

## REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: Teaching, Learning and Educational Studies PROPOSED EFFECTIVE SEMESTER: Fall 2016

COLLEGE: Education and Human Development

## 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: Revised concentration

## 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: Master's 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 &amp; 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 &amp; 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 ☐ 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  
 4. ☐ Seminar or ☐ studio  
 5. ☐ Independent study  
 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date 10/2/15

Chair, College Curriculum Committee

Date 10/13/15

Dean

Date: 10/16/15 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

\* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

Add 4 required courses to the Early Elementary Concentration- HPHE 6450: Curriculum Development in Human Performance and Health Education; ED 4300: Creativity on the Elementary Education Classroom; ED 5020: Curriculum Workshop; and ED 6700: Authority and Autonomy in Schooling.

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

In 2014, the Early Elementary Concentration simultaneously went through the following two independent approval processes: 1) the WMU curriculum process; and 2) the Michigan Department of Education (MDE) program approval process for state certification. It was approved by both bodies. However, the MDE's approval was contingent upon the addition of four elementary content and pedagogy courses that were NOT included in the WMU proposal (see CEHD 540 in 2014). Because the curriculum listed in the WMU Graduate Catalog must match the curriculum approved by the MDE, we must now add these four courses to the Early Elementary Concentration at WMU. Without the addition of these four courses, WMU students will not be able to obtain state certification upon completion of the program.

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.

Three out of the 4 new courses are TLES courses (ED 4300, ED 5020 and ED 6700). The Human Performance and Health Education department has agreed to allow the TLES students to take HPHE 6450. See attached letter of support.

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

ED 4300, ED 5020 and ED 6700 concentration courses that are currently offered in the K-12 Curriculum and Instruction concentration in the graduate program and in the Elementary Education Professional Sequence in the undergraduate program, which have declining enrollment. The addition of students from the new concentration will help sustain the enrollment in these courses.

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.

The current course rotation schedule in the K-12 Curriculum and Instruction concentration and in the Elementary Education Professional Sequence will meet the needs of the students in the Early Elementary concentration. The elementary courses are offered in the evenings and during summer sessions to meet the needs of full-time professionals.

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 early childhood professionals with bachelor's degrees who would like to obtain teacher certification to move into lead teacher positions in public preschools and elementary schools. The market for early childhood/elementary teachers is expected to increase 17% between 2012 and 2022.

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.)

The current faculty members in TLES and HPHE courses teach the 4 additional courses for the concentration and have capacity in their current course sections to add the Early Elementary students. Therefore no additional instructional resources are required to offer these courses.



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.

The new concentration will meet the following outcomes.

Teacher candidates have in-depth knowledge of the content that they plan to teach as described in the Mi-InTASC standards. They demonstrate their knowledge through inquiry, critical analysis and synthesis within each content area.

Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas and are able to design and implement developmentally appropriate and challenging learning experiences.

Candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Candidates know how to use technology and web-based resources for whole-class teaching, individual and group learning, and professional development.

Candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress and guide decision-making.

Candidates engage in ongoing professional learning and use evidence to continually evaluate their practice particularly the effects of their choices and actions on others (learners, families, other professionals and the community), and to adapt practice to meet the needs of each learner.

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.

The data we have analyzed for the academic program review have revealed that our graduate programs are below capacity. Adding new graduate concentrations that will attract more students will address this problem.

