

**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

PROPOSED EFFECTIVE FALL YEAR: 2021

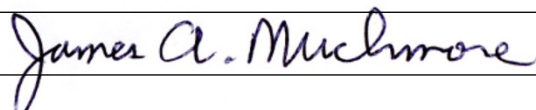
PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

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|---|--|--|
| <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 checked="" type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input 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: Curriculum in Elementary Education

Chair, Department Curriculum Committee:

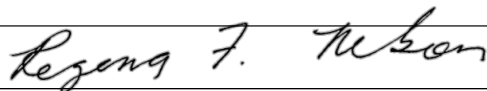


Date 10/11/20

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:



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
Approve 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"/> <input type="checkbox"/>		
Approve Disapprove	*needs review by Provost:	Date
<input type="checkbox"/> <input type="checkbox"/>		

NOT FOR USE FOR CURRICULAR COURSE CHANGES REQUEST FOR PROGRAM IMPROVEMENTS

1. Explain briefly and clearly the proposed improvement:

We propose to create a new curriculum in Elementary Education.

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

This new curriculum has been created in response to changes in the elementary teacher certification requirements that are being implemented by the Michigan Department of Education (MDE). WMU's existing elementary program leads to certification that enables graduates to teach all subjects in grades K-5, plus all subjects in grades 6-8 as long as they are teaching in a self-contained classroom. In addition, teachers holding an elementary certificate may earn core subject area endorsements that will allow them to teach in middle schools (grades 6-8).

The new MDE certification rules require teachers to obtain separate certificates to teach in grades B-K, PK-3, 3-6, 5-9, or 7-12. For example, if a teacher candidate wants to be certified to teach PK-3, they must take a set of methods courses focused on teaching the core subjects (i.e., language arts, math, science, and social studies) for that particular age group. They must also take clinical courses that are focused on PK-3 teaching and learning. The same holds true for each of the grade bands.

At WMU, faculty in the Department of Teaching, Learning, and Educational Studies (TLES) determined that we would offer elementary certification in just two of the new grade bands at this time: PK-3 and 3-6. We are not addressing the 5-9 grade band at this time because these grades will already be covered through the combination of the new elementary major (PK-6) and our already-existing program in secondary education (6-12). Also, the new 5-9 grade band standards are still under development and not available for application yet.

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.

We have consulted extensively with the College of Arts and Sciences (CAS) as well as affected units in the College of Education and Human Development (CEHD).

Under the direction of the MDE and with the support of the dean of the CEHD and the affected departments, this new Elementary Education major will replace the existing program in Elementary Education (see letters of support)

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

The proposed change will allow WMU's 117-year history of teacher preparation in elementary education to continue. Without the proposed change, WMU will no longer have a state-approved program in elementary education.

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

The CEHD's mission statement includes the following bulleted point that demonstrates a close alignment with this proposed improvement:

- Developing exceptional education and human development professionals who positively impact our global society."

The preparation of elementary teachers is also integral to the mission, vision, and strategic plan of TLES.

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.

Currently enrolled students will be allowed to continue in the existing elementary program until they graduate. We will work with CAS faculty and CEHD advising to create transition plans for students who have to or want to change to the new program.

We will attempt to cohort candidates in the new program to reduce the possibility of course conflicts and speed time to degree.

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 student audience includes those who have a professional goal of being an elementary teacher. There are approximately 300 students enrolled in our existing elementary education program. We anticipate that student interest in the new program will be higher because it will have fewer credit hours than the current program. WMU is currently at a competitive disadvantage with other teacher preparation institutions in Michigan in terms of the number of credits needed to obtain an elementary teaching certificate. In addition, for a variety of reasons, there is currently a shortage of teachers in the United States and in Michigan, which should lead to increased enrollment over time.

7. **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.)**

Because the proposed major will be replacing an existing program, it will have no effect on equipment, space, technology, or library holdings. However, it will require additional faculty resources. Although the total overall number of credits in the new elementary major will be fewer than that of the current program, the total number of TLES credits contained in the new program will increase by more than 50%. Current TLES staffing levels cannot accommodate this increased workload, particularly in light of the recent retirements of two tenured faculty members who long served the elementary program. These two vacant positions need to be refilled, plus we will need one additional hire (for a total of three). The specialty areas needed include social studies, integrated science, and assessment.

8. **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 MDE Teacher Preparation Standards will serve as the learning outcomes for the new major in Elementary Education. These are listed below:

MDE Teacher Preparation Standards for Elementary Education

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 learners 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.
- d. Demonstrate knowledge and use of a variety of strategies to promote full participation of learners with special needs in general education classrooms,

including the accommodation of instructional and assessment materials, as appropriate.

