



1. Explain briefly and clearly the proposed improvement.

**WFED 5750 – Internship in Workforce Development and Leadership is part of the proposed Workforce Development and Leadership major. Students will work or volunteer with a business, non-profit organization, or government agency. Typical placements will focus on career assessment, training, and development. To receive credit, students will be placed for a minimum of 12 hours per week per 3 course credits earned. For example, a student volunteering 24 hours per week at a nonprofit agency can earn six credits in this course. This course is a demanding, capstone experience and is intended for students in the last year of the major.**

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

**This course provides an opportunity for students to apply classroom learning in a real world setting. This course also allows students to gain exposure to particular areas of interest within the Workforce Development and Leadership major. For example, a student seeking to work with a specific at-risk population can volunteer with a non-profit organization that serves that group.**

**This course has six prerequisites, which are listed below:**

<b>Prerequisite</b>	<b>Rationale</b>
WFED 5121 – Career Exploration in Workforce Development	Program graduates should have two distinctly different experiences on their resume. These experiences should be progressively more demanding. Also, the introductory field experience provides exposure to many of the requirements and procedures in this course. This is similar to the pre-internship and internship requirements in many other professional fields.
WFED 4010 – Adult Teaching and Learning Strategies (May be taken concurrently)	Students will need this content knowledge in order to successfully teach and train adults during their internships.
WFED 4020 – Career Assessment and Development (May be taken concurrently)	Students will need this content knowledge in order to help individuals with career assessment and navigation during their internships.
WFED 5120 – Principles of Workforce Education and Development (May be taken concurrently)	Students will need this content knowledge in order to understand the historical context and best practices relating to the concepts they encounter during their internships.
WFED 5130 – Teaching Methods for Workforce Education and Development (May be taken concurrently)	Students will need this content knowledge in order to develop appropriate instructional strategies and training materials during their internships.
WFED 5420 – Curriculum in Workforce Education and Development (May be taken concurrently)	Students will need this content knowledge in order to develop appropriate curriculum materials during their internships.

**With proper sequencing, students can fulfill all of these prerequisites by the end of their junior year.**

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.

**This course will have no impact on other colleges, departments, or programs. Although many departments already have internship experiences, the Workforce Development and Leadership major will be the only program that focuses on career training and development. For this reason, our students will not be competing with other programs for placement opportunities.**

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

**WFED faculty already offer an internship experience course for students seeking to become teachers. This course would be similar but would meet the needs of students in the Workforce Development and Leadership major. The main effect on the department would be that faculty would have to teach this course at least once per year in order for students to progress through the Workforce Development and Leadership major.**

5. 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.

**This course will be part of a new program. There will be no effect on current students. This course is meant to be a capstone internship program, similar to clinical programs in other professions. Five of the six prerequisite courses can be taken concurrently, so students will have some flexibility about when they take the course. This course requires students to spend a minimum of 12 hours per week at their placement site. Students will need to take this into consideration before registering for the course.**

6. 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 course will be offered based on enrollment on an as-needed basis, be we anticipate offering the course at least once per year. A labor demand study has been conducted by WFED faculty which shows above average growth in occupations related to the Workforce Development and Leadership Major. Upon completing the major, all graduates will have a field experience and a capstone internship experience. Some students may find that these experiences will lead to career opportunities within the organizations where they were placed.**

**Evidence of student or market demand exists because many WFED students in our current teacher preparation majors are actually pursuing careers involving educating adults. For example, community college instructors with a technical certification have pursued degrees in industrial technology, when really a degree in Workforce Development and Leadership would have been more suited to their needs.**

**This degree would appeal to a broad audience. It is specifically targeted towards students with expertise in a technical field. This major will be beneficial to students with skills from outside of education who aim to teach or train adults. At recruitment events, WFED faculty have encountered prospective students who are currently employed in a technical field and are looking to teach and train others. A Workforce Development and Leadership major will meet this need.**

7. 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.)

**This course will be taught by a current WFED faculty member. It will use the existing space in Kohrman Hall, room 3205. The instructor for this course will need mileage reimbursement so that they can visit students at their placement sites. Exact reimbursement needs will vary based on student enrollment and placement locations. This is not unprecedented for other internship courses in the College of Education and Human Development and the FCS Department. There will not be any physical resources or supplies needed for this course.**

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

NA

9. List the 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.  
**Students enrolled in this course will create a training agreement, in conjunction with their placement site. The training agreement will require students to demonstrate proficiency in at least seven of the ten program goals, based on the specific needs of their placement site.**

**Students completing the Workforce Development and Leadership major will:**

- **Acquire a strong foundation in business and organizational principles**
- **Understand the role and function of training in organizations**
- **Become proficient in working with students/employees that have special needs**
- **Have an operating knowledge of the workforce development system**
- **Demonstrate expertise in instructional methods**
- **Show competency in adult learning principles and strategies**
- **Apply the curriculum development process to create instructional materials**
- **Demonstrate expertise in career assessment and development**
- **Develop an international perspective through the study of vocational education and training in other countries**
- **Display readiness to begin a career in Workforce Development and Leadership as a result of field experiences and a capstone seminar**

