

**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](mailto:david.reinhold@wmich.edu)

DEPARTMENT: TLES

COLLEGE: CEHD

PROPOSED EFFECTIVE FALL YEAR: FALL 2022

**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 checked="" type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input 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*                 |   |  |
| <input type="checkbox"/> Other (explain**)      ** Other: |   |  |

**Title of degree, curriculum, major, minor, concentration, or certificate:** Early Childhood Professional Education (ECEJ/P)

Chair, Department Curriculum Committee:



Date 3/26/21

**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. **N/A**
- ☐ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment. **N/A**
- ☐ Detailed resource plan is attached where appropriate. **N/A**
- ☒ 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 03/26/2021

**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.

<b>Dean:</b>	<b>Date</b>
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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 propose to delete the Early Childhood Professional Education Major (EPEJ/P) pending approval of the new curricula in Early Learning & Development: Birth to Kindergarten (CEHD 1151) and Early Childhood Unified Education: Birth to Third Grade. (CEHD 1152)

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

The Michigan Department of Education (MDE) has issued new grade bands and standard for elementary education. All Michigan teacher preparation institutions must create new elementary level programs to meet the new standards and discontinue their old programs. The Early Childhood Professional Education Major (ECEJ/P) does not meet the new standards and must be deleted. It will be replaced with programs that meet the new standards.

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.

There has been significant collaboration and communication with the College of Arts and Sciences in the development of the new programs. As Dr. Koretsky's letter indicates, they are aware of the courses that will no longer be required as part of the new programs and have agreed to teach them out for current students. The College of Fine Arts has also been notified of the changes and will teach out their courses for current students.

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

This program deletion will not have any effect on TLES department programs. Students will be able to complete their current program or move to the new programs.

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

This program deletion aligns with mission to provide recognized programs. With the change in MDE standards and grade bands, this program will no longer be recognized by the state.

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.

We are committed to ensuring that there will not be any negative effects on current students from this program deletion. Current students will be able to complete the current program or move into 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?

n/a as this is a program deletion.

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.)

There is no effect on resources. Any faculty or staff time saved by this program deletion will be used in the new programs.

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.

n/a as this is a program deletion

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.

This deletion is required by MDE changes to elementary level teacher certification grade bands and standards.

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.

Early Childhood Education transfer articulations will have to be re-written for the new programs. Program faculty and advisors will work with community college advisors and students to transition to the new programs.

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.

### **Delete the Current Catalog Language (2020-21 Catalog)**

## **Early Childhood Elementary Education (129 hours)**

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### **Michigan Elementary Provisional Certificate plus the Early Childhood: General and Special Education (ZS) endorsement.**

The Elementary Education Curriculum is designed to prepare students to assume teaching responsibilities in K-5 all subjects, and in self-contained classrooms in grades K-8 all subjects. The Early Childhood General and Special Education (ZS) endorsement prepares students to assume teaching responsibilities in Early Childhood Special and General Education settings for children birth to age 8.

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. All 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 Early Childhood 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 Early Childhood 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 Early Childhood 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 all admission requirements.

\*Candidates with a cumulative GPA between 2.75 and 2.99 can be granted provisional admission to the Early Childhood 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 of courses, 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 Education courses are: ED 3090, ED 3500, ED 3690, ED 3710, ED 4010, ED 4070, ED 4090, ED 4100, ED 4300, ED 4500, ED 4700, ES 3950, EDT 3470, ENGL 3690, HPHE 3400, HPHE 3520, LS 3770, LS 3780, MATH 3520, SPED 4270.

No minor required.

## Cognate: Elementary Education Content Area Requirements (52-53 hours)

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- [ART 1480 - Direct Encounter with the Arts](#) **Credits:** 4 hours
  - OR
  - [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
  - [ENGL 3820 - Literature for the Young Child](#) **Credits:** 4 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
  - [HIST 2020 - World History to 1500](#) **Credits:** 3 hours
  - [PSCI 2000 - National Government](#) **Credits:** 3 hours
  - [BIOS 1700 - Life Science for Non-Majors](#) **Credits:** 3 hours
  - [PHYS 1800 - Physics: Inquiry and Insights](#) **Credits:** 3 hours
  - [GEOG 1900 - Exploring Earth Science: The Atmosphere](#) **Credits:** 3 hours
  - [CHEM 2800 - Active Chemistry](#) **Credits:** 3 hours
  - [HOL 1000 - Choices in Living](#) **Credits:** 3 hours
  - OR
  - [HPHE 1110 - Healthy Living](#) **Credits:** 2 hours
  - [ED 2500 - Human Development: Applications in Education](#) **Credits:** 3 hours

- (Requires a grade of “CB” or better)

## Professional Level Elementary Education Requirements (50 hours)

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Students must meet requirements for Admission to the Professional Curriculum (see above) in order to take the Professional Level Elementary Education classes listed below.

A minimum grade of “CB” must be earned in all Professional Level Elementary Education courses. Students may retake professional education courses only one time for a total of two times taking the course.