- e. Demonstrate understanding of the teacher's role as a participant in the development and enactment of an Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and 504 plan including the identification process.
 - f. Demonstrate knowledge and use of a variety of strategies to promote full participation of English Learners in classrooms (including literacy strategies).
 - g. Demonstrate an ability to manage and implement standards-based content instruction to support English Learners in accessing the core curriculum as they learn language and academic content.
 - h. Demonstrate knowledge of and maintain currency in public policy issues, processes and impact on the education of all children, including English learners and children with special needs.
9. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

This change was not a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities. Rather, this change was a response to the new teacher certification requirements implemented by the MDE

10. (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.

The CEHD Office of Advising and departments housing related coursework are currently in the process of contacting community colleges and revising existing transfer guides.

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.

Current Undergraduate Catalog (2020-21)

Michigan Elementary Provisional Certificate

The **Elementary Education** Curriculum is designed to prepare students to assume teaching responsibilities in self-contained classrooms in grades K-8 all subjects, K-5 all subjects, 6-8 in content area majors or minors.

Additional information may be obtained from the CEHD Office of Admissions and Advising, 2421 Sangren Hall.

University General Education Requirement (40 hours)

The University General Education Requirement is 37 hours. An additional three hours in General Education courses from the College of Arts and Sciences (nonprofessional courses only) are required for Michigan certification. The majority of the student's University General Education Requirements will be met by options within the professional education program and the approved minors. (Two courses at the 3000-4000 level are required.) Successful completion of BIOS 1700, PHYS 1800, and GEOG 1900 will satisfy General Education Area VI for students who complete the **Elementary Education** program.

I. Admission to the Professional Curriculum

All education students are coded Pre-Education upon admission to the University. Candidates may apply for advancement to the **Elementary Education** professional curriculum after earning 35

credits toward their degree. A minimum cumulative grade point average of 3.0* must be attained for advancement from the Pre-Education curriculum to the **Elementary Education** professional curriculum. Pre-Education students are not permitted to enroll in upper-level professional education courses until admission requirements are met and application is approved. See “College of Education and Human Development Office of Admissions and Advising” for admission requirements.

*Candidates with a cumulative GPA between 2.75 and 2.99 can be granted provisional admission to the **Elementary Education** professional curriculum. Candidates admitted under “Provisional Admission” can continue in their program provided they receive a “CB” or above in all professional education coursework.

II. Admission to Intern Teaching

A minimum cumulative grade point average of 3.0** must be attained for enrollment in Intern Teaching and for a recommendation for the teaching certificate.

**Candidates with a cumulative GPA below 3.0 may submit an appeal to complete their intern teaching and the request will be considered by an appeals committee. Decisions of the appeals committee are final.

III. Other Program Requirements

An overall grade point average of 3.0 is required in the professional education sequence and no grade lower than a “CB” may be earned in any professional education courses.

Students may retake professional education courses only one time for a total of two times taking the course.

Professional **Elementary Education** courses are: ED 3100, ED 3710, ED 4010, ED 4070, ED 4100, ED 4300, ED 4500, ED/FCS 5750, ES 3950, EDT 3470, ENGL 3690, HPHE 3400, HPHE 3520, LS 3770, LS 3780, MATH 3520, SPED 4270.

Elementary Education Curriculum Requirements

Students who would like to become elementary teachers are required to complete:

- Core **Elementary Education** content courses outside of chosen major or minor area(s).
- Professional Level **Elementary Education** Courses
- A minimum of one subject area major* chosen from Mathematics, Integrated Science, Language Arts, or Social Studies.

Note: *In addition to selecting one or more subject area majors, students may also choose an additional subject area minor in Mathematics, Integrated Science, or Language Arts.

Requirements and approval for the required minors and majors are available in the CEHD Office of Admissions and Advising.

1. Core Elementary Education Content Courses (43-61 hours, required for all Elementary Education students)

Students must complete all content courses below that are not a part of their subject area major or minors with a minimum grade of “C” or better.

- MATH 1500 - Number Concepts for Elementary/Middle School Teachers **Credits:** 4 hours
- MATH 1510 - Geometry for Elementary/Middle School Teachers **Credits:** 4 hours

- [MATH 2650 - Probability and Statistics for Elementary/Middle School Teachers](#) **Credits:** 4 hours
- [BIOS 1700 - Life Science for Non-Majors](#) **Credits:** 3 hours
- [CHEM 2800 - Active Chemistry](#) **Credits:** 3 hours
- [GEOG 1900 - Exploring Earth Science: The Atmosphere](#) **Credits:** 3 hours
- [GEOS 2900 - Earth Systems: Issues and Applications](#) **Credits:** 3 hours
- [PHYS 1800 - Physics: Inquiry and Insights](#) **Credits:** 3 hours
- [ENGL 3820 - Literature for the Young Child](#) **Credits:** 4 hours
- [ANTH 1200 - Peoples of the World](#) **Credits:** 3 hours
- [ECON 1000 - Economics for Elementary Education](#) **Credits:** 3 hours
- [GEOG 1020 - World Geography through Media and Maps](#) **Credits:** 3 hours
- [HIST 2100 - American History to 1877](#) **Credits:** 3 hours
- OR
- [HIST 3100 - Topics in History](#) **Credits:** 1 to 3 hours
- (Topic: History as Mystery **Credits:** 3 hours)
- [HIST 2110 - American History since 1877](#) **Credits:** 3 hours
- OR
- [HIST 3103 - The United States in the Nineteenth Century to the Gilded Age \(WI\)](#) **Credits:** 3 hours
- [HIST 2020 - World History to 1500](#) **Credits:** 3 hours
- [PSCI 2000 - National Government](#) **Credits:** 3 hours
- [ART 1480 - Direct Encounter with the Arts](#) **Credits:** 4 hours
- OR
- [DANC 2900 - Dance in the Elementary School](#) **Credits:** 3 hours
- OR
- [MUS 2400 - Music for the Classroom Teacher](#) **Credits:** 3 hours
- [HPHE 1110 - Healthy Living](#) **Credits:** 2 hours