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

CURRENT CATALOG COPY (EFFECTIVE Fall 2015)	PROPOSED CATALOG COPY (EFFECTIVE Fall 2016)
<p><b>Admission Requirements</b></p> <ol style="list-style-type: none"> <li>1. Bachelor's degree from an accredited institution.</li> <li>2. An overall grade point average of at least 3.0 (on a 4 point scale) in the last two years of undergraduate work. Applicants with a GPA of less than 3.0 may be granted a Conditional Admission. This will be converted to a regular admission if students receive a grade of B or better in the first two graduate courses (six credit-hours) taken.</li> <li>3. A concise written "statement of purpose" (250 words or less) indicating the applicant's reasons for seeking admission to the program and what the applicant hopes to accomplish during the program of study.</li> <li>4. Congruence of applicant's written "statement of purpose" with the parameters of this degree program.</li> <li>5. Experience in a professional setting.*</li> <li>6. A valid Michigan Teaching Certificate will be required for students seeking to obtain additional endorsements.</li> </ol> <p>*Waived for individuals in "Early Elementary Teaching" concentration seeking initial certification.</p> <p>Additional requirements and information for individuals seeking admission to "Early Elementary Teaching" concentration:</p> <p>A review of transcripts will be required for students in the early elementary teaching concentration to determine if the student has taken the 49 credits of required content pre-requisites for elementary education certification.</p> <p>Upon admission, each student will be assigned an advisor who will assist in the preparation of a program of study. The program of study should be completed during the first semester of enrollment.</p> <p>A maximum of 9 Western Michigan University graduate credits taken before admission may be applied to the Master of Arts in the Practice of Teaching with advisor approval.</p>	<p><b>Admission Requirements</b></p> <ol style="list-style-type: none"> <li>1. Bachelor's degree from an accredited institution.</li> <li>2. An overall grade point average of at least 3.0 (on a 4 point scale) in the last two years of undergraduate work. Applicants with a GPA of less than 3.0 may be granted a Conditional Admission. This will be converted to a regular admission if students receive a grade of B or better in the first two graduate courses (six credit-hours) taken.</li> <li>4. A concise written "statement of purpose" (250 words or less) indicating the applicant's reasons for seeking admission to the program and what the applicant hopes to accomplish during the program of study.</li> <li>4. Congruence of applicant's written "statement of purpose" with the parameters of this degree program.</li> <li>5. Experience in a professional setting.*</li> <li>6. A valid Michigan Teaching Certificate will be required for students seeking to obtain additional endorsements.</li> </ol> <p>*Waived for individuals in "Early Elementary Teaching" concentration seeking initial certification.</p> <p>Additional requirements and information for individuals seeking admission to "Early Elementary Teaching" concentration:</p> <p>A review of transcripts will be required for students in the early elementary teaching concentration to determine if the student has taken the 49 credits of required content pre-requisites for elementary education certification.</p> <p>Upon admission, each student will be assigned an advisor who will assist in the preparation of a program of study. The program of study should be completed during the first semester of enrollment.</p> <p>A maximum of 9 Western Michigan University graduate credits taken before admission may be applied to the Master of Arts in the Practice of Teaching with advisor approval.</p>
<p><b>Program Requirements</b></p> <p>(30 - 33 hours) for practicing teachers□(35 - 45 hours) for individuals in "Foundations for Teaching" concentration</p>	<p><b>Program Requirements</b></p> <p>(30 - 33 hours) for practicing teachers□(35 - 45 hours) for individuals in "Foundations for Teaching" concentration</p>

### 1. Foundations of Practice (12-15 hours)

- ES 6330 – Education and Human Flourishing  
**Credits:** 3 hours
- ES 6340 - Culture and Politics of Educational Institutions **Credits:** 3 hours
- ED 6010 - Introduction to Research in Educational Settings **Credits:** 3 hours

**Note:** ED 6330 and ED 6340 are prerequisites for ED 6010 and should be taken early in the program if possible. In addition, students must complete 21 hours in their masters program before enrolling in ED 6010.

**Select either:**

- ED 6790 - Capstone Research Project **Credits:** 3 hours
- Or
- ED 7000 - Master's Thesis **Credits:** 6 hours

### 2. Area of Specialization (12 hours)

Student may select, with approval of their assigned advisor, 12 credit hours in one of several area of specialization. (examples of specialized program follow below).

### 3. Education Elective Courses (6 hours)

Students may select, with approval of their assigned advisor, six credit hours of education electives. (*Examples of recommended electives follow below.*)

#### Program Examples

**Example 1: Specialization in Early Childhood Education - General and Special Education (ZS endorsement)**

#### Program Requirements:

##### 1. Foundation of Practice (12-15 hours)

- ES 6330 - Education and Human Flourishing  
**Credits:** 3 hours
- ES 6340 - Culture and Politics of Educational Institutions **Credits:** 3 hours
- ED 6010 - Introduction to Research in Educational Settings **Credits:** 3 hours

**Select either:**

- ED 6790 - Capstone Research Project **Credits:** 3 hours

### 1. Foundations of Practice (12-15 hours)

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**Note:** ED 6330 and ED 6340 are prerequisites for ED 6010 and should be taken early in the program if possible. In addition, students must complete 21 hours in their masters program before enrolling in ED 6010.

