

Program Information Report

Human Services, Pre-Education & Public Safety

Introduction to Elementary Education (CTELED)

Certificate

Program Effective Term: Fall 2022

High Demand Occupation High Skill Occupation High Wage Occupation

This program prepares students to transfer into an elementary education program at a four-year college or university. The first year of instruction in a bachelor's degree program in elementary education is covered. The program includes the general education courses used for many elementary education programs in Michigan that prepare students for the state-mandated basic skills tests. Requirements may vary among colleges so students should contact an advisor to discuss how the curriculum will transfer to your intended 4-year college.

Major/Area Requirements		(35 credits)
COM 101	Fundamentals of Speaking	3
ENG 111	Composition I	4
ENG 240	Children's Literature	3
GEO 101	World Regional Geography	3
MTH 148	Functional Math for Elementary Teachers I	4
MTH 149	Functional Math for Elementary Teachers II	4
PHY 100	Physics for Elementary Teachers	4
PSY 220	Human Development and Learning	4
PSY 251	Education of Exceptional Children	3
Elective	Restricted Arts/Human. Elective*	3

Minimum Credits Required for the Program:

35

Notes:

*Restricted Arts/Human. Elective (select one): ENG 140, ENG 160, ENG 170, ENG 181, ENG 200, FRN 111, FRN 122, GRM 111, GRM 122, HUM 101, HUM 102, HUM 103, HUM 145, HUM 146, PHL 101, PHL 200, PHL 205, PHL 241, PHL 244, SPN 111, SPN 122

PROGRAM PROPOSAL FORM

Preliminary Approval – Check here when using this form for preliminary approval of a program proposal, and respond to the items in general terms.

Final Approval – Check here when completing this form after the Vice President for Instruction has given preliminary approval to a program proposal. For final approval, complete information must be provided for each item.

Program Name: Division and Department: Type of Award: Effective Term/Year: Initiator:	<u>Introduction to Elementary Education</u> <u>HSS Behavioral Sciences Department</u> AA AS AAS ☒ Cert. ☐ Adv. Cert. ☐ Post-Assoc. Cert. ☐ Cert. of Comp. <u>Fall 2022</u> _____	Program Code: CTELED CIP Code: <u>13.1202</u>
Program Features Program's purpose and its goals. Criteria for entry into the program, along with projected enrollment figures. Connection to other WCC programs, as well as accrediting agencies or professional organizations. Special features of the program.	This program was developed for maximum flexibility for students pursuing Elementary Education. With the state-mandated requirements driving the program changes at 4-year colleges, WCC is developing a program for students that will align with Eastern Michigan University, which is the 4-year college program to which the majority of WCC students transfer. We anticipate that within 2- 4 years, the 4-year college programs will become standardized and we will be able to create a program at the appropriate level that will meet the needs of students transferring to any Michigan 4-year college. Students will need college-level reading and writing to enter the program. Currently WCC has more than 150 students enrolled in our AA in Elementary Education. These students will need to move to this program based on their intended transfer school.	
Need Need for the program with evidence to support the stated need.	The Michigan Department of Education is currently restructuring the process for and requirements to become a certified teacher in the State of Michigan. As a result, the current Associate in Arts Elementary Education program requirements no longer meet the needs of WCC students. After discussions with nine of Michigan's 4-year colleges and universities, we have found that they are still in the process of developing the program requirements for their baccalaureate students to align with the changing state requirements. While two of the 9 colleges recommend students complete the Michigan Transfer Agreement (MTA) most do not. Therefore, we have determined and recommend that WCC discontinue the current AA/ELEM program and replace it with a certificate. This proposed certificate includes the courses that align with the courses EMU will accept for transfer to their teacher certification program.	

Program Outcomes/Assessment	Outcomes	Assessment method
State the knowledge to be gained, skills to be learned, and attitudes to be developed by students in the program. Include assessment methods that will be used to determine the effectiveness of the program.	1. Develop a sample lesson plan that addresses diverse learning styles. 2. Apply learning strategies and instructional approaches that meet the needs of exceptional students based on their characteristics. 3. Explain historical perspectives, legislative and litigative history, models, theories and philosophies that proved the basis for special education practice. 4. Practice high leverage core teaching practices and examine how they can be helpful in teaching math to grades PK-6.	1. Lesson Plan 2. Student-developed Individual Education Plan (IEP) based on a case study 3. Outcome-related test questions 4. Teaching demonstration project and analysis assignments.

