

**Tina L Thompson**

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**From:** Regena F Nelson  
**Sent:** Wednesday, April 11, 2018 1:59 PM  
**To:** Carol A Weideman  
**Cc:** Tina L Thompson  
**Subject:** Curriculum Course Request Change Course ED 4060 - E-2018-TLES-32; effective term: 201940

Please verify your data for New Curriculum Course Request for department: TLES; college: E.  
Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 11-APR-2018

Request ID: E-2018-TLES-32

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 4060

Specific Course Change type selected: Description

1. Existing course prefix and number:  
ED 4060

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 to revise the course description of ED 4060 'Instructional Design and Methodology in Secondary Education.' Specifically, we are changing one word in the second sentence: 'differentiated' in place of 'meaningful.'

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 course. In the following sentence, we feel that the word 'differentiated' is less vague than 'meaningful': 'Emphasis is placed on developing meaningful [replace 'meaningful' with 'differentiated'] unit and lesson plans that consider the needs of all learners, as well as instructional tasks that will engage learners.'

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 a minor revision was appropriate.

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.

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

No effect.

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.

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?

There will be no effect on market demand, student audience, or enrollment. By changing a word in the course description, we will benefit students by giving them a better understanding of the course.

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 course description:

ED 4060 Instructional Design and Methodology in Secondary Education This course is designed to prepare students to face the challenges of planning, implementing, and assessing instruction. Emphasis is placed on developing meaningful unit and lesson plans that consider the needs of all learners, as well as instructional tasks that will engage learners. Finally, students will examine the assessment process, with attention to designing appropriate assessment strategies. Program requires a grade of 'CB' or better. May repeat course one time only. Restricted to majors in Secondary Education. Prerequisite: ES 2000 and ED 3000, with a grade of 'CB' or better in all prerequisites. Corequisite: ED 4065. 3 hours

P. Proposed course description:

ED 4060 Instructional Design and Methodology in Secondary Education This course is designed to prepare students to face the challenges of planning, implementing, and assessing instruction. Emphasis is placed on developing differentiated unit and lesson plans that consider the needs of all learners, as well as instructional tasks that will engage learners. Finally, students will examine the assessment process, with attention to designing appropriate assessment strategies. Program requires a grade of 'CB' or better. May repeat course one time only. Restricted to majors in Secondary Education. Prerequisite: ES 2000 and ED 3000, with a grade of 'CB' or better in all prerequisites. Corequisite: ED 4065. 3 hours

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment:

Date: 11-APR-2018

Department approver: Regena Nelson

Chair comment:

Date: 11-APR-2018