

## Tina L Thompson

---

**From:** Regena F Nelson  
**Sent:** Wednesday, April 11, 2018 2:00 PM  
**To:** Carol A Weideman  
**Cc:** Tina L Thompson  
**Subject:** Curriculum Course Request Change Course ED 4085 - E-2018-TLES-34; effective term: 201940

Please verify your data for New Curriculum Course Request for department: TLES; college: E.  
 Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 11-APR-2018

Request ID: E-2018-TLES-34

College: E

Department: TLES

Initiator name: James Muchmore

Initiator email: james.muchmore@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:

Change Course ED 4085

Specific Course Change type selected: Description

1. Existing course prefix and number:  
 ED 4085

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 class is a General Education class:  
 No

D. Explain briefly and clearly the proposed improvement.

We are revising the course description of ED 4085 'Organizing Learning Environments.'

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

The course description needs to be revised in order to better communicate the nature of the course. Specifically, we want the the description to utilize up-to-date terminology (i.e., 'teacher candidate' rather than 'student') and reflect the way in which the course is currently organized and taught . For example, we are removing the sentence describing the field component because ED 4085 no longer has an embedded field component. Instead, the field component is now embedded in an accompanying co-requisite course called ED 4086 'Classroom Environments Pre-Internship.'

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.  
No Change.

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 arose through the department's annual review of the Undergraduate Catalog proofs. As faculty were reading through this course description in the catalog proofs, they felt that these revisions were needed in order to make it consistent with the way in which it is currently taught.

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.

No effect. The only change is in the catalog language, which will more accurately describe how the course is currently taught.

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

No effect. The only change is in the catalog language, which will more accurately describe how the course is currently taught.

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.

No effect. The only change is in the catalog language, which will more accurately describe how the course is currently taught.

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?

This will not change.

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.) No effect. The only change is in the catalog language, which will more accurately describe how the course is currently taught.

M. 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.

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.

Not applicable.

O. Current course description:

ED 4085 Organizing Learning Environments Students/teacher candidates will examine the organization of classroom environments in terms of effective interaction, instruction, and learning. Students will engage in a critical examination of classroom climate and management, interpersonal relationships as motivational context, and the social context of education. Students will participate in a field-based pre-internship as a component of this course, spending two half days per week in a secondary classroom. Program requires a grade of 'CB' or better. May repeat course one time only.

Prerequisite: ES 2000, ED 3000, ED 4060, and ED 4065; with a grade of 'CB' or better in all prerequisites. Corequisite: Ed 4086. 3 hours

P. Proposed course description:

ED 4085 Organizing Learning Environments This course is designed for teacher candidates to examine the organization of classroom environments in terms of effective interaction, instruction, and learning. Students will engage in a critical examination of classroom climate and management, interpersonal relationships as motivational context, and the social context of education. The course focuses on proactive planning and facilitation of instruction to promote an effective and supportive learning environment. Teacher candidates examine how mindfulness practice can promote a healthy learning environment for both teachers and students. Program requires a grade of 'CB' or better. May repeat course one time only.

Prerequisite: ES 2000, ED 3000, ED 4060, and ED 4065; with a grade of 'CB' or better in all prerequisites. Corequisite: Ed 4086. 3 hours

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment:

Date: 11-APR-2018

Department approver: Regena Nelson

Chair comment:

Date: 11-APR-2018