

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: TLES

COLLEGE: CEHD

OAUS

PROPOSED EFFECTIVE FALL YEAR: 2019

NOV 01 2018

PROPOSED IMPROVEMENTS: Academic Program Proposed Improvements

- | | | |
|---|--|---|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input checked="" type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Master of Arts in the Practice of Teaching

Change to: Master of Arts in Teaching, Learning, and Educational Studies

Chair, Department Curriculum Committee: J. A. McClure

Date 10/8/18

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☒ For new programs and other changes that have resource implications, the dean has been consulted.
- ☒ When appropriate, letters of support from department faculty are attached.
- ☒ When appropriate, letters of support from other departments in the same college are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☒ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: [Signature]

Date 10/8/18

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☒ The academic quality of the proposal and the faculty involved has been reviewed.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☒ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☒ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☒ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee: [Signature]

Date 10/23/18

Chair, College Curriculum Committee:	Date
NOT FOR USE FOR CURRICULAR COURSE CHANGES REQUEST FOR PROGRAM IMPROVEMENTS	

CHECKLIST FOR COLLEGE DEANS

- ☒ For new programs and proposed program deletions, the provost has been consulted.
- ☒ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☒ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☒ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean: <i>Mon K Vetter</i>	Date <i>10-25-18</i>
---------------------------	----------------------

FOR PROPOSALS REQUIRING REVIEW BY: GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by	Date
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove	<i>Mon K Vetter</i> Chair, GSC/USC:	<i>11-30-18</i> Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

1. Explain briefly and clearly the proposed improvement:

We propose to rename the program that is currently known as Master of Arts in the Practice of Teaching (MPT), changing it to Master of Arts in Teaching, Learning, and Educational Studies (MATLES). This proposal is part of a 3-proposal package that will do the following: 1) Create a new concentration in Educational Foundations under the Master of Arts in the Practice of Teaching (MPT); 2) Change the name of the MPT to Master of Arts in Teaching, Learning, and Educational Studies (this is what we are doing here); and 3) Eliminate the Master of Arts in Educational Foundations program (this is what we are doing here).

2. Rationale. Give your reason(s) for the proposed improvement.

The College of Education has been restructured twice within the last 20 years. In the first restructuring, which occurred in 1998, the Educational Foundations unit was moved out of the Department of Education and Professional Development (EPD) and into a newly-formed department that also included special education, educational research, and educational technology. This new department was called Educational Studies (ES). At the same time, Early Childhood, Elementary, and Secondary Education were joined with Educational Leadership to form another new department called Teaching, Learning, and Leadership (TLL). Under this organizational structure, ES developed a program that is currently known as the Master of Arts in Educational Foundations (MAEF), while TLL developed a program that is currently known as Master of Arts in the Practice of Teaching (MPT).

The second restructuring event occurred in 2005. At that time, the Educational Foundations unit was joined with Elementary, Secondary, and Early Childhood Education, with the resulting department now being called Teaching, Learning, and Educational Studies (TLES). During the past 13 years, the two master's degrees (MPT and MAEF) that were originally formed in separated departments (ES and TLL) have continued to exist as independent programs within the department currently known as TLES.

In order to establish a more efficient operation in TLES, we propose to consolidate the MPT and MAEF master's programs and their affiliated program concentrations into a single master's program with a new title, the Master of Arts in Teaching, Learning and Educational Studies. This consolidation allows for greater ease of communication, coordinating curriculum and course changes, admissions, etc. For our purposes, it is essential that we consolidate to facilitate a strong program that is clearly organized, and allows for efficiency in leadership and greater accessibility for our 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.

There will be no effect on other colleges or departments or programs. The proposed change is simply the renaming of an existing program.

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

Incorporating the Master of Arts in Educational Foundations into the Master of Arts in Teaching, Learning and Educational Studies (MATLES) as a concentration allows for greater ease of communication, coordinating curriculum and course changes, admissions, etc. It is essential that we consolidate to facilitate a strong program that is clearly organized and allows for greater efficiency in leadership and accessibility for our students.

Currently, the MAEF shares the same set of 4 core courses with the four concentrations that are under the current MPT. Therefore, it will fit well as a concentration in the renamed MPT program (MATLES).

5. Alignment with college's and department's strategic plan, mission, and vision.

The proposed change involves an internal organizational improvement of existing programs. Current alignment of these programs with college's and department's strategic plan, mission, and vision will not be impacted.

