

Date of request: 07-OCT-2018

Request ID: E-2018-TLES-84

College: E

Department: TLES

Initiator name: Allison Hart-Young

Initiator email: allison.young@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course ED3200

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

ED3200

2. Proposed credit hours:

3

3. Proposed course title:

Clinical Experiences in Secondary Education

4. Proposed course prerequisites:

ES2000

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

ES2000

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

CB

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

Banner codes to be determined.

'Post-Baccalaureate Program for Initial Certification in Secondary Education'

'Master of Arts in Teaching: Secondary Education'

10. Classification restrictions:

Exclude

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

FR, SO

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Clinical Experiences in Sec Ed

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Supervision or Practicum

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please choose Yes or No to indicate if this is a class for our current General Education program OR for the WMU Essential Studies program:

No

D. Explain briefly and clearly the proposed improvement.

The proposed course, ED3200, offers undergraduates interested in teacher education the opportunity to explore the career of teaching and to develop professional competencies in a supervised practicum experience.

The ED3200 course prefix and number have been cleared by Kelly Oliver in the Registrar's office, 6/11/18.

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

The TLES department, Program in Secondary Education, is proposing a new graduate certificate program and a new Masters degree program. This is to replace the current undergraduate program in Secondary Education. The existing undergraduate courses cannot be used. There are three recommended courses at the undergraduate level that students may choose to take prior to admission into the new program; two of these recommended courses are new courses. Therefore, the following new undergraduate and graduate-level courses are being created:

Undergraduate Coursework:

ED 3200 Clinical Experience in Education (3 credits) Pre-req or Co-req: ES2000

ED 4200 Clinical Rotations in Education (3 credits) Pre-req: ES2000

Graduate Coursework:

ES 5200 Education from a Socio-Cultural Perspective (3 credits) Pre-req: Admission into program

ED 5310 Educational and Developmental Psychology (3 credits) Co-req: ES5200

ED 5450 Curriculum and Assessment (2 credits) Co-req: ES5200

ED 6320 Secondary Instructional Practice (1 credit) Pre-req: ES2000, ED5310, ED5450, LS6870  
Co-req: ED6445, ED6455

The proposed course, ED3200, formalizes the opportunity for clinical experience at the undergraduate level. Potential teacher candidates will spend two to three hours per week in the after-school setting working directly with youth in area schools. Candidates will be expected to demonstrate professional dispositions, professional competencies around interaction with youth and effective communication strategies. There is a weekly seminar that will encourage candidates to reflect on their experiences as they support the development of professional identity and knowledge needed for admission to the post-baccalaureate program.

F. List the student 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.

ED3200 addresses the following InTASC standards and sub-standards:

Standard 1 - Learner Development, substandards a,e,h,i,j

Standard 2 - Learning Differences, substandards d,l,m,n,o

Standard 3 - Learning Environments, substandards n,p,q,r

Standard 9 – Professional Learning and Ethics, substandards i,k,l,m,n,o

Standard 10 – Leadership & Collaboration, substandard m

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. This curriculum change has resulted from a 2-year discussion between CAS concerning declining enrollment in the undergraduate programs housed in the CAS. Currently, each teachable major in CAS is considered a separate program. Many of these majors have only a handful of students, which is financially unsustainable.

Because the secondary teacher education programming will be moving to graduate only, it will be important for undergraduates considering applying to the program to have experience with youth. At least thirty hours of experience are required for admission to the Post-Baccalaureate Program for Initial Certification in Secondary Education.

H. 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. The proposed course has no effect on other colleges, departments, or programs. Letters of support from the deans of CAS and CEHD, as well as the department chair of TLES/SPLS, are included within the certificate and graduate program proposals, supporting the creation of this new course.

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

This new course, ED3200, will serve as preparation for admission to the Post-Baccalaureate Program for Initial Certification in Secondary Education that will be housed within our department.

J. 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.

Currently enrolled students will continue to have the current undergraduate courses available. A 3-year teach-out plan is attached. Current undergraduate students will be given an opportunity to apply for the new certification/certificate program(s). Proposed program completion is designed to take the same amount of time as it is to complete the current undergraduate program. As the current undergraduate program is phased out, ED3200 will be phased in, taking the place of ED3000.

K. 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?

There has been consistent interest in a post-baccalaureate program over the last two decades. Anticipated students would be WMU undergraduates with interest in pursuing a teaching certification as well as other individuals who hold bachelor's degrees from accredited colleges and universities who are seeking professional teaching certification. WMU undergraduates would be the anticipated student audience. This course will provide them with the experience necessary to make an informed decision about entering the teaching profession as well as providing them with the contact hours required for admission to the Post-Baccalaureate Program for Initial Certification in Secondary Education.