2. Professional Level **Elementary Education** Courses (56 hours)

Required for all **Elementary Education** students

An overall grade point average of 3.0 is required in the professional education sequence and no grade lower than a “CB” may be earned in any professional education courses. Students may retake professional education courses only one time for a total of two times taking the course. Students must be accepted into the **Elementary Education** Professional program to take 3000, 4000, and 5000 level courses.

- [ED 2500 - Human Development: Applications in Education](#) **Credits:** 3 hours
- [ED 2900 - K-8 Teaching as a Profession](#) **Credits:** 3 hours
- [ED 3100 - Educational Psychology of Childhood](#) **Credits:** 3 hours
- [ED 3710 - Elementary Classroom Organization and Management](#) **Credits:** 3 hours
- [ED 4010 - Teaching Elementary School Science](#) **Credits:** 3 hours
- [ED 4070 - Teaching Elementary Social Studies](#) **Credits:** 3 hours
- [ED 4300 - Creativity in the Elementary Classroom](#) **Credits:** 3 hours
- [ED 4500 - Pre-Internship in **Elementary Education**](#) **Credits:** 3 hours
- [EDT 3470 - Technology for **Elementary Education**](#) **Credits:** 3 hours
- [ES 3950 - School and Society](#) **Credits:** 3 hours
- [ENGL 3690 - Writing in the Elementary School](#) **Credits:** 3 hours
- [HPHE 3400 - Physical Education for the Elementary Classroom Teacher](#) **Credits:** 2 hours
- [HPHE 3520 - Teaching Health in the Elementary School](#) **Credits:** 2 hours
- [LS 3770 - Literacy I: Early Literacy and Language Acquisition](#) **Credits:** 3 hours
- [LS 3780 - Literacy II: Literacy/Language Arts across Disciplines](#) **Credits:** 3 hours
- [MATH 3520 - Teaching of Elementary/Middle School Mathematics](#) **Credits:** 3 hours
- [SPED 4270 - Learners with Disabilities in Elementary and Middle School Programs](#) **Credits:** 3 hours
- [ED 4100 - Seminar in Education](#) **Credits:** 1 to 2 hours
- **(Credits: 2 hours needed)**
- [ED 4710 - Intern Teaching: Elementary/Middle School](#) **Credits:** 5, 8, or 10 hours
- **(Credits: 10 hours needed)**

3. Other Requirements For all **Elementary Education** Students

The college-level writing may be met by completing ENGL 1050 or an equivalent with a minimum grade of “C” or better. The baccalaureate-level writing requirement is met by completing ES 3950.

Subject area major* chosen from Mathematics, Integrated Science, Language Arts, or Social Studies.

Note: *In addition to selecting one or more subject area majors, students may also choose an additional subject area minor in Mathematics, Integrated Science, or Language Arts.

Content Requirements for Elementary/Middle School Math Major and Minor

Elementary/Middle School Math Major Courses (32 hours)

A minimum grade of “B” or better is required in MATH 1500, MATH 1510, MATH 2650, and MATH 3520. A grade of “C” or better is required in MATH 5531, 5540, 5550, and MATH 5501. A Minimum GPA of 2.5 must be obtained in the major. Students must be accepted into the [Elementary Education](#) Professional program to take 3000 and 5000 level courses.

- [MATH 1500 - Number Concepts for Elementary/Middle School Teachers](#) **Credits:** 4 hours
- [MATH 1510 - Geometry for Elementary/Middle School Teachers](#) **Credits:** 4 hours
- [MATH 2650 - Probability and Statistics for Elementary/Middle School Teachers](#) **Credits:** 4 hours
- [MATH 3520 - Teaching of Elementary/Middle School Mathematics](#) **Credits:** 3 hours
- [MATH 5531 - Number Systems and Proportional Reasoning for Middle Grades Teachers](#) **Credits:** 4 hours
- [MATH 5540 - Functions and Modeling for Middle Grades Teachers](#) **Credits:** 4 hours
- [MATH 5550 - Concepts of Calculus for Middle Grades Teachers](#) **Credits:** 4 hours
- [MATH 5501 - Teaching of Middle School Mathematics](#) **Credits:** 3 hours
- [MATH 5511 - Computing Technology in Middle School Mathematics](#) **Credits:** 3 hours

Elementary/Middle School Math Minor Courses (23 hours)

A minimum grade of “B” or better is required in MATH 1500, MATH 1510, MATH 2650, and MATH 3520. A grade of “C” or better is required in MATH 5531. A Minimum GPA of 2.5 must be obtained in the minor. Students must be accepted into the [Elementary Education](#) Professional program to take 3000 and 5000 level courses.

