

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:

Existing course prefix and #: ED 2500 Proposed course prefix and #: Credit hours: 3

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. Include ELDP and the new 2016 Special

Education pre-program code (probably SELP)

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

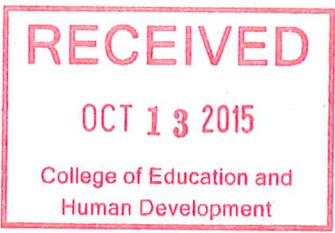
Curriculum Manager: Return to dean Date Forward to: Date

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 add ELDP and the Fall 2016 pre-Special Education code that will be created (probably SELP) to ED 2500.

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

The rationale for adding the new codes is to allow Special Education majors to register themselves for the class. Special Education students with catalogs years of 2015 and beyond won't be able to register themselves for ED 2500 because the new major codes weren't (and can't be) automatically added to the class. Instead, it has to be done through the curriculum change process.

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.

No effect

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

No effect.

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.

No effect.

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?

This proposal will save students time and effort because they will not have to go to the Advising Office in order to be manually enrolled in this course. Instead, they will be able to enroll themselves without this extra step.

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.)

No effect.

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.

Not applicable.

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 and Proposed Catalog Copy—no change

ED 2500 - Human Development: Applications in Education

This course traces the psychological and social development of human beings from conception through adolescence, with specific emphasis on applications in the field of education. Consideration is given to those factors which facilitate or inhibit normal progress in the areas of physical, emotional, social, intellectual, and moral development. Attention is also given to the development of the self-concept for purpose of helping students to become more aware of themselves and of their relationships with others. Students are required to observe human beings at different stages of development in a variety of cultural settings.

Credits: 3 hours

When Offered: Fall, Spring, Summer I