- [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
- [HPHE 3400 - Physical Education for the Elementary Classroom Teacher](#) **Credits:** 2 hours
- [HPHE 3520 - Teaching Health in the Elementary School](#) **Credits:** 2 hours
- [MATH 3520 - Teaching of Elementary/Middle School Mathematics](#) **Credits:** 3 hours
- [EDT 3470 - Technology for Elementary Education](#) **Credits:** 3 hours
- [SPED 4270 - Learners with Disabilities in Elementary and Middle School Programs](#) **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 3710 - Elementary Classroom Organization and Management](#) **Credits:** 3 hours
- [ED 4500 - Pre-Internship in Elementary Education](#) **Credits:** 3 hours
- [ED 4710 - Intern Teaching: Elementary/Middle School](#) **Credits:** 5, 8, or 10 hours
- **(Credits: 10 hours needed)**
- [ED 4100 - Seminar in Education](#) **Credits:** 1 to 2 hours
- **(Credits: 2 hours needed)**

## Early Childhood Courses (24 hours)

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Students must meet requirements for Admission to the Professional Curriculum (see above) in order to take the 3000 and 4000-level Early Childhood classes listed below.

A minimum grade of “CB” must be earned in all Professional Level Early Childhood courses. Students may retake professional education courses only one time for a total of two times taking the course.

- [ED 2900 - K-8 Teaching as a Profession](#) **Credits:** 3 hours
- [ED 3090 - Assessment and Instruction in Early Childhood Inclusive Education](#) **Credits:** 3 hours
- [ED 3500 - Young Children, Their Families, and Their Society](#) **Credits:** 3 hours
- [ED 3690 - Early Childhood Classroom Organization and Management](#) **Credits:** 3 hours
- [ED 4090 - Seminar in Early Childhood Education](#) **Credits:** 1 hour
- [ED 4700 - Intern Teaching: Early Childhood](#) **Credits:** 5 hours
- [ED 5750 - Administration of Child Development Centers](#) **Credits:** 3 hours
- [ES 3950 - School and Society](#) **Credits:** 3 hours

## Other Requirements

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The college-level writing may be met by completing ENGL 1050 - thought and Writing or an equivalent with a minimum grade of “C” or better.

The baccalaureate-level writing requirement is met by completing ES 3950 - School and Society.



# 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,

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



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**From:** James A Muchmore  
**Sent:** Thursday, October 29, 2020 10:21 AM  
**To:** Laura R Ciccantell  
**Cc:** Regena F Nelson  
**Subject:** Fwd: Reminder: "Letter of Acknowledgement" needed for Deletion of Elementary Education Program

**Follow Up Flag:** FollowUp  
**Flag Status:** Flagged

Laura,

Please attach this message from Dan Guyette to the Elementary Program deletion proposal. It is the "letter of acknowledgement" from the College of Fine Arts.

Jim

Sent from my iPhone

Begin forwarded message:

**From:** Daniel G Guyette <daniel.guyette@wmich.edu>  
**Date:** October 28, 2020 at 5:15:34 PM EDT  
**To:** James A Muchmore <james.muchmore@wmich.edu>  
**Subject: Re: Reminder: "Letter of Acknowledgement" needed for Deletion of Elementary Education Program**

Jim:

Sorry for the delay. Here is the requested acknowledgment:

I understand that the current program in Elementary Education is being discontinued. Thank you for letting us know. We realize this will impact the old Fine Arts requirement. We will take the appropriate steps to account for these changes.

Thank you,

Dan

Daniel G. Guyette, Dean  
College of Fine Arts  
Western Michigan University

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**From:** James A Muchmore <james.muchmore@wmich.edu>  
**Sent:** Wednesday, October 28, 2020 10:23 AM  
**To:** Daniel G Guyette <daniel.guyette@wmich.edu>  
**Subject:** Reminder: "Letter of Acknowledgement" needed for Deletion of Elementary Education Program

Dan,

This is a reminder that we need your "letter of acknowledgement" no later than tomorrow (October 29). The letter simply needs to state that you are aware that our soon-to-be obsolete program in Elementary Education is being eliminated.

You can respond by e-mail, if you like. Just say, "Yes, I understand that the current program in Elementary Education is being discontinued." That is all we need.

Let me know if you have any questions.

-Jim

Jim 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 (office)  
WebEx: <https://wmich.webex.com/meet/james.muchmore>

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**From:** James A Muchmore  
**Sent:** Thursday, October 22, 2020 4:31 PM  
**To:** Daniel G Guyette <daniel.guyette@wmich.edu>  
**Cc:** Regena F Nelson <regena.fails.nelson@wmich.edu>  
**Subject:** Letter of Acknowledgement needed for Deletion of Elementary Education Program

Dan,

As you probably know, for the past three years, faculty in the College of Education and Human Development and the College of Arts and Sciences have been working to change WMU's Elementary Education program in order to meet new state certification requirements. The current program will no longer be recognized by the Michigan Department of Education after the 2020-21 academic year; therefore,

we are deleting it from the 2021-22 Undergraduate Catalog as the new program gets underway.

Because there is a Fine Arts requirement in old program (i.e., students must choose among ART 1480, DANC 2900, or MUS 2400), we need a "letter of acknowledgement" from the College of Fine Arts to attach to our curriculum proposal to delete the old program. This letter simply needs to state that you are aware that the program is being deleted. Please e-mail this letter to me by October 29.

Feel free to e-mail me or Regena Nelson (TLES Dept. Chair) if you have any questions.

-Jim

Jim 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 (office)  
WebEx: <https://wmich.webex.com/meet/james.muchmore>