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### 3. Education Elective Courses (6 hours)

Students may select, with approval of their assigned advisor, six credit hours of education electives. (*Examples of recommended electives follow below.*)

#### Program Examples

**Example 1: Specialization in Early Childhood Education - General and Special Education (ZS endorsement)**

#### Program Requirements:

##### 1. Foundation of Practice (12-15 hours)

- ES 6330 - Education and Human Flourishing  
**Credits:** 3 hours
- ES 6340 - Culture and Politics of Educational Institutions **Credits:** 3 hours
- ED 6010 - Introduction to Research in Educational Settings **Credits:** 3 hours

**Select either:**

- ED 6790 - Capstone Research Project **Credits:** 3 hours

Or

- ED 7000 - Master's Thesis **Credits:** 6 hours

## 2. Area of Specialization (12 hours)

- ED 6060 - Early Childhood Education Methods and Materials **Credits:** 3 hours
- ED 6080 - Seminar in Early Childhood Development **Credits:** 3 hours
- ED 6140 - Parent Education for Teachers of Young Children **Credits:** 3 hours
- ED 6110 - Assessment in Early Childhood Inclusive Education **Credits:** 3 hours

## 3. Education Elective Courses (6 hours)

- LS 5160 - Professional Symposium in Reading **Credits:** 3 hours
- (Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)
- ED 5750 - Administration of Child Development Centers **Credits:** 3 hours

### Example 2: K-12 Curriculum and Instruction

#### Program Requirements:

##### 1. Foundation of Practice (12-15 hours)

- ES 6330 - Education and Human Flourishing **Credits:** 3 hours
- ES 6340 - Culture and Politics of Educational Institutions **Credits:** 3 hours
- ED 6010 - Introduction to Research in Educational Settings **Credits:** 3 hours

Select either:

- ED 6790 - Capstone Research Project **Credits:** 3 hours
- Or
- ED 7000 - Master's Thesis **Credits:** 6 hours

## 2. Area of Specialization (12 hours)

- ED 6000 - Fundamentals of Measurement and Evaluation in Education **Credits:** 3 hours
- ED 6020 - School Curriculum **Credits:** 3 hours
- ED 6360 - Classroom Pedagogy: The Art and Science of Teaching **Credits:** 3 hours
- ED 6700 - Authority and Autonomy in Schooling

Or

- ED 7000 - Master's Thesis **Credits:** 6 hours

## 2. Area of Specialization (12 hours)

- ED 6060 - Early Childhood Education Methods and Materials **Credits:** 3 hours
- ED 6080 - Seminar in Early Childhood Development **Credits:** 3 hours
- ED 6140 - Parent Education for Teachers of Young Children **Credits:** 3 hours
- ED 6110 - Assessment in Early Childhood Inclusive Education **Credits:** 3 hours

## 3. Education Elective Courses (6 hours)

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- ED 5750 - Administration of Child Development Centers **Credits:** 3 hours

### Example 2: K-12 Curriculum and Instruction

#### Program Requirements:

##### 1. Foundation of Practice (12-15 hours)

- ES 6330 - Education and Human Flourishing **Credits:** 3 hours
- ES 6340 - Culture and Politics of Educational Institutions **Credits:** 3 hours
- ED 6010 - Introduction to Research in Educational Settings **Credits:** 3 hours

Select either:

- ED 6790 - Capstone Research Project **Credits:** 3 hours
- Or
- ED 7000 - Master's Thesis **Credits:** 6 hours

## 2. Area of Specialization (12 hours)

- ED 6000 - Fundamentals of Measurement and Evaluation in Education **Credits:** 3 hours
- ED 6020 - School Curriculum **Credits:** 3 hours
- ED 6360 - Classroom Pedagogy: The Art and Science of Teaching **Credits:** 3 hours
- ED 6700 - Authority and Autonomy in Schooling

**Credits:** 3 hours

**3. Education Elective Courses (6 hours)**

- LS 5160 - Professional Symposium in Reading  
**Credits:** 3 hours
- (Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)
- ED 6280 - Curriculum Theory **Credits:** 3 hours

**Example 3: Curriculum & Instruction: Culturally Diverse Students and Social Justice**

**Program Requirements:**

**1. Foundation of Practice (12-15 hours)**

- ES 6330 - Education and Human Flourishing  
**Credits:** 3 hours
- ES 6340 - Culture and Politics of Educational Institutions **Credits:** 3 hours
- ED 6010 - Introduction to Research in Educational Settings **Credits:** 3 hours

**Select either:**

- ED 6790 - Capstone Research Project **Credits:** 3 hours
- Or
- ED 7000 - Master's Thesis **Credits:** 6 hours

**2. Area of Specialization (12 hours)**

- ES 6730 - Class, Ethnicity, and Gender in Education **Credits:** 3 hours
- ES 6750 - Multicultural Education **Credits:** 3 hours
- ED 6020 - School Curriculum **Credits:** 3 hours
- ED 6700 - Authority and Autonomy in Schooling **Credits:** 3 hours