- [MATH 1500 - Number Concepts for Elementary/Middle School Teachers](#) **Credits:** 4 hours
- [MATH 1510 - Geometry for Elementary/Middle School Teachers](#) **Credits:** 4 hours
- [MATH 2650 - Probability and Statistics for Elementary/Middle School Teachers](#) **Credits:** 4 hours
- [MATH 3520 - Teaching of Elementary/Middle School Mathematics](#) **Credits:** 3 hours
- [MATH 5531 - Number Systems and Proportional Reasoning for Middle Grades Teachers](#) **Credits:** 4 hours
- [MATH 5540 - Functions and Modeling for Middle Grades Teachers](#) **Credits:** 4 hours

Content Requirements for Elementary/Middle School Integrated Science Major and Minor

Elementary/Middle School Integrated Science Major Courses (40 hours)

A “C” grade or better in each content course and a grade of “CB” or better in ED 4010 must be attained to satisfy the requirements of this subject area major.

- [BIOS 1700 - Life Science for Non-Majors](#) **Credits:** 3 hours
- [BIOS 2700 - Everyday Biology: Cells](#) **Credits:** 3 hours
- [CHEM 1100 - General Chemistry I](#) **Credits:** 3 hours
- [CHEM 1110 - General Chemistry Laboratory I](#) **Credits:** 1 hour
- [CHEM 2800 - Active Chemistry](#) **Credits:** 3 hours
- [GEOG 1900 - Exploring Earth Science: The Atmosphere](#) **Credits:** 3 hours
- [GEOS 2900 - Earth Systems: Issues and Applications](#) **Credits:** 3 hours
- [GEOS 3220 - Ocean Systems](#) **Credits:** 3 hours

- [PHYS 1000 - How Things Work](#) **Credits:** 4 hours
- [PHYS 1030 - Sky and Solar System Laboratory](#) **Credits:** 1 hour
- [PHYS 1040 - Introduction to the Sky and Solar System](#) **Credits:** 3 hours
- [PHYS 1800 - Physics: Inquiry and Insights](#) **Credits:** 3 hours
- [ED 4010 - Teaching Elementary School Science](#) **Credits:** 3 hours

Elementary/Middle School Integrated Science Minor Courses (29 hours)

A “C” grade or better in each content course and a grade of “CB” or better in ED 4010 must be attained to satisfy the requirements of this subject area minor.

- [BIOS 1700 - Life Science for Non-Majors](#) **Credits:** 3 hours
- [BIOS 2700 - Everyday Biology: Cells](#) **Credits:** 3 hours
- [CHEM 1100 - General Chemistry I](#) **Credits:** 3 hours
- [CHEM 1110 - General Chemistry Laboratory I](#) **Credits:** 1 hour
- [CHEM 2800 - Active Chemistry](#) **Credits:** 3 hours
- [GEOG 1900 - Exploring Earth Science: The Atmosphere](#) **Credits:** 3 hours
- [GEOS 2900 - Earth Systems: Issues and Applications](#) **Credits:** 3 hours
- [PHYS 1030 - Sky and Solar System Laboratory](#) **Credits:** 1 hour
- [PHYS 1040 - Introduction to the Sky and Solar System](#) **Credits:** 3 hours
- [PHYS 1800 - Physics: Inquiry and Insights](#) **Credits:** 3 hours
- [ED 4010 - Teaching Elementary School Science](#) **Credits:** 3 hours

Content Requirements for Elementary/Middle School Social Studies Major

Elementary/Middle School Social Studies Major Courses (37 hours)

A “C” grade or better in each content course and a grade of “CB” or better in ED 4070 must be attained to satisfy the requirements of this subject area major.

- [ANTH 1200 - Peoples of the World](#) **Credits:** 3 hours
- [ECON 1000 - Economics for Elementary Education](#) **Credits:** 3 hours
- [GEOG 1020 - World Geography through Media and Maps](#) **Credits:** 3 hours
- [GEOG 2440 - Economic Geography](#) **Credits:** 3 hours
- [HIST 2100 - American History to 1877](#) **Credits:** 3 hours
- OR
- [HIST 3100 - Topics in History](#) **Credits:** 1 to 3 hours
- (Topic: History as Mystery **Credits:** 3 hours)
- [HIST 2110 - American History since 1877](#) **Credits:** 3 hours
- OR
- [HIST 3103 - The United States in the Nineteenth Century to the Gilded Age \(WI\)](#) **Credits:** 3 hours
- [HIST 2020 - World History to 1500](#) **Credits:** 3 hours
- [HIST 2030 - World History since 1500](#) **Credits:** 3 hours
- [HIST 3290 - Michigan History](#) **Credits:** 3 hours
- OR
- [GEOG 3110 - Geography of Michigan](#) **Credits:** 3 hours

