

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: TLES PROPOSED EFFECTIVE SEMESTER: 2016 Fall COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program checkboxes: 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

- Substantive Course Changes checkboxes: New course, Pre or Co-requisites, Deletion (required by others), Course #, different level, Credit hours, Enrollment restriction, Course-level restriction, Prefix, Title and description, General education (select one), Other (explain\*\*)

Misc. Course Changes

- Misc. Course Changes checkboxes: 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:

Title of degree, curriculum, major, minor, concentration, or certificate: Master in the Practice of Teaching: Early Childhood Education

Existing course prefix and #: ED 6080 Proposed course prefix and #: Credit hours: 3

Existing course title: Seminar in Early Childhood Development

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:

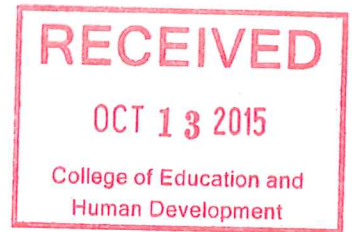
Is there a minimum grade for the prerequisites or corequisites?

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 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 [Signature] Date 10/14/15

Chair, College Curriculum Committee [Signature] Date 10-27-15

Dean [Signature] Date: 11-1-15 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.

We propose to change the course description of ED 6080.

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

The proposed changes more accurately represent the course's emphasis on studying the history of early childhood education, as well as an increased focus on theoretical perspectives.

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.

None.

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

None.

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.

None.

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 students will benefit by seeing increased consistency between the way the course is described in the catalog and the way they actually experience it in practice.

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.)

None.

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.

Not applicable.

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.

As a part of our informal assessment activities, we are updating the course description to more closely reflect the current state of the field and the way in which the course is currently taught.

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

college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable.



Current Graduate Catalog Copy (2015-16):

**ED 6080 Seminar in Early Childhood Development.**

The content of this seminar may vary each semester depending on the interests and needs of the students, but is invariably designed to provide an in depth exploration of some facet of development in young children. Each student is expected to conduct a search of the literature on a specific topic. Topics may include child-rearing practices, sex-role identification, cognitive development, language acquisition, psychomotor development, and parent education.

Open to Graduate students only. 3 hours

Proposed Graduate Catalog Copy (2016-17):

**ED 6080 Seminar in Early Childhood Development.**

This course is designed to provide in-depth exploration of particular facets of development in young children. This course provides students with opportunities to enhance knowledge of multiple theoretical approaches and to examine early childhood education from a historical perspective. Students will research and study current areas of emphasis in early childhood education and will focus on strategies for applying new knowledge in their own professional work.

Open to Graduate students only. 3 hours