

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

NOTE: Changes to programs may require course changes, which must be processed electronically.

DEPARTMENT: Teaching, Learning and Educational Studies **COLLEGE:** Education and Human Development
PROPOSED EFFECTIVE FALL YEAR: 2021

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 checked="" type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☒ Other (explain**) ** **Other:** Revised concentration

Title of degree, curriculum, major, minor, concentration, or certificate: Master of Arts in Teaching, Learning, and Educational Studies: Early Elementary Teaching (TERM)

Chair, Department Curriculum Committee:

James A. Muchmore

Date 9/23/20

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:

Lezong F. Nelson

Date 10/11/20

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:

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:	Date
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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 Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	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 Provost:	Date

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

1. Explain briefly and clearly the proposed improvement:

We are proposing the following improvements:

- 1) To revise our existing master's concentration currently known as "MATLES: Early Elementary Teaching."
- 2) To change the name of this concentration from "MATLES: Early Elementary Teaching" to "Master of Arts in Teaching: Elementary Education."
- 3) To transfer the concentration from the Master of Arts in Teaching, Learning, and Educational Studies (MATLES) program to the Master of Arts in Teaching (MAT) program.

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

- 1) This curriculum change is needed to align WMU's graduate elementary teacher certification route with the new program that the Michigan Department of Education approved for WMU in June 2020. The new program is an expedited route to teacher certification that allows students to do a field-based program in 12 months to earn teacher certification in elementary education. This proposed program will provide a teacher certification route for teacher assistants with bachelor's degree who desire to become teachers. Our first partnership will be with Kalamazoo Public Schools. The current MA teacher certification route required students to take 60 graduate credits, in addition to pre-requisite content courses at the undergraduate level. Over the past 5 years, we have had over 100 prospective students call about starting the program, but less than 10 have completed the pre-requisites to apply for the MA program. The new program waives the pre-requisite, if applicants have a bachelor's degree. Therefore, the new MA program will provide an expedited route for completing the teacher certification requirements.
- 2) The curriculum change described above necessitates a change in the name of the concentration in order to better communicate its nature, scope, and purpose to stakeholders both within and outside the university.
- 3) The aforementioned curriculum change and name change necessitate the transfer of this concentration from MATLES to MAT. Currently, all of the other concentrations in MATLES are designed either for inservice teachers or for non-teachers, whereas the MAT concentrations are designed for those who wish to obtain initial teacher certification. Since the revised Early Elementary concentration deals with initial teacher certification, it makes more sense for it to be attached to the MAT program, than to the MATLES program. This program alignment will not only make it easier to manage the concentration within university and within the Michigan Department of Education, but it will also make it easier to communicate with prospective 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.

The new program does not include any additional courses from other departments. The new program will include the math, special education and 2 literacy studies courses that were approved for the current program. Therefore, there is no change in our agreements with these departments.

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

The new program will use the elementary education graduate courses that were approved for the current program. The new program will not use the early childhood graduate courses because this program does not lead to an early childhood special education endorsement. The new program continues to fit well with the other TLES MA programs.

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

Compared to the current 60-credit MA program, the new 36-credit hour MA program is designed to shorten the time to degree by a minimum of 2 years. Students in this program will complete a 12-month, full-time, field-based degree program. Courses will be offered to meet the needs of full-time working professionals.

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 fewer than 10 students enrolled in or in the pipeline for the current program will be able to complete that program or move to the new program.

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?

The anticipated audience is teacher assistants with bachelor's degrees who would like to obtain teacher certification to become teachers in elementary schools. Our initial partner, Kalamazoo Public Schools, is

committed to providing financial support for their employees to enroll in this MA program. In addition, we have a pool of 100 prospective students who can apply for this program.

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.)
Currently, the math, special education, literacy studies, child development courses, field supervision, advising and coordination are provided as part of several full-time faculty member's workloads in their respective departments. There is a need to hire 2 part-time instructors with the expertise to teach field-based science and social studies methods classes. Each course will be offered once a year.
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 new MA program will meet the following outcomes.

Teacher candidates have in-depth knowledge of the content that they plan to teach as described in the Mi-InTASC standards. They demonstrate their knowledge through inquiry, critical analysis and synthesis within each content area.

Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas and are able to design and implement developmentally appropriate and challenging learning experiences.

Candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Candidates know how to use technology and web-based resources for whole-class teaching, individual and group learning, and professional development.

Candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress and guide decision-making.

Candidates engage in ongoing professional learning and use evidence to continually evaluate their practice particularly the effects of their choices and actions on others (learners, families, other professionals and the community), and to adapt practice to meet the needs of each learner.

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 5-year enrollment data for the current Master's in Teaching, Learning and Educational Studies: Early Elementary Teaching program show that it is not meeting the expected target of 10 graduates per year because of the pre-requisites. This new program waives the pre-requisites for applicants with bachelor's degrees and will allow 100 prospective students to be admitted and complete the new program. In Michigan, there is a teacher shortage due to a decreasing pool of new teachers available to replace retiring teachers. Therefore, school districts have reached out to WMU to provide a certification route for teacher assistants to become teachers while they are employed.
11. (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

12. 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.

Current Graduate Catalog (2020-21)

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

Required Foundation of Practice Courses (15 hours)

- ES 6300 - History of Education in the United States **Credits:** 3 hours
- ED 6010 - Introduction to Research in Educational Settings **Credits:** 3 hours
- ED 6790 - Capstone Research Project **Credits:** 1 to 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 **Credits:** 3 hours
- 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

Proposed Graduate Catalog (2021-22)

Master of Arts in Teaching: Elementary Education (36 credit hours)

Coordinator: Regena Nelson
4121 Sangren
(269) 387-3437

regena.fails.nelson@wmich.edu

The Master of Arts in Teaching with a concentration in Elementary Education is a post baccalaureate initial teacher certification program designed for teacher candidates with bachelor's degrees. This is a field-based, cohorted program for full-time employees working in an elementary classroom. The 12-month program includes course work in pedagogy, whole child development, school culture and policies that is aligned with the field experiences in an elementary classroom. Teacher candidates can qualify for a Michigan Teaching Certificate at the conclusion of these courses in early/mid-June.

Admission Requirements:

- Bachelor's degree.
- Undergraduate transcript.
- An overall grade point average of at least 3.0 (4.0 = A).
- Three letters of recommendation.
- A concise written "statement of purpose" (250 words or less) indicating the applicant's reasons for seeking admission to the program and what the applicant hopes to accomplish during the program of study.

Program Requirements (36 hours)

Summer II Coursework

- ED 6040 – Child Learning and Development: Theory to Practice **Credits:** 3 hours
- ED 6760 – Learning in Social Contexts **Credits:** 3 hours
- EMR 5400: Fundamentals of Evaluation, Measurement, and Research **Credits:** 3 hours

Fall Coursework

- LS 6180: Literacy Acquisition and Reading Instruction **Credits:** 3 hours
- MATH 6510: Studies in Elementary School Mathematics **Credits:** 3 hours
- ED 7120 – Professional Field Experience **Credits:** 3 hours

Spring Coursework

- ED 5020: Curriculum Workshop: Social Studies Methods **Credits:** 3 hours
- SPED 5330: Introduction to Special Education **Credits:** 3 hours
- ED 7120 – Professional Field Experience **Credits:** 3 hours

Summer I Coursework

- ED 5020: Curriculum Workshop: Science Methods **Credits:** 3 hours
- LS 6170: Reading the Content Areas **Credits:** 3 hours
- ED 6790 - Capstone Research Project **Credits:** 3 hours

Dear Dr. Nelson,

This program does not raise issues for F-1 eligibility.

Graduate level programs do permit immediate off campus training in the first year if it is a required part of the program. The Homeland Security regulations for F-1 students are different for graduate versus undergraduate programs.

In order for the F-1 graduate students *off campus* courses to count towards immigration status, students can contact IAS to obtain a curricular practical training endorsement on their immigration documents in advance of starting the off campus courses for training.

Also during COVID the standards for enrollment are as follows:

- *Newly admitted F-1 students cannot be in a 100% online program (they must have at least 1 hybrid or in-person course each semester). Otherwise, when Covid-19 no longer applies, the normal rules revert to: only one course or 3 credits of online class each semester will count towards F-1 immigration status.*
- *Note: Continuing F-1 students who have been enrolled in status at an SEVP-approved school since March 9, 2020 may maintain immigration status even entirely online, while the Covid-19 adaptations apply.*

I hope this is helpful.