- [PSCI 2000 - National Government](#) **Credits:** 3 hours
- [PSCI 2020 - State and Local Government](#) **Credits:** 4 hours
- OR
- [SOC 3040 - Nonwestern World](#) **Credits:** 4 hours
- [ED 4070 - Teaching Elementary Social Studies](#) **Credits:** 3 hours

Content Requirements for Elementary/Middle School Language Arts Major and Minor

Elementary/Middle School Language Arts Major Courses (31-33 hours)

A “C” grade or better in each content course must be attained to satisfy the requirements of this subject area major. Students must be accepted into the [Elementary Education](#) Professional Program to take LS 5100, 5160, TEL 5200, and ENGL 4800.

- [ENGL 1100 - Literary Interpretation](#) **Credits:** 4 hours
- [ENGL 3820 - Literature for the Young Child](#) **Credits:** 4 hours
- [ENGL 3830 - Literature for the Intermediate Reader](#) **Credits:** 4 hours
- [ENGL 4790 - Writing in the Secondary School](#) **Credits:** 4 hours
- [ENGL 4800 - Teaching Literature in the Secondary Schools](#) **Credits:** 4 hours
- [LS 5100 - Diversity in Language, Literacy, and Learning](#) **Credits:** 3 hours
- [LS 5160 - Professional Symposium in Reading](#) **Credits:** 3 hours

Choose one from the following:

-
- [ENGL 2220 - Literatures and Cultures of the United States](#) **Credits:** 4 hours
 - [ENGL 2230 - African American Literature](#) **Credits:** 4 hours
 - [ENGL 4840 - Culture in Children’s Literature](#) **Credits:** 3 hours
 - [HISP 2750 - Latino Writing/Latino Culture](#) **Credits:** 3 hours

Choose one from the following:

-
- [ENGL 3740 - Language in the Elementary School](#) **Credits:** 3 hours
 - [ENGL 3770 - Language and Learning in Multilingual Classrooms](#) **Credits:** 3 hours
 - [ENGL 4720 - Language Variation in American English](#) **Credits:** 4 hours
 - [TEL 5200 - Linguistic Principles for ESL and Bilingual Education](#) **Credits:** 3 hours

Content Requirements for Elementary/Middle School Language Arts Minor

Elementary/Middle School Language Arts Minor Courses (32 hours)

A “C” grade or better in each content course must be attained to satisfy the requirements of this subject area minor. Students must be accepted into the [Elementary Education](#) Professional Program to take LS 3770, LS 3780, ENGL 3690, ED 4300, and TEL 5200. A “CB” grade or better is required in LS 3770, LS 3780, ENGL 3690, and ED 4300.

- [ENGL 1100 - Literary Interpretation](#) **Credits:** 4 hours
- [ENGL 3820 - Literature for the Young Child](#) **Credits:** 4 hours
- [ENGL 3830 - Literature for the Intermediate Reader](#) **Credits:** 4 hours

- [LS 3770 - Literacy I: Early Literacy and Language Acquisition](#) **Credits:** 3 hours
- [LS 3780 - Literacy II: Literacy/Language Arts across Disciplines](#) **Credits:** 3 hours
- [ENGL 3690 - Writing in the Elementary School](#) **Credits:** 3 hours
- [ED 4300 - Creativity in the Elementary Classroom](#) **Credits:** 3 hours

Choose one from the following:

-
- [ENGL 2220 - Literatures and Cultures of the United States](#) **Credits:** 4 hours
 - [ENGL 2230 - African American Literature](#) **Credits:** 4 hours
 - [ENGL 4840 - Culture in Children's Literature](#) **Credits:** 3 hours

Choose one from the following:

-
- [TEL 5200 - Linguistic Principles for ESL and Bilingual Education](#) **Credits:** 3 hours
 - [ENGL 3770 - Language and Learning in Multilingual Classrooms](#) **Credits:** 3 hours
 - [ENGL 4720 - Language Variation in American English](#) **Credits:** 4 hours

Proposed Undergraduate Catalog (2021-22)

Michigan Standard Teaching Certificate

The Elementary Education Curriculum is designed to prepare students to assume teaching responsibilities in two certified Michigan Department of Education Grade Bands: PK-3 and 3-6. Completing the requirements for the major in Elementary Education will allow for certification in both grade bands. Graduates of this program will be eligible to teach all subjects to PK-6 students in self-contained classrooms. This program does not require a minor.

Additional information on admission policies and course sequencing can be obtained from the CEHD Office of Admissions and Advising, 2421 Sangren Hall, wmich.edu/education/advising.

