grammatical mistakes.	Professional presentation of paper.

Group project

Students will design, implement, and assess an applied project to forward theory and/or practice in social justice and community organizing. Groups are encouraged to connect with community-based partners for issues of access, impact, and sustainability.

Participation

This course depends on the quality of student engagement. Being attentive and active in class is therefore a basic requirement of this course. Engaging in class discussions, posing questions, clarifying ideas, and providing relevant examples and insights not only improve the quality of our discussions but also add value and meaning to what students may take away from this class.

Criteria	Needs improvement	Partially proficient	Proficient
Attendance	More than one absence, no arrangements made for makeup.	More than one absence, prior arrangements made to account for missed classes.	No more than one absence.
Preparation	Student attends class, but unprepared for discussions and activities.	All readings completed prior to class.	Student comes to class with questions and comments about course materials.
Class participation	Minimal or limited participation in course activities and discussions.	Student participates in activities.	Student assumes an active role in class activities.
Communication	Student fails to communicate needs ahead of time.	Student alerts instructor to class-related needs in a timely manner.	Student is proactive in communicating issues and concerns.