

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: Teaching, Learning & Education Studies

PROPOSED EFFECTIVE SEMESTER: Fall 2017

COLLEGE: Education and Human Development

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**)

** Other:

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**)

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

Existing course prefix and #: ED 3090 Proposed course prefix and #: [No change] Credit hours: 3

Existing course title: Assessment and Instruction in Early Childhood Inclusive Education

Proposed course title: [No change]

Existing course prerequisite & co-requisite(s): ED 2500, ED 2900

Proposed course prerequisite(s) [ED 2500 or FCS 2140] and [ED 2900 or FCS 1010]

Proposed course co-requisite(s) [No change]

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?

[No change]

Major/minor or classification restrictions:

Major or minor in ECEJ or CFDJ

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): [No change]

b. Multi-topic course: ☐ No ☐ Yes [No change]c. Repeatable for credit: ☐ No ☐ Yes [No change]d. Mandatory credit/no credit: ☐ No ☐ Yes [No change]

e. Type of class and contact hours per week (check type and indicate hours as appropriate) [No change]

1. ☐ Lecture3. ☐ Lecture/lab/discussion5. ☐ Independent study2. ☐ Lab or discussion4. ☐ Seminar or ☐ studio6. ☐ Supervision or practicum

O AUS

OCT 31 2016

Received

CIP Code (Registrar's use only):

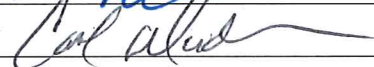
Chair/Director



Date

10/27/16

Chair, College Curriculum Committee



Date

10/27/16

Dean

Man K Fitts

Date: 10/28/16 Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Man K Fitts 12-12-16

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 loosen the restriction on ED 3090 to include the major in Child and Family Development, which is housed in the Department of Family and Consumer Sciences (FCS). We are also proposing to change the prerequisites for ED 3090, adding FCS 2150 (which is the equivalent to the TLES prerequisite of ED 2500), and FCS 1010 (which is the equivalent of ED 2900). In addition, we are removing the option to take ED 2500 concurrently; however, it remains a prerequisite.

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

Changes to state and federal regulations make it advantageous for students in other majors (i.e. Child and Family Development) to be allowed to take classes currently restricted to Early Childhood majors/minors. Enrollment in professional level courses for Elementary Education has decreased. FCS students cannot currently meet state regulations for preschool lead teachers. The removal of the current enrollment restrictions would increase the number of students in ECE classes and provided needed courses to FCS students.

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.

There will be no effects on other colleges, departments or programs. The only potential effects of this change may be an increase in Child and Family Development majors and students taking the Early Childhood sequence of courses. However, this effect will not adversely impact the Department of Family and Consumer Sciences, as the students will be adding TLES courses to their current programs without eliminating any FCS courses (see attached letter of support from the Chair of FSC).

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

Due to the Professional Readiness Exam administered by the state of Michigan, enrollment in all of the professional level teacher preparation courses has decreased. Opening the Early Childhood courses to other majors will increase enrollment in the Early Childhood professional sequence of courses. Because the state has created an opportunity for preschool teachers to obtain majors and minors beyond teacher education, opening this course to Child and Family Development majors fits with the TLES mission. TLES will continue to offer Early Childhood pedagogy.

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.

Students who are planning to become elementary teachers but are unable to pass Michigan's Professional Readiness Exam (PRE) have little option but to seek a major or program outside of the College of Education and Human Development. Opening up the Early Childhood Education courses will provide an alternative for students who were planning to complete Elementary Early Childhood Education but were unable to pass the PRE and enter professional level courses.

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?

With decreases in the number of graduates of Elementary Early Childhood Education, pre-kindergarten programs are having difficulty locating staff that meet the state staff requirements. This class is one that will help Child and Family Development majors fulfill the state lead-teacher requirements. This is likely to double the number of students that TLES has in the Early Childhood sequence of courses. Students who had hoped to be in Elementary Early Childhood Education will also have a minor option that allows them to stay within the teaching field. Head Start and state funded programs across the country will preschool teachers with the Child and Family Studies and Early Childhood combination.

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 will be no effect on resources. Following a years of declining enrollment, the Department of Teaching, Learning, and Educational Studies (TLS) has the capacity to accommodate these extra students using existing faculty 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 reapproval 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.

[Learning outcomes will not change.](#)

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 curriculum change is in response to an informal assessment of state regulations and employer needs.](#)

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.

[This course is not a part of current articulation agreements.](#)

Current Catalog Copy (2016-17)

ED 3090 Assessment and Instruction in Early Childhood Inclusive Education This course will develop an understanding of how children learn from ages birth through 9 years. Students will use formal and informal assessment information, child development theory and knowledge of children's cultural and family backgrounds to develop individualized learning goals for diverse learners. Requires 3 hours per week participation in the classroom Program requires a grade of "CB" or better. May repeat course one time only. Restricted to majors/minors in Early Childhood. Prerequisite: ED 2500 (may be taken concurrently) and ED 2900, with a grade of "CB" or better in all prerequisites. 3 hours

Proposed Catalog Copy (2017-18)

ED 3090 Assessment and Instruction in Early Childhood Inclusive Education This course will develop an understanding of how children learn from ages birth through 9 years. Students will use formal and informal assessment information, child development theory and knowledge of children's cultural and family backgrounds to develop individualized learning goals for diverse learners. Requires 3 hours per week participation in the classroom Program requires a grade of "CB" or better. May repeat course one time only. Restricted to majors/minors in child and family development, or early childhood professional education. Prerequisite: ED 2500 ~~(may be taken concurrently)~~ or FCS 2140, and ED 2900 or FCS 1010, with a grade of "CB" or better in all prerequisites. 3 hours

From: Gary H Bischof
Sent: Monday, October 10, 2016 at 6:14 PM
To: James A Muchmore
Subject: Re: Another Letter of Support Needed
Cc: Regena F Nelson

Hi Jim,

I appreciate the proposal to remove some of the enrollment restrictions on the courses you list below to improve access by our Child and Family Development majors.

This does allow for an important additional career option for some of these students.

We in FCS appreciate the inter-departmental collaboration.

Gary

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

From: James A Muchmore
Sent: Monday, October 10, 2016 3:51 PM
To: Gary H Bischof
Subject: Another Letter of Support Needed

Gary,

We have another curriculum change which needs a letter of support from FCS.

In order to enable FCS students to meet the state requirements for employment as lead-teachers in preschool settings, we are removing the enrollment restrictions on 5 of our courses. These changes will allow FSC students who are majoring in Child and Family Development to take the following TLES courses:

ED 3090

ED 3500

ED 3690

ED 4090

ED 4700

On our curriculum change forms, we have indicated that these changes will have no effect on your department, other than to provide an additional career option to your students. Please indicate whether or not you agree with this claim. Thanks.

-Jim

James A. Muchmore, Ph.D.
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