Elementary Education Major (104 hours)

Pre-Education Courses

ENGL 1050 - Thought and Writing Credits: 3 hours
ENGL 3690 - Writing in Elementary School Credits: 3 hours
ENGL 3820 - Literature for the Young Child Credits: 3 hours
MATH 1140 - Essential Quantitative Reasoning Credits: 3 hours
MATH 1520 - Early Mathematical Reasoning Credits: 3 hours
MATH 2530 - Number & Computations I Credits: 3 hours
MATH 2540 - Number & Computations II Credits: 3 hours
SCI 2070 - Explorations in Physical Science Credits: 3 hours
SCI 2080 - Explorations in Life Science Credits: 3 hours
SCI 3090 - Explorations in Earth Science Credits: 3 hours
LS 2900 - Early Literacy in Diverse & Digital Societies Credits:
3 hours
SPED 2270 - Foundations of Inclusion Credits: 3 hours
ED 2002 - Elementary Teaching Lab 1: PK-6 Credits: 1 hours
ED 2500 - Child Development Credits: 3 hours
ED 2900 - Introduction to Teaching Credits: 3 hours
ED 3002 - Elementary Teaching Lab 2: Grades PK-3 Credits: 2 hours
ED 3003 - Elementary Teaching Lab 3: Grades 3-6 Credits: 2 hours

Professional Education Courses

Students must meet Elementary Education admissions requirements in order to take the Professional Level Elementary Education courses below.

A minimum grade of "CB" must be earned in all Professional Level Elementary Education courses

MATH 3550 - Fractions & Decimals Credits: 3 hours
LS 4150 - Foundations of Literacy Credits: 3 hours
LS 4200 - Literacy Assessment & Instruction Credits: 2 hours
LS 4210 - Literacy Assessment & Instructional Practice Credits: 1
hour
LS 5190 - Disciplinary Literacy Credits: 3 hours
ED 3011 - Elementary Education Science Methods I: Investigative
Practices Credits: 3 hours

ED 4002 - Instructional Design & Integrated Assessment I Credits: 2
hours
ED 4003 - Instructional Design & Integrated Assessment II
Credits: 2 hours
ED 4012 - Elementary Education Science Methods II: Scientific Model
Creation and Engineering by Design Credits: 4 hours
ED 4071 - Teaching Grades PK-3: Social Studies 1 Credits: 3 hours
ED 4072 - Teaching Grades 3-6: Social Studies 2 Credits: 3 hours
ED 4073 - Teaching Grades 3-6: Social Studies 3 Credits: 3 hours
ED 4100 - Internship Seminar Credits: 2 hours
ED 4300 - Integrated Arts in the Elementary School Credits: 3 hours
ED 4501 - Pre-Internship I: Early Elementary Focus Credits: 3 hours
ED 4502 - Pre-Internship II: Upper Elementary Focus Credits: 4
hours
ED 4710 - Internship Teaching: Elementary/Middle School Credits:
10 hours
ES 3950 - School and Society Credits: 3 hours

WESTERN MICHIGAN UNIVERSITY



Office of the Dean
College of Arts and Sciences

September 22, 2020

To Whom It May Concern,

Thank you for requesting a letter of support from the College of Arts and Sciences (CAS) regarding the College of Education and Human Development (CEHD) curricular proposal to revise the Elementary Education Program. We recognize that this proposal is intended to improve time-to-degree for students by reducing the required number of credit hours to a maximum of 122, and we are fully in support of your effort to enhance student success with the revised programs. We are also aware that many of the proposed program changes are driven by new requirements in the Michigan Department of Education (MDE) teacher certification standards, new grade band requirements, and the need to ensure that our graduates are well prepared to become accredited and outstanding elementary school teachers.

We understand that the proposed changes will result in elementary education students enrolling in fewer CAS courses. We understand the necessity of making these changes in order to address the time-to-degree concerns and the new MDE teacher certification requirements, and we recognize that CEHD, as well as CAS, has made numerous compromises to arrive at this proposed curriculum. Nonetheless, we think it is important to note that we are disappointed that we will lose significant enrollment in CAS courses with these proposed changes, unless elementary education enrollments increase dramatically – and we sincerely hope that with these changes they will. Furthermore, we also note that students will no longer have the option to specialize in a specific discipline. Again, we fully recognize the rationale for these changes, but we fundamentally believe that the significant decrease in discipline-specific content preparation will be to the detriment of future teachers and their pupils.

In spite of these significant concerns, CAS supports the four majors proposed by CEHD: Elementary Education; Early Childhood Education; Special Education; and Teaching English to Speakers of Other Languages. We also appreciate the improved communication with CEHD leadership and effected departments in our college this past year as program proposal revisions were drafted. Thank you for your persistence and increased inclusivity and collaboration. As stated last year, we fully support the intent of the proposed new elementary education programs, which are designed to increase the quality and quantity of new elementary ed teachers by focusing their courses of study in a concentrated manner to meet the MDE grade band requirements and by decreasing time-to-degree for our students and appreciate your efforts to meet these goals.