**This course will be continuously evaluated and improved based on the learning outcomes for the Workforce Education and Development major. Instructors will also seek feedback from placement sites on the competency of students who are placed in the field.**

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

**The proposed Workforce Development and Leadership major is a result, in part, of the recent academic program review process, which highlighted the need to increase enrollment. As part of its action plan CTE faculty have developed marketing initiatives which included discussions about how to improve the utilization of current resources. The idea of offering a new major was born from conversations with other CTE faculty at other institutions. Many have started similar non-teacher certification programs due to the expertise of the faculty, need for increased enrollments, and demand for graduates with the skill set offered within their CTE program.**

11. (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.

### **WFED 5750 - Internship in Workforce Development and Leadership**

**Proposed Catalog Copy:** This course will provide students with a capstone internship experience in workforce education and development. Each student will be placed in a non-profit organization, business, or government agency focusing on adult training, career assessment and development, or workforce development systems. Students will spend a minimum of 12 hours per week at their placement site per three credits. Students will also create a professional portfolio that demonstrates their expertise in workforce education and development.

**Prerequisites:** WFED 5121

**Prerequisites that can be taken concurrently:** WFED 4010 and WFED 4020 and WFED 5120 and WFED 5130 and WFED 5420

**Credits:** 3-9

**Attached:** sample syllabus

**Western Michigan University**  
**Department of Family and Consumer Sciences**  
**WFED 5750: Internship in Workforce Development and Leadership**

**3 Credit Hours**

**CRN:**

**Day/Time:**

**Location:**

**Instructor:**

**Office Hours:**

**Course Description:** This course will provide students with a capstone internship experience in workforce education and development. Each student will be placed in a non-profit organization, business, or government agency focusing on adult training, career assessment and development, or workforce development systems. Students will spend a minimum of 12 hours per week at their placement site per three credits. Students will also create a professional portfolio that demonstrates their expertise in workforce education and development.

**Types of Instruction:** The primary focus of this course will be an internship experience with a partner organization. In conjunction with their instructor and placement site, each student will create an individual training plan that addresses a minimum of seven of ten program goals (see below). To enrich this process, students will attend a weekly seminar and complete web-based reflections. *Seminar participation is a vital component of the course and will directly impact student success.*

**Family and Consumer Sciences Department Mission Statement:**

*The Department of Family and Consumer Sciences provides integrative educational programs and conducts research focused on reciprocal relationships; relationships among individuals, families, and their near environments with the goal of improving the quality of life within a dynamic global community.*

**Workforce Education and Development Program Goals:**

1. Acquire a strong foundation in business and organizational principles
2. Understand the role and function of training in organizations
3. Become proficient in working with students/employees that have special needs
4. Have an operating knowledge of the workforce development system
5. Demonstrate expertise in instructional methods
6. Show competency in adult learning principles and strategies
7. Apply the curriculum development process to create instructional materials
8. Demonstrate expertise in career assessment and development
9. Develop and international perspective through the study of vocational education and training in other countries
10. Display readiness to begin a career in workforce development as a result of field experiences and a capstone seminar

## **GRADED ASSIGNMENTS**

<b>WFED 5750 – Internship in Workforce Education and Development and Leadership</b> <b>Subject to Change if Necessary</b>			
<b>Assignment</b>	<b>Possible Points</b>	<b>%</b>	<b>Due Date(s)</b>
<b>Field Experience – 60% of Final Grade</b>			
Initial Training Plan	50	5	
Weekly Reflections	150	15	
Training Plan Completion	200	20	
Supervisor Evaluations	200	20	
<b>Portfolio – 40% of Final Grade</b>			
Professional Resume	100	10	
Supporting Evidence 1	40	4	
Supporting Evidence 2	40	4	
Supporting Evidence 3	40	4	
Supporting Evidence 4	40	4	
Site-based project	110	11	
Professional Formatting	30	3	
<b>TOTAL</b>	<b>1000</b>	<b>100</b>	

## **GRADING SCALE – WFED 5750**

<b>A</b>	<b>4.0</b>	<b>940 – 1000</b>	<b>94%</b>
<b>BA</b>	<b>3.5</b>	<b>880 – 939</b>	<b>88%</b>
<b>B</b>	<b>3.0</b>	<b>800 – 879</b>	<b>80%</b>
<b>CB</b>	<b>2.5</b>	<b>750 – 799</b>	<b>75%</b>
<b>C</b>	<b>2.0</b>	<b>700 – 749</b>	<b>70%</b>
<b>DC</b>	<b>1.5</b>	<b>650 – 699</b>	<b>65%</b>
<b>D</b>	<b>1.0</b>	<b>600 – 649</b>	<b>60%</b>
<b>E</b>	<b>Failing</b>	<b>0 – 599</b>	<b>&lt;60%</b>