

Date of request: 12-MAR-2021

Request ID: E-2021-TLES-23

College: E

Department: TLES

Initiator name: James Muchmore

Initiator email: james.muchmore@wmich.edu

Proposed effective term: 202210

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course ED 4002

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:
ED 4002

2. Existing course prerequisites:
Prerequisites and Restrictions:
ED 2002 Minimum Grade of B AND

ED 3002 Minimum Grade of B AND

ED 3003 Minimum Grade of B

3. Proposed course prerequisites:
ED 2002 Minimum Grade of C/B AND

ED 3002 Minimum Grade of C/B AND

ED 3003 Minimum Grade of C/B

4. Existing course corequisites:
Corequisites:
Education(ED) 4501

5. Proposed course corequisites:

None.

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None.

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

C/B

8. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

9. If this change applies to multiple courses, please list them below.

None.

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

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

No

D. Explain briefly and clearly the proposed improvement.

We wish to change the minimum grade for the prerequisites from B to C/B.

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

Lowering the minimum grade for the prerequisites from 'B' to 'C/B' is necessary in order to make this course consistent with the current program requirement of 'C/B.' Otherwise, students and staff will be getting mixed messages, with 'B' listed in one place in 'C/B' listed in another.

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.

Not applicable. We are simply lowering the minimum grade for the pre-requisites.

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 is part of a new program that will be offered beginning in the fall of 2021. Because the course has not yet been taught, there is no student assessment data. Rather, the change simply rectifies a mistake that was noticed by CEHD faculty staff in preparation for unveiling the new elementary program.

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.

No Effect.

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

No Effect.

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.

No effect on enrolled students.

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?

This proposal will eliminate potential confusion about the minimum grade for that is required for prerequisites.

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.) No effect.

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.

No effect.

O. Current catalog copy:

This course is designed to prepare teacher candidates to face the challenges of planning, implementing, and assessing instruction in the early elementary (PK-3) classroom. Emphasis is on developing differentiated instructional plans and materials that engage a diverse set of learners and promote student engagement and develop skills and conceptual understanding. Teacher candidates will develop facility in planning, examining and analyzing student work, and reflecting on the results in order to modify instruction. Program requires a grade of "B" or better. May repeat course one time only.

Prerequisites: ED 2002, ED 3002, ED 3003 with grade of "B" or better. Corequisites: ED 4501

P. Proposed catalog copy:

This course is designed to prepare teacher candidates to face the challenges of planning, implementing, and assessing instruction in the early elementary (PK-3) classroom. Emphasis is on developing differentiated instructional plans and materials that engage a diverse set of learners and promote student

engagement and develop skills and conceptual understanding. Teacher candidates will develop facility in planning, examining and analyzing student work, and reflecting on the results in order to modify instruction. Program requires a grade of “C/B” or better. May repeat course one time only.
Prerequisites: ED 2002, ED 3002, ED 3003 with grade of “C/B” or better.

Department Curriculum Chair approver: James Muchmore

Department Curriculum Chair comment:

Date: 12-MAR-2021

Department approver: Regena Nelson

Chair comment:

Date: 12-MAR-2021