

Date of request: 27-APR-2018

Request ID: E-2018-TLES-39

College: E

Department: TLES

Initiator name: James Muchmore

Initiator email: james.muchmore@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course ED 3000

Specific Course Change type selected: Description

1. Existing course prefix and number:

ED 3000

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

We propose a minor revision to the course description of ED 3000 'Adolescent Development and School Learning.'

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

The course description needs a minor revision in order to better communicate the nature of the field experience component. The description currently states that there 'may' be 'a field experience in a senior or youth-serving setting.' In fact, there is always a field experience for this course, and it is only in a youth-serving setting. Therefore, we are removing the words, 'may' and 'senior.'

F. List the student 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.

No Change.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change arose through the department's annual review of the Undergraduate Catalog proofs. As faculty were reading through this course description in the catalog proofs, they felt that this minor revision was needed in order to make the description consistent with current practice.

H. 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.
No effect. The only change is in the catalog language, which will more accurately describe what is already being done.

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

No effect. The only change is in the catalog language, which will more accurately describe what is already being done.

J. 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.

No effect. The only change is in the catalog language, which will more accurately describe what is already being done.

K. 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 will not change.

L. 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.)
No effect. The only change is in the catalog language, which will more accurately describe what is already being done.

M. 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.)

Not applicable.

N. (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.

No effect.

O. Current catalog copy:

ED 3000 Adolescent Development and School Learning

This course examines adolescence as a contemporary socio-anthropological phenomenon. Students will trace the bio-psycho- social development of adolescents with emphasis on the analysis of cognitive and motivational theories related to school learning. Special consideration will be given to opportunities for self-reflection as well as examining the needs of diverse learners. This course may involve a field experience in a senior or youth-serving setting. Program requires a grade of 'CB' or better. May repeat course one time only.

Prerequisite: ES 2000 with a grade of "CB" or better, and admission to Secondary Education program. 3 hours

P. Proposed catalog copy:

ED 3000 Adolescent Development and School Learning

This course examines adolescence as a contemporary socio-anthropological phenomenon. Students will trace the bio-psycho- social development of adolescents with emphasis on the analysis of cognitive and motivational theories related to school learning. Special consideration will be given to opportunities for self-reflection as well as examining the needs of diverse learners. This course involves a field experience in a youth-serving setting. Program requires a grade of 'CB' or better. May repeat course one time only.

Prerequisite: ES 2000 with a grade of "CB" or better, and admission to Secondary Education program. 3 hours

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment:

Date: 09-OCT-2018

Department approver: Regena Nelson

Chair comment:

Date: 09-OCT-2018