L. 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.)

The proposed program will directly affect department (TLES) resources. Because the proposed program is a year-round program, alternative scheduling and summer contracts will be necessary for some secondary education faculty. ED3200 is offered in Fall and Spring semesters.

The proposed program will require a different advising structure than we currently use. Undergraduate advisors in CAS will need to be trained on the proposed program and will need to advise undergraduate students in such a way that they can pass the requisite MTTC subject area exam(s). CEHD advisors will also need training on the proposed program and the workflow processes to communicate with Post-Baccalaureate Program for Initial Certification in Secondary Education (PICSE) director and/or faculty.

The current university resources (equipment, space, technology, and library holdings) should be sufficient to support the proposed course.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (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.

This curriculum change does not affect transfer articulation for Michigan community colleges.

O. Current catalog copy:

NA

P. Proposed catalog copy:

ED 3200 Clinical Experiences in Secondary Education

This course will provide opportunities for teacher candidates to mentor and tutor secondary education students in after-school programs offered in local public schools. Teacher candidates will spend two to three hours per week in the after-school setting. Candidates will be expected to demonstrate professional dispositions, professional competencies around interaction with youth, and effective communication strategies. There is a weekly seminar that will encourage candidates to reflect on their experiences and will provide support for the development of professional identity and knowledge. In addition, the seminar will further candidates' understanding of academic service learning and experiential education models, as well as research on after-school time and positive youth development.

3 credits.

May repeat course one time only.

Prerequisite: minimum GPA of 3.0. Department approver: Regena Nelson

Chair comment:

Date: 09-OCT-2018

**Western Michigan University - College of Education and Human Development**  
**Department of Teaching, Learning, and Educational Studies (TLES)**  
**ED 3200: Clinical Experience in Secondary Education Setting**  
**Fall 2019 MW 2:30-3:45pm**

Instructor:  
Email:  
Office hours:

Office:

**Course Description**

This course will provide opportunities for teacher candidates to mentor and tutor secondary education students in after-school programs offered in local public schools. Teacher candidates will spend two to three hours per week in the after-school setting. Candidates will be expected to demonstrate professional dispositions, professional competencies around interaction with youth, and effective communication strategies. There is a weekly seminar that will encourage candidates to reflect on their experiences and will provide support for the development of professional identity and knowledge. In addition, the seminar will further candidates' understanding of academic service learning and experiential education models, as well as research on after-school time and positive youth development. 3 credits. May repeat course one time only. Graded on a Credit/No Credit basis. Prerequisite: minimum GPA of 3.0.

**Possible Course Texts and Materials (Required Materials):**

1. Johnson, A., McKay-Jackson, C., & Grumbach, G. (2018). *Critical service learning toolkit: Social work strategies for promoting healthy youth development*. New York, NY: Oxford University Press. ISBN 9780190858728
2. Rhodes, J.E. (2004). *Stand by me: The risks and rewards of mentoring today's youth*. Cambridge, MA: Harvard University Press. ISBN 9780674016118
3. Shinn, M., & Yoshikawa, H. (2008). *Toward positive youth development: Transforming schools and community programs*. New York, NY: Oxford University Press. ISBN 9780195327892
4. Noonan, P.M., & Gaumer Erickson, A.S. (2017). *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom*. Thousand Oaks, CA: Corwin.
5. Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. Alexandria, VA: ASCD.
6. Spradlin, L.K. (2011). *Diversity matters: Understanding diversity in schools, 2ed*. Boston, MA: Cengage.
7. Reserve readings on e-reserve

**Rationale**

This course is designed to provide potential teacher candidates with experiences working with students from high needs environments. Service learning with youth grades 6-12 will help teacher candidates develop a number of competencies necessary to become an effective secondary educator. Theories of sociology, psychology, and communication inform the development of intrapersonal, interpersonal, multicultural, and professional competencies.

**Course Objectives**

Upon completion of the course, the successful teacher candidate will demonstrate the ability to:

- 1) Identify, describe, and apply a variety of competencies, including but not limited to:

- Intrapersonal
  - Reflect on beliefs, attitudes, and values
  - Explore personal identity development
- Intrapersonal
  - Reflect on experiences with youth in afterschool settings
  - Critically evaluate the social contexts of youth
- Multicultural
  - Identify and describe different theories of identity development
  - Discuss the ways in which cultural values influence learning and instruction
- Professional
  - Identify and describe professional dispositions required in teaching
  - Explain approaches to learners, such as learning-centered instruction, socio-emotional learning, and trauma-centered practice.

