Date of request: 25-NOV-2019

Request ID: E-2019-TLES-142

College: E

Department: TLES

Initiator name: Tracy DeMars

Initiator email: tracy.demars@wmich.edu

Proposed effective term: 202140

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 ED 3003
New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:
ED 3003

2. Proposed credit hours:
3

3. Proposed course title:
Integrated Clinical Lab: Upper Elementary

4. Proposed course prerequisites:
ED2500 Human Development: Applications in Education, ED 2900 K-8 Teaching as a Profession, ED2002 Elementary Teaching Lab~ Introduction to Classrooms (or equivalencies); ED 3002: Integrated Clinical Lab: Early Elementary

5. Proposed course corequisites:
none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad): B

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: This course is part of a newly proposed program. Major and Minor codes will be applied when the program is approved.

10. Classification restrictions: Include

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

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: Integ Clin Lab Upper EL

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?
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 respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither. No

D. Explain briefly and clearly the proposed improvement. We propose a new field-based course for Elementary Education program candidates.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too).
This new course has been created in response to major changes in the certification standards and requirements published by the Michigan Department of Education (MDE). The new certification rules require that entry-level teachers be certified to teach for specific grade levels or grade bands, i.e. preK-3, 3-6, 6-9, and/or 9-12.
The Elementary Unit in TLES has determined that our undergraduate Elementary Program will prepare teacher candidates to be certified in two of the grade bands, i.e. preK-3 and 3-6, or one of these in combination with another specialty (i.e., Special Education or Early Childhood).

The Elementary Unit in TLES has determined that our undergraduate Elementary Program will prepare teacher candidates to be certified for two of the grade bands, i.e. preK-3 and 3-6, or one of these in combination with another specialty (i.e., Special Education or Early Childhood). This clinical experience course is the third of five field-based courses designed to provide students with the experiences appropriate to Elementary Education and which will lead to the completion of the 600 mandated field experiences hours set by the Michigan Department of Education.

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.
• The teacher candidate will combine the knowledge, skills, and dispositions necessary for effective observation, teaching, and reflection about what they observe in the clinical setting.
• The teacher candidate will write a demographic analysis of their classroom, school and community.
• The teacher candidate will observe the mentor teaching each of the 4 core content areas and will write an analysis of the teacher’s lessons with respect to lesson flow, differentiation/scaffolded supports/learner needs, and assessment methods.
• The teacher candidate will conduct 3-6 content and curriculum research in English language arts along with the disciplines that are being integrated, i.e. English literacy learning, science and social studies focused on a 3-6 classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.
  o The teacher candidate will prepare two English language arts lessons for a 3-6 classroom setting, each with a different integrated discipline, i.e. English literacy learning, science or social studies.
  o The teacher candidate will teach the 2 English language arts lessons in a 3-6 classroom setting.
  o The teacher candidate will write thoughtful reflections on each teaching opportunity, making sure to address learner needs/scaffolded supports/differentiation, the candidate’s use of high level practices and formative assessment.

• The teacher candidate will conduct 3-6 content and curriculum research in mathematics along with the disciplines that are being integrated, i.e. technology, science and social studies focused on a PK-3 classroom, in order to increase candidate competency with implementing practical and complete lesson cycles.
  o The teacher candidate will prepare two mathematics lessons for a 3-6 classroom setting, each with a different integrated discipline, i.e. science, social studies or technology.
  o The teacher candidate will write thoughtful reflections on each teaching opportunity, making sure to address learner needs/scaffolded supports/differentiation, the candidate’s use of high level practices and formative assessment.

• The teacher candidate will continue creating a collection of mentor teacher’s artifacts used in 3-6 classrooms in order to participate in seminar discussions about how these artifacts align with the InTASC Standards.

• The teacher candidate will continue revision on their philosophy of teaching statement, focusing on 3-6 instructional settings and curricula.

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 new course is not a response to assessment outcomes. It is a response to the new Michigan Standards for Teacher Preparation (2018).

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.
This course has been developed in close coordination with CEHD and K-12 school partners. This coordination has been a necessary part of the new program.

I. Effect on your department’s programs. Show how the proposed change fits with other departmental offerings.
At the moment, the Elementary Education program has only one pre-internship, which students take the semester prior to their Internship. The new program will have a sequence of 5 field-based courses prior
to the students' Internships so that students can reach the State's required number of field ho

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. The CEHD will be slotting all the new courses in the elementary education program to reduce course conflicts and speed time to degree.

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?
Market Demand—Currently there are 300 students enrolled in our elementary education program. With the reduction in credit hours for the elementary program, we anticipate that student interest will increase because our new program will have a comparable number of credit hours to the other teacher education programs in the State of Michigan (currently the elementary program has 15-20 credit hours more than the other teacher education programs).

Student Audience—The student audience for this program are students who have a professional goal to teach elementary school.

Other Factors—The new elementary program will allow for students to complete their program of study 1-2 semesters sooner because of the reduction in credit hours.

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.)
Instructional resources will continue to be supported at the department level. (see letter from university library)

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.

