

CEHD 778

## 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\*\*)

\*\* 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: n/a

Existing course prefix and #: ED4085 Proposed course prefix and #: Credit hours: 3

Existing course title: Organizing Learning Environments

Proposed course title: [no change]

Existing course prerequisite &amp; co-requisite(s): ES 2000, ED 3000, ED 4086

Proposed course prerequisite(s) ES 2000, ED 3000, ED 4060, ED 4065

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

Proposed course co-requisite(s) ED 4086

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

Proposed course prerequisite(s) that can also be taken concurrently: [no change]

Is there a minimum grade for the prerequisites or corequisites? [no change]

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

Major/minor or classification restrictions: [no change]

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

## Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): [no change]

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. ☐ Lecture2. ☐ Lab or discussion3. ☒ Lecture/lab/discussion4. ☐ Seminar or ☐ studio5. ☐ Independent study6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date 10/12/16

Chair, College Curriculum Committee

Date 10/25/16

Dean Mark Keltz

Date: 10/28/16 Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/PEB/FS President

Mark Keltz 12-12-16

Date

## FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove

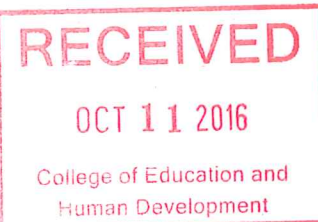
Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date



O AUS

OCT 31 2016

Received

1. Explain briefly and clearly the proposed improvement.

We propose that ED 4060/4065 (Instructional Design and Methodology in Secondary Education/Pre-Internship) be a pre-requisite for ED 4085/4086 (Organizing Learning Environments/Pre-internship).

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

Currently, ED 4060/4065 and ED 4085/4086 can be taken in any order, or concurrently. This is problematic because there is a large discrepancy of skill and experience among students taking either course, based on their sequencing of their previous course/field experience. It is very difficult to offer a rigorous and scaffolded field experience when some students have had one of the required methods courses and pre-internship, and others have not.

ED 4060/4065 offers students an opportunity to learn the importance of thoughtful and detailed curriculum planning and assessment. The students practice these skills in the field. This knowledge and skill base provides the meaning behind effective teaching and learning, and provides the foundation in which the student transfers ideas, theory, and methodology to all areas of teaching and learning. The organization of a productive and efficient classroom environment (ED 4085/4086) is based on these foundations. A teacher must know how to differentiate instruction and assessment based on individual student needs. Only then can they begin to organize a proactive learning environment. Requiring all students to take ED 4060/4065 prior to ED 4085/4086 would provide students with a scaffolded sequence of instruction, requiring student to implement content learned in ED 4060/4065 in conjunction with the ED 4085/4086 content and field work. By doing so, the ED 4086 pre-internship would be more focused and more rigorous.

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 is no effect on other colleges, departments, or programs. However, because all of the content majors for the secondary education program are housed in the College of Arts and Sciences, we have attached a letter of support from Dr. James Cousins, Associate Dean of the College of Arts and Sciences, to verify this claim.

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

There is no effect on TLES's programs. The proposed change is for secondary education majors who need both courses to graduate and it is only affecting the order in which the courses are taken. Early advising will address this proposed change so that students can plan for this new prerequisite.

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.

If enrollment difficulties arise for prior-catalog-year students who have not yet taken ED 4060/4065 and/or ED 4080/4085, then these students will be issued course overrides to enable their unimpeded progress through the program.

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 is a change in course sequencing that will be beneficial for the students for the following reasons:

- All students will be able to use the content of ED 4060/4065 to build and strengthen their work (i.e. lesson plans, unit plans, classroom environment plans, journaling, and reflective narratives) within ED 4085/4086
- ED 4085/4086 instructors can better align classroom and field experiences by building upon content from ED 4060/4065.
- Applying ED 4060/4065 course content and field experiences to ED 4085/4086 will provide students with an opportunity to demonstrate transfer of knowledge and skill, allowing the students to craft a more rigorous and meaningful learning experience for their own students.