Sincerely,

A handwritten signature in blue ink, consisting of a stylized, flowing script that appears to read 'Carla M. Koretsky'.

Dr. Carla M. Koretsky, Dean
College of Arts and Sciences

Re: Need SPLS letter for support for new Elementary Education program

Marcia K Feters <marcia.feters@wmich.edu>

Mon 9/28/2020 2:53 PM

To: James A Muchmore <james.muchmore@wmich.edu>

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

Hi Jim

I had trouble getting SPLS letterhead last week. Here is an email confirmation that you may add to the proposal.

Marcia

September 24, 2020

CEHD Curriculum Committee:

I support the inclusion of the following Department of Special Education and Literacy Studies courses in the Elementary Education Major proposed by the Department of Teaching, Learning, and Educational Studies (TLES):

LS 2900 – Early Literacy in Diverse & Digital Societies Credits: 3 hours

LS 4150 – Foundations of Literacy Credits: 3

LS 4200 – Literacy Assessment & Instruction Credits: 2 hours

LS 4210 – Literacy Assessment & Instructional Practice Credits: 1 hour

LS 5190 – Disciplinary Literacy Credits: 3 hours

SPED 2270 – Foundations of Inclusion Credits: 3 hours

In addition, I also support the use of these same courses, minus LS 5190, in the Early Childhood Education Major proposed by TLES.

Please feel free to contact me if you have any questions or need more information:

Sincerely,



Marcia Feters, Ph.D.

Chair, Special Education and Literacy Studies

Re: New program in Elementary Education

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

Wed 9/30/2020 12:53 PM

To: Lee A Ryder <lee.ryder@wmich.edu>; James A Muchmore <james.muchmore@wmich.edu>

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

[I support high-quality Pre-K; learn why here!](#)

From: Lee A Ryder <lee.ryder@wmich.edu>
Sent: Wednesday, September 30, 2020 10:41 AM
To: Regena F Nelson <regena.fails.nelson@wmich.edu>; James A Muchmore <james.muchmore@wmich.edu>
Subject: Re: New program in Elementary Education

Dear Dr. Nelson and Dr. Muchmore:

Since there is a Homeland Security requirement (impacting undergraduate programs only) that classes taken *off campus* would not count toward their status in the first year, then any F-1 student taking this program should plan on 12 credits of other *on campus* courses each mandatory semester.

However, after the first year, we can easily issue CPT to authorize off campus classes to count toward immigration status.

I will notate this solution for our records.

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

From: Regena F Nelson <regena.fails.nelson@wmich.edu>
Sent: Monday, September 21, 2020 3:16 PM
To: Lee A Ryder <lee.ryder@wmich.edu>; James A Muchmore <james.muchmore@wmich.edu>
Subject: Re: New program in Elementary Education

Hi Lee:

Thanks for the information. Jim will send you the course names and titles for the first year off-campus courses. We do not have CRNS for fall 2021 courses yet.

The placements will be in schools in Kalamazoo County. The exact classrooms and schools in Kalamazoo County will vary each semester based on availability.

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

[I support high-quality Pre-K; learn why here!](#)

From: Lee A Ryder <lee.ryder@wmich.edu>
Sent: Monday, September 21, 2020 8:39 AM
To: Regena F Nelson <regena.fails.nelson@wmich.edu>; James A Muchmore <james.muchmore@wmich.edu>
Subject: Re: New program in Elementary Education

Regena,

Clinical courses *off-campus* in Year 2 is a solution for undergraduate international students.

Alternatively, if undergrad students took their minimum 12 credits qualifying grounded classes "*on campus*" to count toward their status, then the additional off campus course could be *incidental to their status*. But they cannot be paid for the experience. That could be another solution.

Or if its a virtual online course, then it could count toward their status, but they cannot exceed the online limitations: Not more than 1 course or three credits can count toward status if online.

This would take some planning for F-1 students but feasible.

Please can you confirm CRN for the courses off campus for the first year?

Where are the off campus courses taught?

Please let me know your feedback.

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

From: Regena F Nelson <regena.fails.nelson@wmich.edu>
Sent: Thursday, September 17, 2020 6:36 PM
To: James A Muchmore <james.muchmore@wmich.edu>; Lee A Ryder <lee.ryder@wmich.edu>
Subject: Re: New program in Elementary Education

Hi Lee and Jim:
The 1 credit field experience can be moved to the second year, if needed.

The intro to ed class has 8 hours of tutoring and 1-day teacher shadow. This class has to be taken in the first year. I'm guessing there could be an option to tutor and complete the teacher shadow virtually, if needed.