2) Discuss the role of after-school time, experiential education, and academic service learning on positive youth development

InTASC Standards met in ED3200:

Standard 1 - Learner Development, substandards a,e,h,i,j

Standard 2 - Learning Differences, substandards d,l,m,n,o

Standard 3 - Learning Environments, substandards n,p,q,r

Standard 9 – Professional Learning and Ethics, substandards l,k,l,m,n,o

Standard 10 – Leadership & Collaboration, substandard m

### **eLearning and TK20**

The WMU eLearning classroom management system will serve several functions this semester, including but not limited to: downloading course content, submitting assignments, and receiving feedback from the instructor. There will be in-class tutorials on the technology tools utilized in this course during the first week of class. **Please check e-learning for instructions/rubrics and due dates for each assignment. It is your responsibility to be aware of your assignments and when they are due!** If you have questions, email or ask me prior to the day an assignment is due. If you have issues with the eLearning platform, contact the WMU help desk (<http://www.wmich.edu/elearning/students/index.html>) All assignments should be turned in on eLearning, unless otherwise specified.

TK20 is an assessment and data management system that has been adopted by the College of Education and Human Development. The following evaluations should be uploaded to TK20 (**NOT** eLEARNING) for credit

- Clinical Experience SELF Evaluation of dispositions
- Clinical Experience *Final Review (Site Supervisor responsibility)*
- Clinical Experience *Professional Dispositions Form (Site Supervisor responsibility)*
- Clinical Experience Log Sheet

Your site supervisor from your after-school placement will need to upload the professional dispositions form and review. Cooperating teachers will be emailed with specific instructions on how to upload documents and electronically “sign” evaluation forms.

### **Policies and Procedures**



Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>.

If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. Please visit the following site for more information on WMU's Academic Honesty Violations: <https://wmich.edu/conduct/honesty/definitions>

In addition, students are encouraged to access the Code of Honor, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct: [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs: [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- Registrar's Office: [www.wmich.edu/registrar](http://www.wmich.edu/registrar) and [www.wmich.edu/registrar/policies/interfaith](http://www.wmich.edu/registrar/policies/interfaith)
- Disability Services for Students: [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices).

### **Assignments**

The following assignments will be used to assess student understanding of course materials and evaluate student performance throughout the course. Detailed DESCRIPTIONS along with RUBRICS are posted on eLearning. Due dates are on eLearning, the Course Schedule, and on the Grade Sheet. **The instructor may modify assignments, scoring, and/or due dates depending on the needs of the class.** I provide typed feedback on every assignment, so please turn in your paper in hard copy.

#### **1. Active Participation/Professional Disposition**

Active, meaningful participation is an important aspect of this course. To facilitate student learning and the development of instructional competencies, the following expectations guide student conduct in this course:

- A. **Attendance.** **Every** seminar we will discuss new topics and ideas that directly affect the quality of your field experiences. Course attendance is critical to success. However, there are unexpected life events that may interfere with the ability to attend seminar. Students can miss one class period during the semester without penalty. If you miss any seminar session you are required to make contact with the instructor within 24 hours of the end of the missed class, although prior notification is expected. **After you have missed a class, it is highly recommended that you get information from classmates about what was missed (three before me) and remember to collect missed assignments at the next class session.** Attendance will be taken every class session, and class will start on time. Three tardies is considered an absence. **More than one absence may result in a deduction of your grade and may impede forward progress in the seminar/placement.**

- B. Participation. Teacher candidate success is contingent upon active and prepared participation in class activities and discussions. Please read and take notes on all assigned readings, and take an interested role in classroom activities. The instructor will provide feedback on student participation, and will request a conference with students if concerns over participation arise. Please see the Grade Sheet for a specific break-down of participation points associated with the overall grade.
- C. Communication. It is the responsibility of the student to communicate individual needs and concerns in a timely manner. Contact the instructor about attendance or assignments as soon as possible. Do not wait until the night before!

## **2. Seminar Readings and Discussions**

You will be asked to read and react to current research about secondary education. Seminars will provide an opportunity to critically analyze these readings, and help to transfer content to practice in the field. Most readings will be accompanied by a written reaction page

## **3. Assignments**

Teacher candidates demonstrate understanding of seminar materials and content through the successful completion of assignments. All assignments must be typed and submitted through e-Learning, unless otherwise specified. Unexpected life circumstances may inhibit you from turning in an assignment on time; therefore, you are allowed to turn in one late assignment (no later than one week overdue) during the semester. All other assignments must be turned in on or before the due date to be graded. No other late assignments will be accepted. These additional late assignments will be recorded as a "zero."

