

## 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: **N/A**Existing course prefix and #: **N/A** Proposed course prefix and #: **ED5950** Credit hours: **3**Existing course title: **N/A**Proposed course title: **Experiential Education and Place-Based Learning**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: **N/A**

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: **None excluded**

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

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

**No prerequisites or corequisites**

## Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): **Exp Educ & Place-based Learning**b. Multi-topic course: ☒ No ☐ Yesc. Repeatable for credit: ☒ No ☐ Yesd. Mandatory credit/no credit: ☒ No ☐ Yes

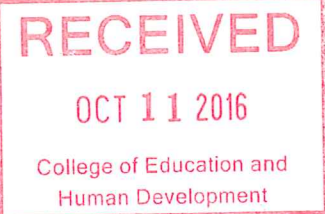
e. Type of class and contact hours per week (check type and indicate hours as appropriate)

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 *[Signature]* Date **10/12/16**Chair, College Curriculum Committee *[Signature]* Date **10-25-16**Dean *[Signature]* Date: **10/25/16** Graduate Dean: \_\_\_\_\_ Date \_\_\_\_\_Curriculum Manager: Return to dean ☐ Date \_\_\_\_\_ Forward to: \_\_\_\_\_ Date \_\_\_\_\_Chair, COGE/PEB / FS President *[Signature]* **12-12-16** Date \_\_\_\_\_

## FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove Chair, GSC/USC \_\_\_\_\_ Date \_\_\_\_\_\* ☐ Approve ☐ Disapprove Provost \_\_\_\_\_ Date \_\_\_\_\_

OAUS

OCT 31 2016

Received



1. Explain briefly and clearly the proposed improvement.

We propose to create a new course called "Experiential Education and Place-Based Learning." 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.)

Experiential education has broad application in operationalizing the philosophy of "learning by doing." Youth development professionals can organize informal learning environments and youth-serving settings around this pedagogical approach, and teachers can incorporate these understandings into traditional school settings. As such, 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.
  - o Articulate and critically discuss major perspectives and approaches to experiential education and placed-based learning.
  - o Discuss neurophysiological experiences in natural spaces, and psychological perspectives on active approaches to learning.
  - o Experience leadership and adventure-based activities, and interact on-site at an outdoor education center.
  - o Consider theory and practice in project, problem, and place-based learning activities and programs.
  - o Understand the role of experiential education through community service, social action, and social justice.
  - o Develop individual and group projects to forward theory and practice in experiential education and placed-based learning.
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):

ED5950 – Experiential Education and Place-Based Learning

This course is an invitation to the world of experiential education and place-based learning. In context of current policies and practices in American education, it explores the benefit of “learning by doing,” and the potential of “schools without walls.” This course is informed by philosophical conceptions, psychological perspectives, and best pedagogical practices, and is designed for aspiring educators and youth development professionals. 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

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**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

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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

## Experiential Education and Place-Based Learning

ED5950, 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 an invitation to the world of experiential education and place-based learning. In context of current policies and practices in American education, we consider the benefit of “learning by doing,” and the potential of “schools without walls.” This course is informed by philosophical conceptions, psychological perspectives, and best pedagogical practices, and is designed for aspiring educators and youth development professionals.

### Course texts and materials

Wurdinger, S., & Carlson, J. (2010). *Teaching for experiential learning: Five approaches that work*. Lanham, MD: Rowman & Littlefield Education.

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:

- Articulate and critically discuss major perspectives and approaches to experiential education and placed-based learning.
- Discuss neurophysiological experiences in natural spaces, and psychological perspectives on active approaches to learning.
- Experience leadership and adventure-based activities, and interact on-site at an outdoor education center.
- Consider theory and practice in project, problem, and place-based learning activities and programs.
- Understand the role of experiential education through community service, social action, and social justice.
- Develop individual and group projects to forward theory and practice in experiential education and placed-based learning.

### 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	Essential Questions
9/12	Experiential learning: Overview, history, foundations	Where did the “learning by doing” movement originate? What are the fundamental and orienting concepts?
9/19	Psychological perspectives and experiences in outdoor spaces	How do people experience differently in natural spaces? How do classrooms-without-walls affect learning environments?
9/26	Placed-based learning: Developing a sense of place	How can we develop a sense of place and connection to proximal landscapes, communities, and ecosystems?
10/3	Outdoor and Adventure Education I: Philosophy and pedagogy	How can outdoor educational experiences be organized to maximize learning and development?
10/10	Project-based learning	What are the effective practices in project-based learning and performance-based assessment?
10/17	Problem and inquiry-based learning	How can learning opportunities be organized around critical questions?
10/24	Outdoor and Adventure Education II: Pretty Lake Camp and Adventure Center	How can outdoor educational experiences be organized to maximize learning and development?
10/31	Community service and social action	How does community engagement promote authentic learning and the development of a sense of purpose?
11/7	Panel discussion: Communities of practice	What are the communities of practice that support this movement?
11/14	Group project workshop	How can we contribute to theory and/or practice in experiential education?
11/28	Networks, resources, and career development in experiential education	What are the next steps? How can we connect with this work and explore vocational options?
12/5	Final presentations	