The new Elementary Education program will be submitted to the MDE for review and approval in Fall semester 2020. In this same semester, the CEHD and departments housing related coursework will initiate contact with local community colleges to begin revision of existing transfer guides. We anticipate utilizing existing pathways for revising transfer agreements, and especially to determine advising and teach-out plans for current majors and minors. MDE has determined that new programs (which are more efficient) can admit students as early as Fall 2021.

O. Current catalog copy:
This is a new course. No current catalog copy exists.

P. Proposed catalog copy:
ED 3003 Integrated Clinical Lab: Upper Elementary is a field-based course designed to engage teacher candidates in developing a deeper awareness of the four core content areas (English language arts, science, math and social studies) in classrooms for children. It is specifically designed to assist teacher candidates in six areas: 1) learning to build classroom community, equity and relationships with children; 2) learning to plan for, teach and assess English language arts learning in a 3-6 classroom setting; 3) learning to plan for, integrate and assess English Literacy Learning, science and/or social studies into the teaching of those English language arts lessons; 4) learning to plan for, teach and assess mathematics learning in a 3-6 classroom setting; 5) learning to plan for, integrate, teach and assess social studies, science and/or technology into the teaching of mathematics; 6) learning to engage in thoughtful self-observation at the conclusion of each lesson that they teach with an eye single to improving their practice for the lessons yet to be taught. Course Prerequisites: ED2500 Human Development: Applications in Education, ED 2900 K-8 Teaching as a Profession, ED2002 Elementary Teaching Lab~ Introduction to Classrooms (or equivalencies); ED 3002: Integrated Clinical Lab: Early Elementary

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment:

Date: 25-NOV-2019

Department approver: Regena Nelson

Chair comment:

Date: 26-NOV-2019
ED 3003 Integrated Clinical Lab: Upper Elementary

Semester

Class Days and Times

Class Breaks:

Holidays:

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<th>Important Course &amp; Professor Contact Information</th>
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<td><strong>Course Credits:</strong></td>
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Information about Elementary Education Program: wmich.edu/teaching

Course Prerequisites: ED2500 Human Development: Applications in Education, ED 2900 K-8 Teaching as a Profession, ED2002 Elementary Teaching Lab~ Introduction to Classrooms (or equivalencies); ED 3002: Integrated Clinical Lab: Early Elementary

Student Conduct, Concerns and Needs

Please feel free to contact me regarding concerns that you have with this course. It is important for you to know that there are other people you can meet with on this campus whose sole responsibility is to serve the needs of students who have particular needs. I have listed several below:

**Student Rights—University Ombud’s.** If you are concerned about the way that you are treated in any of your courses, the violation of your rights as a student, and/or the way you are evaluated on your learning, you can contact the University Ombud’s office to discuss the matter and to seek representation and/or arbitration. (387-5300)

**Psycho-emotional Well-being.** If you are concerned about your psychological/emotional state and feel the need to initiate counseling, you can contact the Sindecuse Health Center and request to meet with a counselor. I have had a number of students tell me that they received thoughtful care from their counselor at Sindecuse: 387-3290. Also, Women’s Resources and Services located in A328 Ellsworth Hall, 387-2995

**Students with Special Needs.** Any student with a documented disability (physical, learning, psychiatric, vision, hearing, etc) or other special needs who needs to arrange reasonable accommodations must contact the professor and the appropriate Disabilities Services office (387-4411 or 387-2116) at the beginning of the semester.

**Academic Integrity.** You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog in the section entitled Honor Code (pp. 85-92); this pertains to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. 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). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. To review these policies, go online to wmich.edu, click on ‘C’, scroll to catalog, undergraduate and go to the pages 85-92.
**Student Services.** Student Services available on this campus are addressed in the undergraduate catalog on pages 92-103. Go to wmich.edu, click on ‘C’, scroll to catalog, undergraduate and go to the pages 92-103.

**CEHD Diversity Statement.** The College of Education as well as I maintain a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

**Human Rights Statement.** It is a fundamental policy of Western Michigan University and my policy as well not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in educational programs, admissions, employment, promotions, salaries, and social activities. Through its example and teaching, Western Michigan University strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

**WMU Student Code: Appendix D: President’s Statement on Racial and Ethnic Harmony.** Western Michigan University is firmly committed to the principles of racial equality and nondiscrimination. On its campus, students, faculty, and staff of many races and ethnic backgrounds live and work closely together day by day. This racial and ethnic mix brings richness and diversity to the cultural, intellectual, and personal dimensions of campus life. The University benefits from this diversity and seeks to enhance it. All members of the University are expected to contribute to an atmosphere of racial and ethnic harmony on campus, displaying tolerance for cultural differences and courtesy and civility in discourse with students, faculty, and staff to diverse backgrounds and origins. In this environment there is no room for derogatory comments of a racial nature, be they in the form of slurs, posters, songs, jokes, graffiti, or the like. Most members of the campus community need not be reminded of the institutional position in this regard. The very few who need the admonition must realize that the University will take the strongest possible action, including dismissal, against those who through racist acts bring discord to this campus.

