

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: **TLES** PROPOSED EFFECTIVE SEMESTER: **Fall 2019** 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 (attach current & proposed)  
☐ Deletion (not required by others)  
☐ Course #, same level  
☐ Variable credit  
☐ Credit/no credit  
☐ Cross-listing  
☐ COGE reapproval  
☐ Other (explain\*\*)

\*\* Other: **Revised MA concentration**

Title of degree, curriculum, major, minor, concentration, or certificate: **Masters in the Practice of Teaching – Early Elementary Teaching**

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

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

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

Proposed course co-requisite(s)

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?

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

Major/minor or classification 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

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

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

1. ☐ Lecture

3. ☐ Lecture/lab/discussion

5. ☐ Independent study

2. ☐ Lab or discussion

4. ☐ Seminar or ☐ studio

6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

*Regan Z. Mc*

Date **2/28/18**

Chair, College Curriculum Committee

Date

Dean

Date:

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

1. Explain briefly and clearly the proposed improvement.

Replace ES 6150: Education From a Socio-Cultural Perspective with ES 6300: History of Education in the United States

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

ES 6150 is currently a required course for the MA in Teaching program. It is also a required course for the Master in the Practice of Teaching (MPT) program in Early Elementary Teaching. The MA in Teaching program is on hold at this time, which has adversely affected the enrollment in ES 6150 to the point that it is not currently being offered. This has created a problem for the students in the Early Elementary Teaching program who still need to take ES 6150. Our solution to this problem is to have the Early Elementary Teaching students take another educational foundations course, ES 6300, which will still meet their programmatic needs. ES 6300 is currently being offered once a year.

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.

ES 6300 is a TLES course for TLES MA students. No other departments or college will be affected.

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

ES 6300 is on the schedule every fall semester. ES 6150 is not currently being offered.

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.

An educational foundations course is required for graduation in TLES MA programs. This program change will allow the MA students in Early Elementary Teaching to meet the graduation requirement.

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?

Enrollment in the Early Elementary Teaching program is slowly growing to its capacity of 10 students per year. There are 2 students in the program and 8-10 in the pipeline. There is room in ES 6300 to add up to 10 more students each fall.

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.)

ES 6300 is taught by a full-time faculty member as part of load once per year. This program change will not require additional sections of ES 6300. Thus, there will not be any need for additional 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.)

Not Applicable.

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.

The learning outcomes will not be affected by this proposal.

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 program change is being requested to ensure that students in the program meet the state requirements for teacher certification in a timely manner.

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

### Early Elementary Teaching Concentration - Initial Teacher Certification

#### Program Requirements:

#### Foundation of Practice (15 hours)

- ES 6300: History of Education in the United States **Credits: 3 hours**
- ED 6010 - Introduction to Research in Educational Settings **Credits: 3 hours**
- ED 6790 - Capstone Research Project **Credits: 3 hours**
- ED 7120 - Professional Field Experience **Credits: 1 to 12 hours**
- **(Credits: 6 hours needed)**

#### Area of Specialization (42 hours)

- ED 6060 - Early Childhood Education Methods and Materials **Credits: 3 hours**
- ED 6080 - Seminar in Early Childhood Development **Credits: 3 hours**
- ED 6140 - Engaging Diverse Families in Educational Settings **Credits: 3 hours**
- ED 6110 - Assessment in Early Childhood Inclusive Education **Credits: 3 hours**
- ED 5750 - Administration of Child Development Centers **Credits: 3 hours**
- ED 5020 - Curriculum Workshop **Credits: 1 to 6 hours**
- ED 6700 - Authority and Autonomy in Schooling **Credits: 3 hours**
- HPHE 6450 - Curriculum Development in Human Performance and Health Education  
**Credits: 3 hours**
- MATH 6510 - Studies in Teaching Elementary School Mathematics **Credits: 3 hours**
- LS 6170 - Reading in the Content Areas **Credits: 3 hours**
- LS 6180 - Literacy Acquisition and Reading Instruction **Credits: 3 hours**
- SPED 5340 - Evidence Based Interventions I: Foundations of Reading, Written Language and Content Areas **Credits: 3 hours**

## Current Catalog Copy

### Early Elementary Teaching Concentration - Initial Teacher Certification

#### Program Requirements:

#### Foundation of Practice (15 hours)

- ES 6150 - Education From a Socio-Cultural Perspective **Credits: 3 hours**
- ED 6010 - Introduction to Research in Educational Settings **Credits: 3 hours**
- ED 6790 - Capstone Research Project **Credits: 3 hours**
- ED 7120 - Professional Field Experience **Credits: 1 to 12 hours**
- **(Credits: 6 hours needed)**

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