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

[I support high-quality Pre-K; learn why here!](#)

From: James A Muchmore <james.muchmore@wmich.edu>
Sent: Thursday, September 17, 2020 5:19 PM
To: Lee A Ryder <lee.ryder@wmich.edu>
Cc: Regena F Nelson <regena.fails.nelson@wmich.edu>
Subject: Re: New program in Elementary Education

Lee,

To answer your question: Yes, our new Elementary major does require an off-

campus clinical experience during the first year. The Michigan Department of Education requires a lot of clinical experiences for the new teacher certification regimen. There is an off-campus clinical experience scheduled almost every semester, and these courses must be taken sequentially (not concurrently). Therefore, I do not think that F-1 students would be able to delay their first-year clinical requirement without adversely impacting their progression through the program.

I am including our Department Chair (Regena Nelson) in this conversation to see if she agrees with my take on this.

Regena, do you think international students could enroll in our new program without having to do an off-campus clinical experience during their first year?

James A. Muchmore, Ph.D.
Professor & Associate Chair
Department of Teaching, Learning, and Educational Studies
College of Education and Human Development
Western Michigan University
Kalamazoo, MI 49008-5276
(269) 387-2889

From: Lee A Ryder <lee.ryder@wmich.edu>
Sent: Thursday, September 17, 2020 2:36 PM
To: James A Muchmore <james.muchmore@wmich.edu>
Subject: Re: New program in Elementary Education

Dear Jim,
Thanks for the detailed info. I am reviewing and have a question.

The potential issue for international students relates to the "clinical" portions. If an *undergrad* degree program requires any *off campus* clinical portions in the first year (meaning the first two academic semesters), then it will make it ineligible for F-1 students, according to Homeland Security.

Would it require undergrad F-1 students to do off-campus clinical in the first year?
If so, potential strategy is *could the program accommodate F-1 students to start their clinicals in year 2?*

Grad programs are not impacted, as they can start clinical anytime.

Lee

Lee A. Ryder, Esq. PDSO/RO

Director of Immigration Compliance
Western Michigan University
direct phone: 269-387-5873
email: lee.ryder@wmich.edu

From: James A Muchmore <james.muchmore@wmich.edu>
Sent: Wednesday, September 16, 2020 12:15 AM
To: Lee A Ryder <lee.ryder@wmich.edu>
Subject: New program in Elementary Education

Lee,

Due to a change in teacher certification requirements initiated by the Michigan Department of Education, all of the teacher preparation institutions in Michigan (including WMU) must redesign their teacher education programs. Therefore, my TLES colleagues and I are currently in the process of creating a new major in Elementary Education to replace our current elementary program. In addition, other faculty members in TLES and other departments are working on new majors in Early Childhood Education, Special Education, and Teaching English to Speakers of Other Languages (TESOL).

I have attached a draft of my proposal to create the new major in Elementary Education. Please review this proposal and let me know if there will be any adverse effects for international students. Thank you.

-Jim

James A. Muchmore, Ph.D.
Professor & Associate Chair
Department of Teaching, Learning, and Educational Studies (TLES)
College of Education and Human Development
Western Michigan University
Kalamazoo, MI 49008-5276
(269) 387-2889

Re: Library resource document for new program in Elementary Education

Barbara J Cockrell <barbara.cockrell@wmich.edu>

Tue 11/19/2019 2:19 PM

To: James A Muchmore <james.muchmore@wmich.edu>

Cc: Lynn N Johnson <lynn.nations.johnson@wmich.edu>; Bradford W Dennis <brad.dennis@wmich.edu>

 1 attachments (26 KB)

Library Checklist for Undergraduate Program in Elementary Education.docx;

Hi,

Thanks for informing the Libraries about the planned change in the program and explaining that it is unlikely to impact the need for additional library resources.

I conferred with liaison librarian Brad Dennis and he concurred. We appreciate being kept informed and do not anticipate any problems in the Libraries supporting the new program.

With best wishes,

Barbara

Barbara Cockrell,
Collections Strategist Librarian, University Libraries
Western Michigan University
Waldo Library, 1903 W Michigan Ave
Kalamazoo, MI 49008-5353 USA
(269) 387-5143

The University Libraries empowers its community to discover, explore, and shape the information universe for current and future uses

From: James A Muchmore <james.muchmore@wmich.edu>

Sent: Sunday, November 10, 2019 11:26 AM

To: Barbara J Cockrell <barbara.cockrell@wmich.edu>

Cc: Lynn N Johnson <lynn.nations.johnson@wmich.edu>

Subject: Library resource document for new program in Elementary Education

Barbara,

We are in the process of creating a new program in Elementary Education to replace the existing program. This change is required by the Michigan Department of Education in order to meet the new Michigan requirements for teacher education. We do not anticipate the need for any additional library resources in order to serve the new program.

I have attached the following document for your review:

Library Checklist for Proposed Academic Programs requiring GSC or USC review

Please include Lynn Nations-Johnson in any future correspondences. (I have copied her on this message.)

Thanks.

-Jim

James A. Muchmore, Ph.D.
Professor & Associate Chair
Department of Teaching, Learning, and Educational Studies
College of Education and Human Development
Western Michigan University
Kalamazoo, MI 49008-5276
(269) 387-2889