

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: Program name change - Educational Foundations

Title of degree, curriculum, major, minor, concentration, or certificate: Socio-Cultural Studies in Education

Existing course prefix and #: Proposed course prefix and #: Credit hours:

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.

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 10/14/16

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

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

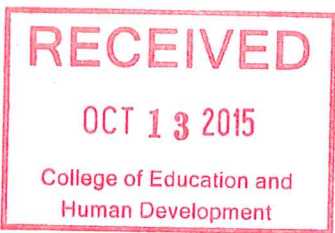
Curriculum Manager: Return to dean Date Forward to: Date

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 name of the "Socio-Cultural Studies in Education" master's program to "Educational Foundations."

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

The current name (Socio-Cultural Studies in Education) does not effectively communicate the nature of the program to prospective students. This is especially true for international students, who are not always familiar with the meaning of "socio-cultural studies." Because the name "Educational Foundations" is much more commonly used throughout the world to describe the kind of program that we offer, we feel that this name change will enhance our efforts to recruit future students.

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?

Not applicable.

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 have noted an increase in the number of international students in this program. However, some of these students have told us of their difficulty in finding our program. They said that they were confused by the name.

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.

This curriculum proposal will necessitate changes in the following three parts of the Graduate Catalog:

(Part 1)

Current Catalog Copy (2015-16)	Proposed Graduate Catalog Copy (2016-17)
<h2 data-bbox="138 420 532 472">Graduate College</h2> <p data-bbox="138 514 446 546">Susan Stapleton Dean</p> <p data-bbox="138 588 673 619">Christine Byrd-Jacobs Associate Dean</p> <p data-bbox="138 661 803 766">The Graduate College offers a wide variety of programs leading to the master's, specialist, and doctoral degrees.</p> <p data-bbox="138 808 812 1911">The Master of Arts is awarded in the following programs: Anthropology; Applied Economics; Art Education; Biological Sciences; Career and Technical Education; Coaching Sports Performance; Communication; Comparative Religion; Counseling Psychology; Counselor Education; Creative Writing; Earth Science; Educational Leadership; Educational Technology; English; Evaluation, Measurement, and Research; Family and Consumer Sciences; Geography; History; Literacy Studies; Mathematics; Mathematics Education; Medieval Studies; Music; Organizational Learning and Performance; Orientation and Mobility; Philosophy; Physical Education; Physics; Political Science; Practice of Teaching; Psychology; Public Administration; Science Education; Socio-Cultural Studies of Education; Special (Adapted) Physical Education; Special Education; Sociology; Spanish; Speech Pathology and Audiology; Sport Management; Teaching Children With Visual Impairments and/or Orientation and Mobility; Teaching (Masters of Arts in Teaching M.A.T.); and Vision Rehabilitation Therapy. Accelerated combined bachelor's/master's programs leading to the Master of Arts are offered in Communication and Music.</p>	<h2 data-bbox="844 420 1239 472">Graduate College</h2> <p data-bbox="844 514 1153 546">Susan Stapleton Dean</p> <p data-bbox="844 588 1380 619">Christine Byrd-Jacobs Associate Dean</p> <p data-bbox="844 661 1510 766">The Graduate College offers a wide variety of programs leading to the master's, specialist, and doctoral degrees.</p> <p data-bbox="844 808 1518 1911">The Master of Arts is awarded in the following programs: Anthropology; Applied Economics; Art Education; Biological Sciences; Career and Technical Education; Coaching Sports Performance; Communication; Comparative Religion; Counseling Psychology; Counselor Education; Creative Writing; Earth Science; Educational Leadership; Educational Technology; English; Evaluation, Measurement, and Research; Family and Consumer Sciences; Geography; History; Literacy Studies; Mathematics; Mathematics Education; Medieval Studies; Music; Organizational Learning and Performance; Orientation and Mobility; Philosophy; Physical Education; Physics; Political Science; Practice of Teaching; Psychology; Public Administration; Science Education; Educational Foundations; Special (Adapted) Physical Education; Special Education; Sociology; Spanish; Speech Pathology and Audiology; Sport Management; Teaching Children With Visual Impairments and/or Orientation and Mobility; Teaching (Masters of Arts in Teaching M.A.T.); and Vision Rehabilitation Therapy. Accelerated combined bachelor's/master's programs leading to the Master of Arts are offered in Communication and Music.</p>

(Part 2)