6. 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.

The proposed change will have no effect on enrolled students.

7. 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?

Currently 6-10 students apply to the MPT program across the existing concentrations. 1-2 students apply to the MAEF annually. This consolidation will result in 8-12 students applying to the new Master of Arts in Teaching, Learning and Educational Studies.

We anticipate that the consolidation of the two masters programs will actually make our masters program offerings more accessible and clear.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There will be no effect on resources.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

The learning outcomes will not change as a result of the proposed change.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

The proposed change is needed to eliminate operational inefficiencies within TLES that resulted from the CEHD reorganizations of 1998 and 2005.

(Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. 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.

N/A

11. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

(see attachment)

Current and Proposed Graduate Catalog (2018-19)

(Changes are highlighted in yellow)

Master of Arts in Educational Foundations

Advisors: Paul Farber, Jill Hermann Wilmarth, Tetyana Koshmanova, Dini Metro-Roland
Room 4121, Sangren Hall
Telephone: (269) 387-3465

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.

Program Requirements

1. Teaching, Learning, and Educational Studies Core (9 hours) ED 6010—Introduction to Research in Educational Settings Credits: 3 hours ES 6330—Education and Human Flourishing Credits: 3 hours ES 6340—Culture and Politics of Educational Institutions Credits: 3 hours
2. Educational Foundations (9 hours) Select two courses from the following: ES 6030—Social and Philosophical Foundations Credits: 3 hours ES 6300—History of Education in the United States Credits: 3 hours ES 6730—Class, Ethnicity, and Gender in Education Credits: 3 hours ES 6750—Multicultural Education Credits: 3 hours
3. Curriculum Studies (3 hours) Select one course in curriculum from the following: ED 6020—School Curriculum and Assessment Credits: 3 hours ED 6280—Curriculum Theory Credits: 3 hours
4. Electives (6 hours):
Advisor approved graduate courses, normally from outside the department, which support a particular scholarly interest.
5. Capstone Research Project or Master's Thesis (3 or 6 hours)
ED 6790—Capstone Research Project Credits: 3 hours
OR
ED 7000—Master's Thesis Credits: 6 hours

Master of Arts in the Practice of Teaching Teaching, Learning, and Educational Studies (MATLES)

Coordinators/Advisors: Amy Betz (Foundations of Teaching), Lynn Nations Johnson (Curriculum & Instruction), Regena Fails Nelson (Early Childhood), Lynn Nations Johnson (Teacher Leader), Andrea Smith (Early Childhood), Paul Vellom (Curriculum & Instruction), Dini Metro-Roland (Curriculum & Instruction).

Contact person:

~~Tamara Klinger~~ Emily Morrison

4121 Sangren Hall

(269) 387-3465

e-mail: ~~tammie.klinger@wmich.edu~~ emily.morrison@wmich.edu

The Master of Arts in ~~the Practice of Teaching~~ Teaching, Learning, and Educational Studies (MATLES) provides a comprehensive professional development program for current Pre K-12 teachers. In order to address the ever-changing and complex challenges faced by today's teachers, this degree allows teachers, along with their academic advisors, to customize programs of study to meet individual needs and professional goals.

The Master of Arts in ~~the Practice of Teaching~~ Teaching, Learning, and Educational Studies (MATLES) is designed to enhance the knowledge and skill of reflective practitioners for a variety of educational settings. It is our belief that teachers ought to be effective practitioners, leaders, change agents, intellectuals, researchers, and learners. They should be passionate learners who embrace diversity, actively inquire and reflect upon their own practice, nurture the development of new knowledge and skills, and weave the complexities of modern society into the learning process. This is accomplished through a process of continuous professional, intellectual, and social growth within an interrelated spiral of academic content preparation, professional knowledge, pedagogical skill, and guided practice. The Master of Arts in ~~the Practice of Teaching~~ Teaching, Learning, and Educational Studies (MATLES) is predicated on the assumption that theory, research, policy, and practice must be continuously integrated in ways that provide innovative models leading to the improvement of teaching, learning, and reflective practice.

The goal of reflective practice is to help teachers develop the ability to analyze their own teaching, inquire into how teaching can be improved, and develop strategies to improve teaching that build on individual strengths. Reflective practitioners must also be able to situate their practice within the social, cultural, and economic dimensions of relationships among schooling, society, and the natural environment. It requires teachers to examine, interpret, and evaluate the teaching-learning process using the best practices described by research and experience as the referent for reflection.

