

**REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS**

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

**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\*\*)

*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\*\*)

\*\* Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Elementary Education

Existing course prefix and #: ED 2900 Proposed course prefix and #: \_\_\_\_\_ Credit hours: 3

Existing course title: K-8 Teaching as a Profession

Proposed course title: NA

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 \_\_\_\_\_

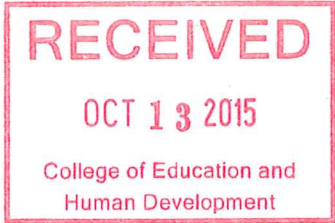
Curriculum Manager: Return to dean  Date \_\_\_\_\_ Forward to: \_\_\_\_\_ Date \_\_\_\_\_

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 are proposing that the course description for ED2900 be revised to better reflect the content and purposes associated with this course. It is the first course for people who are interested to prepare for careers in elementary education. It is critical that the description of the course clearly and fully communicate the content and purposes of this course.**

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

**ED2900 is a relatively new course. It is also the first course students take if they are interested to prepare to become elementary school teachers.**

**Now that we are in the 3<sup>rd</sup> semester of its existence, we have determined that the content of the course needs to serve some purposes that we did not include in the catalog description. This is our effort to be fully transparent and clear with our undergraduate students so that they are fully apprised of the purposes ED2900 serves and the content that they will be focused on when they enroll.**

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.

**It provides greater clarity for students who might potentially enroll in the course.**

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 student audience is those students who have interest to prepare to become elementary school teachers. Currently, 3 sections of ED2900 are offered each semester of two semesters, with two sections capped at 25 and one capped at 15. The total enrollment in this course each semester is approximately 60 students with a total of 120 students per academic year.**

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.) **NA**

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. **NA**

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. **This curriculum change is a response to assessment outcomes for this course. The lead instructors for this course have found that students who enroll in the course often struggle with their writing, their careful reading and the additional expectations of the course. The new course description more clearly outlines the course content and expectations to allow for students to better prepare for the course and during the course.**
  
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. **No Effect**

## Undergraduate Catalog Copy

Current Catalog Copy (2015-16)	Proposed Catalog Copy (2016-17)
<p>ED 2900 K-8 Teaching as a Profession This course is designed with a four-fold purpose: First, the course provides an opportunity for pre-education students to explore their suitability and interest in teaching grades K-8. Second, it introduces the Elementary Education program at Western Michigan University with an emphasis on program expectations that include students' passion for teaching and learning as well as the critical dispositions necessary to become an exceptional teacher. Third, it introduces students to the fundamental aspects of teaching with children in grades K-8 (knowledge of human development, curriculum design, pedagogy, classroom design, organization, and leadership). Fourth, the course explores the interface between K-8 schooling and the social, political, and cultural context of education.</p> <p>3 hours</p>	<p>ED 2900 K-8 Teaching as a Profession This course is designed around four inter-related purposes: First, pre-education students explore their suitability and interest in teaching grades K-8, including developing and applying fundamental skills of reading and academic writing. Second, it engages students in fieldwork to examine the profession and activities of teaching with children in grades K-8. Third, the course explores the interface between K-8 schooling and the social, political, and cultural concepts and issues in education. Fourth, it introduces the Elementary Education program at WMU, emphasizing program expectations that include students' passion for teaching and learning, development of academic skills and knowledge, and critical dispositions necessary to become an exceptional teacher.</p> <p>3 hours</p>