**3. Education Elective Courses (6 hours)**

- LS 5160 - Professional Symposium in Reading  
**Credits:** 3 hours
- ED 6790 - Capstone Research Project **Credits:** 3 hours

(Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)

**Credits:** 3 hours

**3. Education Elective Courses (6 hours)**

- LS 5160 - Professional Symposium in Reading  
**Credits:** 3 hours
- (Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)
- ED 6280 - Curriculum Theory **Credits:** 3 hours

**Example 3: Curriculum & Instruction: Culturally Diverse Students and Social Justice**

**Program Requirements:**

**1. Foundation of Practice (12-15 hours)**

- ES 6330 - Education and Human Flourishing  
**Credits:** 3 hours
- ES 6340 - Culture and Politics of Educational Institutions **Credits:** 3 hours
- ED 6010 - Introduction to Research in Educational Settings **Credits:** 3 hours

**Select either:**

- ED 6790 - Capstone Research Project **Credits:** 3 hours
- Or
- ED 7000 - Master's Thesis **Credits:** 6 hours

**2. Area of Specialization (12 hours)**

- ES 6730 - Class, Ethnicity, and Gender in Education **Credits:** 3 hours
- ES 6750 - Multicultural Education **Credits:** 3 hours
- ED 6020 - School Curriculum **Credits:** 3 hours
- ED 6700 - Authority and Autonomy in Schooling **Credits:** 3 hours

**3. Education Elective Courses (6 hours)**

- LS 5160 - Professional Symposium in Reading  
**Credits:** 3 hours
- ED 6790 - Capstone Research Project **Credits:** 3 hours

(Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)



Early Elementary Teaching Concentration – Initial Teacher Certification

**Program Requirements:**

**1. 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:** 6 hours

**2. Area of Specialization (33 hours)**

- ED 6060 - Early Childhood Education Methods and Materials **Credits:** 3 hours
- ED 6080 - Seminar in Early Childhood Development **Credits:** 3 hours
- ED 6140 - Parent Education for Teachers of Young Children **Credits:** 3 hours
- ED 6110 - Assessment in Early Childhood Inclusive Education **Credits:** 3 hours
- ED 5750: Admin. Of Child Development Programs **Credits:** 3 hours
- ED 6050: Teaching of Social Studies in Elementary Schools **Credits:** 3 hours
- ED 6350: Children, Science and Technology **Credits:** 3 hours
- MATH 6510: Studies in Elementary School Mathematics **Credits:** 3 hours
- LS 6170: Reading the Content Areas **Credits:** 3 hours
- LS 6180: Literacy Acquisition and Reading Instruction **Credits:** 3 hours
- SPED 5340: Curriculum and Instruction in Special Education **Credits:** 3 hours

Early Elementary Teaching Concentration – Initial Teacher Certification

**Program Requirements:**

**1. 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:** 6 hours

**2. Area of Specialization (45 hours)**

- ED 6060 - Early Childhood Education Methods and Materials **Credits:** 3 hours
- ED 6080 - Seminar in Early Childhood Development **Credits:** 3 hours
- ED 6140 - Parent Education for Teachers of Young Children **Credits:** 3 hours
- ED 6110 - Assessment in Early Childhood Inclusive Education **Credits:** 3 hours
- ED 5750: Admin. Of Child Development Programs **Credits:** 3 hours
- ED 6050: Teaching of Social Studies in Elementary Schools **Credits:** 3 hours
- ED 6350: Children, Science and Technology **Credits:** 3 hours
- ED4300: Creativity in the Elementary Classroom **Credits:** 3 hours
- ED 5020: Curriculum Workshop **Credits:** 3 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 Elementary School Mathematics **Credits:** 3 hours
- LS 6170: Reading the Content Areas **Credits:** 3 hours
- LS 6180: Literacy Acquisition and Reading Instruction **Credits:** 3 hours
- SPED 5340: Curriculum and Instruction in Special Education **Credits:** 3 hours



# WESTERN MICHIGAN UNIVERSITY



Department of Human Performance and Health Education  
College of Human Development and Education

Sept. 29, 2015

## To Whom May Concern

I am writing to support TLES curriculum proposal to develop an early elementary education certification option at the graduate level. We also support HPHE6450 to be included into the curriculum. Please let me know if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Yuanlong Liu", is written over a horizontal line.

Yuanlong Liu, PhD  
Interim Chair