Curriculum List the courses in the program as they should appear in the catalog. List minimum credits required. Include any notes that should appear below the course list. Associate degree programs must provide a semester by semester program layout.	<table><tr><td>ENG 111 Composition I</td><td>4 credits</td></tr><tr><td>COM 101 Fundamentals of Speaking</td><td>3 credits</td></tr><tr><td>MTH 148 Functional Math for Elementary Teachers I</td><td>4 credits</td></tr><tr><td>MTH 149 Functional Math for Elementary Teachers II</td><td>4 credits</td></tr><tr><td>PHY 100 Physics for Elementary Teachers</td><td>4 credits</td></tr><tr><td>GEO 101 World Regions Geography</td><td>3 credits</td></tr><tr><td>PSY 220 Human Development & Learning</td><td>3 credits</td></tr><tr><td>PSY 251 Education of Exceptional Child</td><td>3 credits</td></tr><tr><td>ENG 240 Children's Literature</td><td>3 credits</td></tr><tr><td>Restricted Humanities Elective*</td><td>3 credits</td></tr><tr><td> Total</td><td> 34 credits</td></tr></table> *Restricted Humanities Elective - select one of ENG 140, ENG 160, ENG 170, ENG 181, ENG 200, PHL 101, PHL 200, PHL 205, PHL 241, PHL 244, SPN 111, SPN 122, FRN 111, FRN 122, GRM 111, GRM 122, HUM 145, HUM 101, HUM 102, HUM 103 OR HUM 146	ENG 111 Composition I	4 credits	COM 101 Fundamentals of Speaking	3 credits	MTH 148 Functional Math for Elementary Teachers I	4 credits	MTH 149 Functional Math for Elementary Teachers II	4 credits	PHY 100 Physics for Elementary Teachers	4 credits	GEO 101 World Regions Geography	3 credits	PSY 220 Human Development & Learning	3 credits	PSY 251 Education of Exceptional Child	3 credits	ENG 240 Children's Literature	3 credits	Restricted Humanities Elective*	3 credits	 Total	 34 credits
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Budget Specify program costs in the following areas, per academic year:	<table><tr><td></td><td>START-UP COSTS</td><td>ONGOING COSTS</td></tr><tr><td>Faculty</td><td>\$ 0 .</td><td>\$ 0 .</td></tr><tr><td>Training/Travel</td><td>0 .</td><td>0 .</td></tr><tr><td>Materials/Resources</td><td></td><td>0 .</td></tr><tr><td>Facilities/Equipment</td><td></td><td>0 .</td></tr><tr><td>Other</td><td>0 .</td><td>0 .</td></tr><tr><td>TOTALS:</td><td>\$ 0 .</td><td>\$ 0 .</td></tr></table>		START-UP COSTS	ONGOING COSTS	Faculty	\$ 0 .	\$ 0 .	Training/Travel	0 .	0 .	Materials/Resources		0 .	Facilities/Equipment		0 .	Other	0 .	0 .	TOTALS:	\$ 0 .	\$ 0 .	
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Program Description for Catalog and Web site	This program prepares students to transfer into an elementary education program at a four-year college or university. The first year of instruction in a bachelor's degree program in elementary education is covered. The program includes the general education courses used for many elementary education programs in Michigan that prepare students for the state-mandated basic skills tests. Requirements may vary among colleges so students should contact an advisor to discuss how the curriculum will transfer to your intended 4-year college.
Program Information	Accreditation/Licensure - None Advisors – Nichole Klemmer, Mary Mullalond, Brittany Tripp Advisory Committee - None Admission requirements – None Articulation agreements – Currently being revised Continuing eligibility requirements - none

Assessment plan:

Program outcomes to be assessed	Assessment tool	When assessment will take place	Courses/other populations	Number students to be assessed
1. Develop a sample lesson plan that addresses diverse learning styles	Lesson plan	Every 4 years	<u>PSY 220</u>	Random sample of 25% of all students with a minimum of one full section
2. Apply learning strategies and instructional approaches that meet the needs of exceptional students based on their characteristics.	Student-developed Individual Education Plan (IEP) based on a case study	Every 4 years	<u>PSY 251</u>	All
3. Explain historical perspectives, legislative and litigative history, models, theories and philosophies that proved the basis for special education practice.	Outcome-related test questions	Every 4 years	<u>PSY 251</u>	All
4. Practice high leverage core teaching practices and examine how they can be helpful in teaching math to grades PK-6.	Teaching demonstration project and analysis assignments.	Every 4 years	<u>MTH 148</u> and <u>MTH 149</u>	All

Scoring and analysis plan:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally-developed rubric, external evaluation, other). Attach the rubric.

Departmentally-developed rubric and Answer key

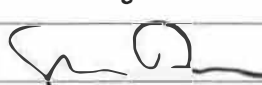
2. Indicate the standard of success to be used for this assessment.

PSY 220/251: 70% of the students will score 70% or higher

MTH 148/149: 75% or more of the students score a 3 or higher, out of 4 possible points

3. Indicate who will score and analyze the data.

Departmental faculty

REVIEWER	PRINT NAME	SIGNATURE	DATE
Department Chair/Area Director	Starr Burke	Starr Burke	2/15/2022
Dean	Scott Britten		2-16-22
Please submit completed form to the Office of Curriculum and Assessment (SC 257). Once reviewed by the appropriate faculty committees, we will secure the signature of the VPI and President.			
Curriculum Committee Chair	Randy Van Wagnen	R Van Wagnen	3-1-22
Assessment Committee Chair	Shawn Deron		3/03/2022
Vice President for Instruction Approved for Development Final Approval	Kimberly Hurns		3-4-22
President	Rose Bellanca		3-9-22
Board Approval			4/26/22

Reviewed by C&A Committees 2/24/22