Admission Requirements

1. Bachelor's degree from an accredited institution.
2. An overall grade point average of at least 3.0 (on a 4 point scale) in the last two years of undergraduate work. Applicants with a GPA of less than 3.0 may be granted a Conditional Admission. This will be converted to a regular admission if students receive a grade of "B" or better in the first two graduate courses (six credit-hours) taken.
3. A concise written "statement of purpose" (250 words) indicating the applicant's reasons for

seeking admission to the program and what the applicant hopes to accomplish during the program of study. Congruence of applicant's written "statement of purpose" with the parameters of this degree program. For the Educational Foundations Concentration, the written statement of purpose should be 1,000 to 1,500 words; it should indicate the candidate's career expectations and reasons for seeking admission to this concentration.

4. Experience in a professional setting.*
5. A valid Michigan Teaching Certificate** will be required for students seeking to obtain additional endorsements.
6. Two letters of recommendation from persons able to judge the applicant's potential to succeed in a graduate program.***

*Waived for individuals in the "Educational Foundations" concentration, and the "Early Elementary Teaching" concentration seeking initial certification.

**Required only for individuals seeking to obtain additional endorsements.

***Required only for the "Educational Foundations" concentration.

A review of transcripts will be required for students in the Early Elementary Teaching concentration to determine if the student has taken 45 credits of required content pre-requisites for elementary education certification.

Upon admission, each student will be assigned an advisor who will assist in the preparation of a program of study. The program of study should be prepared during the first semester of enrollment.

A maximum of 9 Western Michigan University graduate credits taken before admission may be applied to the Master of Arts in the Practice of Teaching with advisor approval.

Program Requirements

(30 - 33 hours) for practicing teachers

(51 hours) for individuals in "Early Elementary Teaching" concentration

Four Master's of Practice in Teaching Five Master of Arts in Teaching, Learning, and Educational Studies (MATLES) Concentration Descriptions

Areas of Concentration include 12-15 Foundation of Practice hours and 18-36 concentration hours.

NOTE: The Early Childhood Education Concentration has 18 required concentration hours and leads to the ZS Endorsement with the Michigan Department of Education (MDE). The Curriculum and Instruction Concentration has 18 elective concentration hours. The Early Elementary Teaching Concentration has 42 hours and leads to initial certification.

NOTE: The Teacher Leader Concentration has 21 required concentration hours

Programs of Study for each of the ~~4~~ 5 concentrations follow:

1. Practice of Teaching: MATLES: Early Childhood Education Concentration - General and Special Education (ZS endorsement) (30-33 hours)

Required Foundation of Practice Courses (12-15 hours)

ES 6330 - Education and Human Flourishing Credits: 3 hours

(take at the beginning of the program)

ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours

(take at the beginning of the program)

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours

(take at the end of the program just prior to capstone or thesis)

Select either:

ED 6790 - Capstone Research Project Credits: 3 hours

OR

ED 7000 - Master's Thesis Credits: 6 hours

Required Concentration Courses for the ZS Early Childhood Concentration and Endorsement (18 hours)

ED 5750 - Administration of Child Development Centers Credits: 3 hours

ED 6060 - Early Childhood Education Methods and Materials Credits: 3 hours

ED 6080 - Seminar in Early Childhood Development Credits: 3 hours

ED 6110 - Assessment in Early Childhood Inclusive Education Credits: 3 hours

ED 6140 - Engaging Diverse Families in Educational Settings Credits: 3 hours

LS 5160 - Professional Symposium in Reading Credits: 3 hours

(Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)

2. Practice of Teaching: MATLES: Curriculum and Instruction Concentration (30-33 hours)

Required Foundation of Practice Courses (12-15 hours)

ES 6330 - Education and Human Flourishing Credits: 3 hours

(take at the beginning of the program)

ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours

(take at the beginning of the program)

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours

(take at the end of the program just prior to capstone or thesis)

Select either:

ED 6790 - Capstone Research Project Credits: 3 hours

OR

ED 7000 - Master's Thesis Credits: 6 hours

Elective Concentration Courses (18 hours)

Note: Many other elective concentration course options are available. Meet with your graduate program advisor to become familiar with the wide range of elective options.

