

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 6110 Proposed course prefix and #: Credit hours: 3

Existing course title: Assessment in Early Childhood Inclusive Education

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 10/19/15

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

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

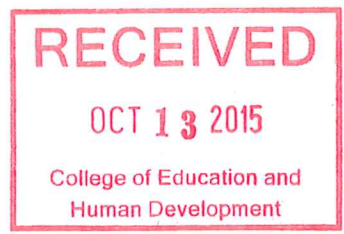
Curriculum Manager: Return to dean Date Forward to: Date

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 6110.

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

The proposed course description more closely matches focus areas and course content. These suggested changes represent the state's emphasis on preparing early childhood educators to teach all young children, including special needs learners, ages birth-5 years.

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 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.

Not applicable.

Current Graduate Catalog Copy (2015-16):

**ED 6110 Assessment in Early Childhood Inclusive Education.**

This course helps teachers observe, evaluate, and guide young children's growth through use of formal and informal assessments. Teachers will learn how to develop and implement learning goals and activities in their classrooms. Evaluation procedures will help account for children's psychological and social growth while creating classroom conditions to maximize this growth.

Open to Graduate students only. 3 hours

Proposed Graduate Catalog Copy (2016-17):

**ED 6110 Assessment in Early Childhood Inclusive Education.**

This course presents pertinent theories of development and familiarizes students with techniques for observing young children both individually and in groups. Varied informal and formal assessment techniques will be presented and assignments will focus on assisting students to prioritize approaches for use in their work with young children. Strategies related to assessing and guiding learners with special needs between the ages of birth to five years will be emphasized.

Open to Graduate students only. 3 hours