### Reflective Essays

Throughout the semester, you will prepare a set of written reflections to allow you to look back at your experiences with youth in your placement. You will compose an essay addressing each of the major competencies: Intrapersonal, Interpersonal, Multicultural, and Professional. A typical essay should be a minimum of 4 pages, but can be longer.

Each essay should be explicitly connected to any of the appropriate **standards of effective practice for teachers as adopted by the Michigan Department of Education (MI-InTASC)**. You should specifically identify the MI-InTASC standard you have employed or observed, including examples for evidence. You should take the time to review the MI-InTASC standard document, which is attached to the syllabus and posted on eLearning. These essays are an opportunity to process your experiences, and to develop a professional identity as a teacher in relation to the MI-InTASC standards. All reflections should be submitted to eLearning on or before the due date.

### Research Essay

As a culminating project, you will choose an area of interest to research related to school-based or after-school based approaches to positive youth development. Your essay will use scholarly, peer-reviewed articles to explore the area of interest, with special attention to how it might apply to the youth in the placement setting. Your essay will begin with a description of the after-school setting. You will identify three to five main points to address in your analysis. You will conclude your essay with an implications section that provides at least two specific

suggestions with examples of how you would apply them in the school or after-school setting. This paper should be 5-10 pages, with appropriate citations and references in APA format.

### Final Reflection

This essay will ask you to specifically address each of the five MI-InTASC standards identified for this course. In your essay, you should explain what you know about learner development, learning differences, Learning Environments, and leadership and collaboration. Then, you'll explain your own professional learning. Specific expectations can be found in the rubric for this assignment. Be sure to support your assertions with evidence from your course readings and class discussions as well as your concept map (cited in correct APA format, both in-text and references).

Part one of this essay deals with learner development, learning differences, learning environments and leadership and collaboration. I'll expect you to be able to describe and explain how your work in this course has met the substandards therein.

Part two of this essay asks you to reflect on your own development here in this course (Standard 9). Specifically, reflecting on the development of your practice (knowledge, skills, and dispositions) and on the development of your personal identity as it influences your perceptions and expectations.

I am expecting thoughtful responses with detail and evidence. In addition to citing sources from readings in the course, I will ask that you make clear what sub-standard you are writing to. In order to accomplish this essay effectively, you should be writing no less than one page per subsection (10 page minimum). You are free to write until you feel you have sufficiently covered the content.

The InTASC standards (typically focusing on Standards 1 and 2, though you may see others) can be found using this PDF link: ([InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011 \(2\).pdf](#))

### Grading Scale

A 93-100%	C 73-76.99%
BA 87-92.99%	DC 67-72.99%
B 83-86.99%	D 63-66.99%
CB 77-82.99%	E 62.99-0%

Incomplete. A grade of incomplete will only be given in extreme situations. A written request with justification is required. Please contact the instructor as soon as possible with concerns.

## Secondary Education Undergraduate Teach-Out Schedule

	Sum1	Sum2	Fall	Spring
2018-2019			ES2000	ES2000
			ED3000	ED3000
			ED4060	ED4060
			ED4065	ED4065
			ED4086	ED4086
			ED4085	ED4085
2019-2020			ES2000	ES2000
			ED3000	ED3000
			ED4060	ED4060
			ED4065	ED4065
			ED4086	ED4086
			ED4085	ED4085
	*Applications for first cohort due Jan 2020			
2020-2021	ED5450		ES2000	ES2000
	ED4060		ED3200	ED3200
	ED4065		ED3000	ED3000
	ES5200		ED6320	ED4200
			ED6445	ED6452
			ED6455	ED6455
			SCI4040	ED4085
				ED4086
2021-2022	ES5200		ES2000	ES2000
	ED5310		ED3200	ED3200
	ED5450		ED3000	ED3000
	ED4060		ED6320	ED4200
	ED4065		ED6445	ED6452
	ED6452		ED6455	ED6455
	ED6455		SCI4040	ED4085
				ED4086
2022-2023	ES5200		ES2000	ES2000
	ED5310		ED3200	ED3200
	ED5450		ED6320	ED6452

	ED6452		ED6445	ED6455
	ED6455		ED6455	
			SCI4040	
<b>2023-2024</b>	ES5200		ES2000	ES2000
	ED5310		ED3200	ED3200
	ED5450		ED6320	ED6452
	ED6452		ED6445	ED6455
	ED6455		ED6455	
			SCI4040	