ED 6000 - Fundamentals of Measurement and Evaluation in Education Credits: 3 hours

Revised Sept. 2018. All previous forms are obsolete and should not be used.

ED 6020 - School Curriculum and Assessment Credits: 3 hours
ED 6280 - Curriculum Theory Credits: 3 hours
ED 6360 - Classroom Pedagogy: The Art and Science of Teaching Credits: 3 hours
ED 6700 - Authority and Autonomy in Schooling Credits: 3 hours
LS 5160 - Professional Symposium in Reading Credits: 3 hours
(Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)

3. ~~Practice of Teaching~~: MATLES: Early Elementary Teaching Concentration - Initial Teacher Certification (51 hours)

Required Foundation of Practice Courses (15 hours)

ES 6150 - Education From a Socio-Cultural Perspective Credits: 3 hours
ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours
ED 6790 - Capstone Research Project Credits: 3 hours
ED 7120 - Professional Field Experience Credits: 1 to 12 hours
(Credits: 6 hours needed)

Required Concentration Courses (36 hours)

ED 6060 - Early Childhood Education Methods and Materials Credits: 3 hours
ED 6080 - Seminar in Early Childhood Development Credits: 3 hours
ED 6140 - Engaging Diverse Families in Educational Settings Credits: 3 hours
ED 6110 - Assessment in Early Childhood Inclusive Education Credits: 3 hours
ED 5750 - Administration of Child Development Centers Credits: 3 hours
ED 5020 - Curriculum Workshop Credits: 1 to 6 hours
ED 6700 - Authority and Autonomy in Schooling Credits: 3 hours
HPHE 6450 - Curriculum Development in Human Performance and Health Education
MATH 6510 - Studies in Teaching Elementary School Mathematics Credits: 3 hours
LS 6170 - Reading in the Content Areas Credits: 3 hours
LS 6180 - Literacy Acquisition and Reading Instruction Credits: 3 hours
SPED 5340 - Evidence Based Interventions I: Foundations of Reading, Written Language and Content Areas Credits: 3 hours

4. MATLES: Educational Foundations Concentration (30 credit hours)

Teaching, Learning, and Educational Studies Core (9 hours)

ES 6330 - Education and Human Flourishing Credits: 3 hours
(take at the beginning of the program)
ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours
(take at the beginning of the program)
ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours
(take at the end of the program just prior to capstone or thesis)

Educational Foundations (9 hours)

Select two courses from the following:

ES 6030 - Social and Philosophical Foundations Credits: 3 hours
ES 6300 - History of Education in the United States Credits: 3 hours

ES 6730 - Class, Ethnicity, and Gender in Education Credits: 3 hours

ES 6750 - Multicultural Education Credits: 3 hours

Curriculum Studies (3 hours)

Select one course in curriculum from the following:

ED 6020 - School Curriculum and Assessment Credits: 3 hours

ED 6280 - Curriculum Theory Credits: 3 hours

Electives (6 hours)

Advisor approved graduate courses, normally from outside the department, which support a particular scholarly interest.

Capstone Research Project or Master's Thesis (3 or 6 hours)

ED 6790 - Capstone Research Project Credits: 3 hours

OR

ED 7000 - Master's Thesis Credits: 6 hours

4. Practice of Teaching: 5. MATLES: Teacher Leader Concentration (33-36 hours)

Required Foundation of Practice Courses (12-15 hours)

ES 6330 - Education and Human Flourishing Credits: 3 hours

(take at the beginning of the program)

ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours

(take at the beginning of the program)

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours

(take at the end of the program just prior to capstone or thesis)

Select either:

ED 6790 - Capstone Research Project Credits: 3 hours

OR

ED 7000 - Master's Thesis Credits: 6 hours

Required Concentration Courses (21 hours)

ED 6360 - Classroom Pedagogy: The Art and Science of Teaching

ED 6700 - Authority and Autonomy in Schooling Credits: 3 hours

EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation Credits: 3 hours

EDLD 6640 - Curriculum, Instruction and Assessment Leadership Credits: 3 hours EDLD 6730 -

Instructional Leadership and Supervision Credits: 3 hours

EDLD 6750 - The Work of Teacher Leaders Credits: 3 hours

EDLD 6760 - How Schools Work: Organization, Finance and Legal Systems