Sincerely,
Lee

Lee A. Ryder, Esq. PDSO/RO
Director of Immigration Compliance
Western Michigan University
direct phone: 269-387-5873
email: lee.ryder@wmich.edu

Hi Regena

I have conferred with the SPLS program unit and the majority of the members are supportive of this change.

Let us know how we can support the program as this moves forward.

Marcia

Marcia K. Feters, Ph.D.
Associate Dean and Director of Teacher Education
Acting Chair – Special Education and Literacy Studies
College of Education and Human Development
Western Michigan University
Kalamazoo, MI 49008

Office: (269) 387-2963
Cell: (269) 598-7156
<https://wmich.webex.com/meet/marcia.feters>



From: Regena Nelson <regena.fails.nelson@wmich.edu>

Date: Thursday, September 24, 2020 at 4:53 PM

To: Marcia Feters <marcia.feters@wmich.edu>

Subject: SPED 5300 Letter of Support

Hi Marcia:

I'm submitting a curriculum proposal to revise the MA TLES: Early Elementary Teaching Certificate to align it with the expedited MA program MDE approved this summer.

I need your approval to change SPED 5340 in the current program to SPED 5300 in the new program, because MDE approved SPED 5300 for the new program. The students in this MA program will take SPED in spring semester starting in 2022. There will be 15-20 students in this section each year. This a 12 - month MA program. Each cohort starts in Summer II.

Let me know if you have any questions about this request. If not, please reply to this email with your approval and I will submit it as a letter of support for this proposal.

Thanks,
Regena F. Nelson, Ph.D.
Professor and Chair,
Department of Teaching, Learning and Educational Studies
Western Michigan University
269-387-3437
<https://wmich.webex.com/meet/regena.fails.nelson>
she/her/hers

Regena-

Sorry, I am overloaded this week. I was waiting for a response from EMR; they support this proposal. So, ELRT supports the use of EMR 5400 as part of your MA TLES: Early Elementary Teaching Certificate. It would be helpful for you to help us anticipate how many students each year will be enrolling in the course so we can make sure there is enough room.

Sincerely, Donna

Donna M. Talbot, Ph.D.

**Chair and Professor, Department of Educational
Leadership, Research and Technology*

Western Michigan University

3571 Sangren Hall

Kalamazoo, MI 49008-5283

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Connectedness*Strategic*Learner*Intellection*Responsibility

For current faculty, staff, and students, you can schedule an appointment with me by going to this website: <http://meetme.so/DonnaTalbot>

If you are a prospective student or outside the university, please email me directly before scheduling so that I can direct you to the best person to meet with given your situation/request.

□

From: Regena F Nelson <regena.fails.nelson@wmich.edu>

Sent: Friday, October 2, 2020 9:39 AM

To: Donna M Talbot <donna.talbot@wmich.edu>

Subject: Re: EMR 5400 Letter of Support

Hi Donna:

I'm just checking in on your email reply to the letter of support request below. I want to submit the proposal next week. Let me know when you will respond.

Thanks,

Regena F. Nelson, Ph.D.

Professor and Chair,

Department of Teaching, Learning and Educational Studies

Western Michigan University

269-387-3437

<https://wmich.webex.com/meet/regena.fails.nelson>

she/her/hers

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From: Regena F Nelson
Sent: Thursday, September 24, 2020 4:44 PM
To: Donna M Talbot <donna.talbot@wmich.edu>
Subject: EMR 5400 Letter of Support

Hi Donna:

I'm submitting a curriculum proposal to revise the MA TLES: Early Elementary Teaching Certificate to align it with the expedited MA program MDE approved this summer.

I need your approval to change ED 6010 in the program to EMR 5400, since ED 6010 will longer be offered. The students in this MA program will take EMR 5400 in summer II starting 2021. There will be 15-20 students in this section each year. This a 12 -month MA program. Each cohort starts in Summer II.

Let me know if you have any questions about this request. If not, please reply to this email with your approval and I will submit it as a letter of support for this proposal.

Thanks,
Regena F. Nelson, Ph.D.
Professor and Chair,
Department of Teaching, Learning and Educational Studies
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