

Date of request: 09-OCT-2020

Request ID: E-2020-TLES-107

College: E

Department: TLES

Initiator name: Dennis Metro-Roland

Initiator email: dini.metro@wmich.edu

Proposed effective term: 202140

Does course need General Education approval?: Y

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

WES Change Course ED 2900

Specific Course Change type selected: Title

Specific Course Change type selected: Description

Specific Course Change type selected: WMU Essential Studies - Level 1: Foundations

1. Existing course prefix and number:
ED 2900

2. Proposed course title:
Teaching as a Profession

3. Existing Banner course title:
K-8 Teaching as a Profession

4. Proposed course title to be entered in Banner:
Teaching as a Profession

5. Level 1: Foundations
Indicate which course category the course should be placed in:
Oral and Digital Communication

6. How are you going to address this in your course?
The assignment addressing the 'Diversity and Inclusion' will be a paper on each students 'approach to diversity' with respect to teaching. This assignment will conclude several weeks of articles, lectures and discussions on the topic of diversity.

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

CCC Note: Should be "yes." Response is correct in workflow routing. See Department CC Chair note below.

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.

Yes

D. Explain briefly and clearly the proposed improvement.

We intend to make several changes to the course. Most importantly, we would like to make this course a Level 1:Foundations WES course that introduces students of all majors to the concept and practice of teaching. This course will examine teaching as a profession broadly -- at all levels -- and cultivate certain academic skills, including the capability of demonstrating effective and appropriate oral and digital communication abilities and applying information literacy.

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

There is a need for such as course. First, we believe there is general interest outside our department in teaching as a topic of inquiry. We also believe that education students will benefit from exploring teaching as a profession broadly and developing key academic skills, such as critical thinking and the capability of demonstrating effective and appropriate oral and digital communication abilities and applying information literacy, prior to their acceptance into our teacher education programs. Make ED2900 would allow us to broaden our audience and prepare our students for academic work.

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.

1. Develop an understanding of teaching as a profession through observation, readings, and reflection.
2. Learn more about yourself as a learner, critical thinker, and potential teacher.
3. Learn about various approaches to teaching, across different levels and contexts.
4. Explore the history of schooling in the United States and use this knowledge to analyze current educational settings and materials.
5. Examine the social and political context of teaching to establish an ethical base for making pedagogical decisions.
6. Demonstrate effective and appropriate oral, writing, and digital communications.
7. Demonstrate and apply information literacy about teaching and the profession.
8. Demonstrate critical thinking.
9. Reflect on whether teaching as a profession is something you would like to pursue.

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 course will provide our students with much needed academic skills, an important introduction to concepts, theories, and practices that they will need to build upon in their programs, and gain valuable experience both as a tutor and shadowing and interviewing a teaching in the field. All three of these areas are included in our program assessment plans.

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.

We anticipate that this course will have minimal to no effect on other programs. The only course that might be similar to the proposed course is ES2000 Introduction to Teaching. While there is some overlap in content and themes, ES2000 prepares students for a career in high school teaching and fulfilling specific programmatic needs of the secondary education program. Moreover, both the course and the undergraduate secondary education program are currently being phased out to make way for a MA program in Secondary Education. Faculty in the Teaching, Learning, and Educational Studies department -- including faculty from secondary education -- approved the move to make ED2900 a WES course. We therefore anticipate no objections to these changes from within or outside the department.

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

Making ED2900 a WES course would serve two purposes: It would provide future education students with a pre-program course that will help them decide if teaching is the right profession for them while also developing key academic skills (such as the capability of demonstrating effective and appropriate oral and digital communication abilities and applying information literacy) necessary for upper division work and their future careers.

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.

Making this course a WES would make it easier for students to meet graduate requirements. It would allow us to meet course objectives without requiring additional credits. Moreover, since we offer at least two sections of ED2900 in the fall and spring semesters, we don't anticipate any scheduling difficulties.

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?

We currently fill all four sections each year (at 25 students per section, 100 total). We anticipate that number to increase as we believe there is general interest in exploring the concept and practice of teaching.

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.) There is no need for additional resources as a result of these course changes. We currently have instructors who teach this course now and we have always found instructors within the department to teach this course, even when we offered more sections than we currently do.

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 changes that would have to be made to our articulation agreements with community colleges are relatively straight forward. In fact, because the WES course will have a general focus rather than the programmatic focus of the current version of this course, we believe that the changes will make it easier to find suitable instructors and courses at other institutions.

O. Current catalog copy:
ED 2900 K-8 Teaching as a Profession

This course is designed around four inter-related purposes: First, pre-education students explore their suitability and interest in teaching grades K-8, including developing and applying fundamental skills of reading and academic writing. Second, it engages students in fieldwork to examine the profession and activities of teaching with children in grades K-8. Third, the course explores the interface between K-8 schooling and the social, political, and cultural concepts and issues in education. Fourth, it introduces the Elementary Education program at WMU, emphasizing program expectations that include students' passion for teaching and learning, development of academic skills and knowledge, and critical dispositions necessary to become an exceptional teacher.

P. Proposed catalog copy:
ED 2900 Teaching as a Profession

This course is designed with the purpose of introducing students to the concept and practice of teaching. In this class, we will explore different approaches to teaching, the history of the teaching profession in the United States, public and student perceptions of teachers, and the complex interface between teaching and the social, political, and cultural context of education. In the process, students will also develop academic skills, demonstrate effective and appropriate oral and digital communication abilities, demonstrate and apply information literacy, and reflect critically on the teaching profession. This course also meets the student learning outcomes in the WMU Essential Studies Level 1 - Oral and Digital Communications Course Category.

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment: NOTE: The answer to Question A should be 'YES,' instead of 'NO.' I sent the proposal back to the initiator so he could fix this. He changed it to 'YES,' but the change did not stick. He actually did this twice, so I think there is something wrong the Workflow program.

Date: 11-OCT-2020

Department approver: Regena Nelson

Chair comment:

Date: 11-OCT-2020