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 change, which simply adds a course prerequisite, will have 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 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.

Learning outcomes remain the same. Only the sequence of coursework is being changed. Current objectives include the following. Successful teacher candidate will be able to:

1. Describe and analyze various theories, methods, and strategies for developing and maintaining classroom environments that support cognitive and socio-emotional engagement, and improve student learning.
2. Describe and discuss the various roles in the classroom (i.e., teacher, student, leader) and critically reflect on teaching practices that promote student engagement and learning in terms of social justice and cultural awareness.
3. Organize and develop a classroom learning environments plan for building community in their own classroom.
4. Describe, analyze and discuss the core concepts of organizing positive learning environments.
5. Describe, analyze, and use at least 50 specific classroom management techniques that improve classroom management and create an effective and organized learning environment.
6. Differentiate instruction to meet the needs, abilities, and interests of diverse students.
7. Develop a lesson plan, with supplementary materials, that incorporates appropriate instructional strategies/activities based on your identified student outcomes.
8. Critically reflect on teaching practices; and develop an understanding of the role of teachers in the classroom, in the community, and in the profession (specifically focusing on the MI-InTASC Standards).

Assessment of these course objectives are based on the MI-InTASC standards:

**Standard #1: Learner Development:** The intern teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences** The intern teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet standards.

**Standard #3: Learning Environments** The intern teacher works with others to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge** The intern teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make the discipline accessible and meaningful for learners.

**Standard #5: Applications of Content** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to

authentic local and global issues.

**Standard #6: Assessment** The intern teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to inform ongoing planning and instruction.

**Standard #7: Planning for Instruction** The intern teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies** The intern teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

**Standard #9: Professional Learning and Ethical Practice** The intern 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 intern teacher seeks appropriate leadership roles and collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

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 change is in response to informal assessments conducted by both ED 4060/4065 and ED 4085/4086 instructors. Students come into the course with a different range of content preparedness and experience in the field. This adversely affects the rigor of the course, as well as vital opportunities to connect and transfer content from ED 4060/4065 to ED 4085/4086.

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.

These courses are not part of transfer articulation agreement with any Michigan community college.

### Current Catalog Course Descriptions (2016-17):

#### ED 4085 Organizing Learning Environments

Students/teacher candidates will examine the organization of classroom environments in terms of effective interaction, instruction, and learning. Students will engage in a critical examination of classroom climate and management, interpersonal relationships as motivational context, and the social context of education. Students will participate in a field-based pre-internship as a component of this course, spending two half days per week in a secondary classroom. Program requires a grade of "CB" or better. May repeat course one time only. Prerequisite: ES 2000 and ED 3000, with a grade of "CB" or better in all prerequisites. Corequisite: Ed 4086. 3 hours

### Proposed Catalog Course Descriptions (2017-18):

#### ED 4085 Organizing Learning Environments

Students/teacher candidates will examine the organization of classroom environments in terms of effective interaction, instruction, and learning. Students will engage in a critical examination of classroom climate and management, interpersonal relationships as motivational context, and the social context of education. Students will participate in a field-based pre-internship as a component of this course, spending two half days per week in a secondary classroom. Program requires a grade of "CB" or better. May repeat course one time only. Prerequisite: ES 2000, ~~and~~ ED 3000, **ED 4060, and ED 4065**, with a grade of "CB" or better in all prerequisites. Corequisite: Ed 4086. 3 hours

# WESTERN MICHIGAN UNIVERSITY



Office of the Dean  
College of Arts and Sciences

To Whom It May Concern:

The College of Arts and Sciences (CAS) fully supports the College of Education and Human Development's proposal to add ED 4060: Instructional Design and Methodology in Secondary Education, as a prerequisite to ED 4085: Organizing Learning Environments. There are no negative effects to CAS programs, and we believe this to be a positive step forward in every respect.

Regards,

James P. Cousins, PhD  
Interim Associate Dean  
College of Arts and Sciences  
Western Michigan University

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