Current Catalog Copy (2015-16)	Proposed Graduate Catalog Copy (2016-17)
<p data-bbox="136 306 737 380">Master of Arts in Socio-Cultural Studies of Education</p> <p data-bbox="136 422 745 573">Advisors: Paul Farber, Dini Metro-Roland, Gerald Pillsbury, Tetyana Koshmanova, Jill Hermann-Wilmarth Room 4121, Sangren Hall Telephone: (269) 387-3465</p> <p data-bbox="136 615 813 1119">Admission Requirements 1. Undergraduate grade point average of 3.0 (4.0 = A); graduate grade point average may be accepted upon review of recent and relevant course work completed at an accredited institution. 2. A written statement of purpose (1,000 to 1,500 words). The statement of purpose should indicate the candidate's career expectations and reasons for seeking admission to the program. 3. Congruence of applicant's goals and the program concentration. 4. Two letters of recommendation from persons able to judge the applicant's potential to succeed in a graduate program.</p> <p data-bbox="136 1161 461 1192">Program Requirements</p> <p data-bbox="136 1234 797 1308">1. Teaching, Learning, and Educational Studies Core (9 hours)</p> <p data-bbox="136 1350 672 1413">ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours</p> <p data-bbox="136 1423 764 1497">ES 6330 - Education and Human Flourishing Credits: 3 hours</p> <p data-bbox="136 1507 773 1581">ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours</p> <p data-bbox="136 1623 773 1696">2. Socio-Cultural Studies of Education (9 hours) Select two courses from the following:</p> <p data-bbox="136 1738 813 1801">ES 6030 - Social and Philosophical Foundations Credits: 3 hours</p> <p data-bbox="136 1812 680 1875">ES 6290 - Culture and Schooling Credits: 3 hours</p> <p data-bbox="136 1885 764 1948">ES 6300 - History of Education in the United States</p> <p data-bbox="136 1959 721 2022">ES 6730 - Class, Ethnicity, and Gender in Education</p>	<p data-bbox="839 306 1435 338">Master of Arts in Educational Foundations</p> <p data-bbox="839 422 1455 573">Advisors: Paul Farber, Dini Metro-Roland, Gerald Pillsbury, Tetyana Koshmanova, Jill Hermann-Wilmarth Room 4121, Sangren Hall Telephone: (269) 387-3465</p> <p data-bbox="839 615 1523 1119">Admission Requirements 1. Undergraduate grade point average of 3.0 (4.0 = A); graduate grade point average may be accepted upon review of recent and relevant course work completed at an accredited institution. 2. A written statement of purpose (1,000 to 1,500 words). The statement of purpose should indicate the candidate's career expectations and reasons for seeking admission to the program. 3. Congruence of applicant's goals and the program concentration. 4. Two letters of recommendation from persons able to judge the applicant's potential to succeed in a graduate program.</p> <p data-bbox="839 1161 1164 1192">Program Requirements</p> <p data-bbox="839 1234 1500 1308">1. Teaching, Learning, and Educational Studies Core (9 hours)</p> <p data-bbox="839 1350 1378 1413">ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours</p> <p data-bbox="839 1423 1471 1497">ES 6330 - Education and Human Flourishing Credits: 3 hours</p> <p data-bbox="839 1507 1479 1581">ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours</p> <p data-bbox="839 1623 1516 1696">2. Educational Foundations (9 hours) Select two courses from the following:</p> <p data-bbox="839 1738 1516 1801">ES 6030 - Social and Philosophical Foundations Credits: 3 hours</p> <p data-bbox="839 1812 1386 1875">ES 6290 - Culture and Schooling Credits: 3 hours</p> <p data-bbox="839 1885 1471 1948">ES 6300 - History of Education in the United States</p> <p data-bbox="839 1959 1427 2022">ES 6730 - Class, Ethnicity, and Gender in Education</p>

<p>ES 6750 - Multicultural Education Credits: 3 hours</p> <p>3. Curriculum Studies (3 hours) Select one course in curriculum from the following:</p> <p>ED 6020 - School Curriculum Credits: 3 hours ED 6280 - Curriculum Theory Credits: 3 hours</p> <p>4. Electives (6 hours):</p> <p>Advisor approved graduate courses, normally from outside the department, which support a particular scholarly interest.</p> <p>5. Capstone Research Project or Master's Thesis (3 or 6 hours)</p> <p>ED 6790 - Capstone Research Project Credits: 3 hours OR ED 7000 - Master's Thesis Credits: 6 hours</p>	<p>ES 6750 - Multicultural Education Credits: 3 hours</p> <p>3. Curriculum Studies (3 hours) Select one course in curriculum from the following:</p> <p>ED 6020 - School Curriculum Credits: 3 hours ED 6280 - Curriculum Theory Credits: 3 hours</p> <p>4. Electives (6 hours):</p> <p>Advisor approved graduate courses, normally from outside the department, which support a particular scholarly interest.</p> <p>5. Capstone Research Project or Master's Thesis (3 or 6 hours)</p> <p>ED 6790 - Capstone Research Project Credits: 3 hours OR ED 7000 - Master's Thesis Credits: 6 hours</p>
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(Part 3)

Current Catalog Copy (2015-16)	Proposed Graduate Catalog Copy (2016-17)
<p>Disclosure of Academic Program Accreditation and Certification Status</p> <p>The Professional Education Unit at Western Michigan University is accredited by the Council for the Accreditation of Educator Preparation (formerly known as the National Council for Accreditation of Teacher Education (NCATE)), http://www.caepnet.org. This accreditation covers:</p> <ul style="list-style-type: none"> • baccalaureate programs for preparation in art education; early childhood education; elementary education; family/consumer sciences teacher education; industrial technology; music education; occupational education studies; physical education; school health; secondary education; special education; and technology and design at the Kalamazoo and Southwest locations; 	<p>Disclosure of Academic Program Accreditation and Certification Status</p> <p>The Professional Education Unit at Western Michigan University is accredited by the Council for the Accreditation of Educator Preparation (formerly known as the National Council for Accreditation of Teacher Education (NCATE)), http://www.caepnet.org. This accreditation covers:</p> <ul style="list-style-type: none"> • baccalaureate programs for preparation in art education; early childhood education; elementary education; family/consumer sciences teacher education; industrial technology; music education; occupational education studies; physical education; school health; secondary education; special education; and technology and design at the Kalamazoo and Southwest locations;

• master's programs in art education, career and technical education; educational leadership; literacy studies; mathematics education; music education; physical education; school counseling; science education; socio-cultural studies of education; special education; the practice of teaching; and the teaching of English at the Kalamazoo, Battle Creek, Grand Rapids, Muskegon, Southwest, and Traverse City locations; master's programs in art education, career and technical education, physical education, and science education are also offered through online education;

• master's programs in art education, career and technical education; educational leadership; literacy studies; mathematics education; music education; physical education; school counseling; science education; **educational foundations**; special education; the practice of teaching; and the teaching of English at the Kalamazoo, Battle Creek, Grand Rapids, Muskegon, Southwest, and Traverse City locations; master's programs in art education, career and technical education, physical education, and science education are also offered through online education;