- If you have concerns related to race and ethnicity, you can contact: Division of Muticultural Affairs, 387-4420, located in A210-212 Elsworth Hall

**Education Program Goals/Outcomes Addressed**

"The Teacher Education Program is based on preparing teachers who are reflective practitioners (Zeichner & Liston, 1987). Reflective practitioners seek to solve problems through inquiry about practical situations. The inquirer shapes experiences by continually probing for better ways to solve problems within given situations of practice (Schön, 1983)." Given this program focus, this Education 2002 course is designed to assist you, as a teacher candidate, to become more knowledgeable, reflective and proactive about the learners in your classroom, the content of your instruction, and the social contexts in which you teach. Through the process of critical inquiry your reflections about these aspects of your teaching and the implications each has for you as a teacher candidate should be clarified and strengthened.

**Program Goals Addressed in This Course**

Teacher education at Western Michigan University is guided by 5 principles, child/student advocacy, literacy, activism, self-development, and socially grounded learning. These mean, in turn, that teachers should:

- serve as advocates for young children;
- develop and promote abilities and skills necessary for effective perception, reflection and communication;
- actively engage in social and political changes that improve their schools, their profession, and their society;
- model learning as a life-long process through reflective practice;
- support cooperative, diverse classroom communities to ensure that young student learning occurs naturally in both formal and informal contexts

**Course Description**
This course is clinically based and is designed to engage teacher candidates in developing a deeper awareness of the four core content areas (English language arts, science, math and social studies) in classrooms for children. It is specifically designed to assist teacher candidates in six areas:

1) learning to build classroom community, equity and relationships with children;
2) learning to plan for, teach and assess English language arts learning in a 3-6 classroom setting;
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6) learning to engage in thoughtful self-observation at the conclusion of each lesson that they teach with an eye single to improving their practice for the lessons yet to be taught.

**Course Objectives**

- The teacher candidate will combine the knowledge, skills, and dispositions necessary for effective observation, teaching, and reflection about what they observe in the clinical setting.
- The teacher candidate will write a demographic analysis of their classroom, school and community.
- The teacher candidate will observe the mentor teaching each of the 4 core content areas and will write an analysis of the teacher’s lessons with respect to lesson flow, differentiation/scaffolded supports/learner needs, and assessment methods.
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- The teacher candidate will continue creating a collection of mentor teacher’s artifacts used in 3-6 classrooms in order to participate in seminar discussions about how these artifacts align with the InTASC Standards.
The teacher candidate will continue revision on their philosophy of teaching statement, focusing on 3-6 instructional settings and curricula.

Selected MDE Certification Standards for Upper Elementary Education (3-6)
Teacher Preparation

P.1. Learner-Centered Supports
Well-prepared beginning teachers will be able to:

a. Support the whole child through knowledge and understanding of young children’s characteristics and needs, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn.
b. Demonstrate knowledge and understanding of the multiple influences on development and learning of the whole child, including but not limited to: cultural and linguistic context, economic conditions of families, social emotional needs, health status and disabilities, peer and adult relationships, children’s individual developmental and gender variations, opportunities to play and learn, family and community characteristics, and the influence and impact of technology and the media.
c. Implement norms and routines and use classroom management strategies that support individual and group motivation and behavior among children to generate active engagement in play and learning, self-motivation, and positive social interaction, and to create supportive and dynamic indoor and outdoor learning environments.

L.1. Literacy
L.3.a. Design or adapt and implement literacy curricula that support literacy learning for whole groups, small groups, and individual children in reading, writing and other forms of communication, including all constructs of literacy.
L.3.f. Identify reasonable goals and expectations for learners that align with their literacy development.

M.1. Mathematics
M.2. Plan mathematics lessons and sequences of lessons
M.3. Use formative and summative mathematics assessments to gauge children’s learning and to make instructional decisions.
M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics.

S.1. Science
Scientific Phenomena
S.1.b. Identify, evaluate, and use productive scientific phenomena for children’s science learning
including everyday noticings of the world

S.3.b. Identify grade appropriate elements of the disciplinary core ideas within instructional materials.

S.4. Engage children in developing and using crosscutting concepts as identified in the Framework

S.7.a. Articulate research-based pedagogical strategies that support children’s sense-making in grade level and culturally appropriate ways...

S.7.b. Choose, modify and/or design lessons and lesson sequences and/or assessments to create learning environments that provide opportunities for iterative children’s sense-making and explanation building through classroom talk, written words, diagrams and/or movement.

Social Studies.
Candidates demonstrate knowledge, understanding, and application of the major concepts and MDE modes of inquiry (i.e., developing questions and planning inquiries, applying disciplinary tools and concepts, evaluating sources and using evidence; and communicating conclusions and taking informed action) from the social studies – the integrated study of history, geography, political science and economics – to promote all children’s abilities to make informed decisions as engaged citizens to enact change in a culturally diverse, democratic society and interdependent world.