

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS PROPOSED EFFECTIVE SEMESTER: Fall 2017 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
☐ New major*
☐ New curriculum*
☐ New concentration*
☒ New certificate
☐ New minor
☐ Revised major
☐ Revised minor
☐ Admission requirements
☐ Graduation requirements
☐ Deletion ☐ Transfer
☐ Other (explain**)

Substantive Course Changes

- ☐ New course
☐ Pre or Co-requisites
☐ Deletion (required by others)
☐ Course #, different level
☐ Credit hours
☐ Enrollment restriction
☐ Course-level restriction
☐ Prefix ☐ Title and description
 (attach current & proposed)
☐ General education (select one)
 Not Applicable
☐ Other (explain**)

Misc. Course Changes

- ☐ Title
☐ Description (attach current & proposed)
☐ Deletion (not required by others)
☐ Course #, same level
☐ Variable credit
☐ Credit/no credit
☐ Cross-listing
☐ COGE reapproval
☐ Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Professional Workforce Educator Certificate (PWEC)

Existing course prefix and #: Proposed course prefix and #: none Credit hours: 9

Existing course title: none

Proposed course title: none

Existing course prerequisite & co-requisite(s): none

Proposed course prerequisite(s) none

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) none

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture
 2. ☐ Lab or discussion
 3. ☐ Lecture/lab/discussion
 4. ☐ Seminar or ☐ studio
 5. ☐ Independent study
 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Chair, College Curriculum Committee

Dean *Mark K. Kells*

Date: 10/28/16 Graduate Dean:

Curriculum Manager: Return to dean ☐ Date

Forward to:

Chair, COGE/ PEB / FS President

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

The proposed improvement is to create a new 9-credit certificate titled Professional Workforce Educator in the FCS Dept in the Workforce Education and Development area (formerly the Career and Technical Education area).

The State of Michigan requires all alternatively licensed CTE teachers to eventually earn an Interim Occupational Certificate (IOC). The state requires nine credit hours of CTE teacher education coursework to complete the teacher education portion of the IOC process. WMU has been offering the IOC for many years. To earn an IOC from the State of Michigan, one must document 4,000 hours of related work experience, pass the Professional Readiness Exam and their content area test, and complete nine credit hours of CTE teacher education coursework. Regarding the coursework requirement, most students take the courses as a non-degree seeking status student with WMU rather than enroll in our M.A. in Workforce Education and Development. The proposed nine-credit certificate program would allow these students to actually register for a certificate program rather than just be considered a non-degree seeking student.

The nine-credit Professional Workforce Educator Certificate requires the following courses:

- **WFED 5120 – Principles of Workforce Education and Development**
- **WFED 5130 – Teaching Methods for Workforce Education and Development and**
- **One of the following WFED course options:**
 - **WFED 5100 – Special Populations for Workforce Education and Development**
 - **WFED 5420 – Curriculum in Workforce Education and Development**
 - **WFED 5430 – Work Based Education**
 - **WFED 6430 – Measure and Evaluation in Workforce Education and Development**

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

For many years, WMU's Workforce Education and Development (WFED) program has been offering the courses necessary to complete the teacher education coursework requirements for a state teacher certification called the Interim Occupational Certificate (IOC). Currently, students wishing to earn their IOC through WMU's WFED program have two options: (1) enroll in our M.A. in CTE program or (2) enroll as a non-degree seeking student through the graduate school or admissions. More than half of the students choose the non-degree seeking option which means the college, department, and program miss out on capturing accurate enrollment numbers. The approval of this certificate program would help capture accurate enrollment numbers, but more importantly, this would give those students a more legitimate option than merely enrolling as a non-degree status student. Having the students in the certificate program will also aid in proper advising and oversight of these students.

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.

Since WMU's WFED program has been working with the teacher certification office for final recommendation of certifications with the State, they would need to be notified of the new WMU certificate option. Also, promotional and informational paperwork disseminated on the College of Education and Human Development's website and WFED's website would need to be edited.

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

This certificate program would only have a positive effect on the department's programs as the certificate program could be marketed as an additional educational option to specific students that meet the requirements to earn the IOC from the State. Students will be in WFED courses, all of which currently have capacity.

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.

Students enrolled as non-degree students would be notified of the new certificate program to see if they are interested in transitioning over to it. The new certificate program would make it easier for students to

understand the IOC process as enrolling as a non-degree student currently provides no guidance as to what course options they have. The student has to reach out to the graduate advisor once enrolled to know what courses count towards IOC certification.

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?

The audience and demand for this program will likely remain where they are now: high. Most technical centers hire employees from business and industry. All of these individuals must earn the IOC within 5-8 years of employment as a Career and Technical Education teacher. CTE is one of the shortage areas identified by the Michigan Dept. of Education.

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.)

Marketing of the new certificate program is the only recognized effect on resources. Money to do any sort of marketing of the new certificate program would likely come from the Department of FCS.

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.)

Not applicable

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.

The WFED program will assess enrollment within the certificate program each year. The courses are already apart of an assessment process for teacher certification. Additionally, the courses that are required by the State to earn the IOC are fairly specific.

Additionally, the WFED program will assess the performance of the students enrolled in the certificate program through identifying and reporting the following required course performance instruments:

- **WFED 5120 – Principles of Workforce Education and Development**
 - **Percentage of certificate students earning 80% or higher on the CTE Personal Philosophy Statement**
 - **Percentage of certificate students earning 80% or higher on the CTE Advocate Assignment**
 - **Percentage of certificate students earning 80% or higher on the Course Final**
- **WFED 5130 – Teaching Methods for Workforce Education and Development**
 - **Percentage of certificate students earning 80% or higher on the CTE Lesson Plan Assignment**
 - **Percentage of certificate students earning 80% or higher on the CTE Microteaching Session Assignment**

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.

One of the outcomes of the APRP was that we needed to work on increasing enrolled students. This would allow non-degree seeking students to count as students within the WFED program and the College of Education and Human Development.

One of the CEHD goals is to increase the number of certificate programs in the college. This is also consistent with the CEHD Strategic Enrollment Management plan. Dean Li and others in CEHD were instrumental in bringing the proposal to allow 9-credit certificates to the Graduate Studies Council. Graduate College Dean Stapleton was supportive of this and noted WMU is well behind other institutions in the region in the number of graduate certificate program offerings. The development of such certificates supports efforts in CEHD and WMU overall to develop “stackable” credentials that can be used toward the attainment of other advanced degrees.

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.

Not applicable

Catalog Copy (Department of Family and Consumer Sciences Graduate Programs):

Certificate Program in Professional Workforce Educator

Advisors: Adam Manley
Room 3602 Kohrman Hall

This graduate certificate program provides knowledge related to contextual-based learning in the field of workforce education. The two required courses provide the student with a background related to the foundation of workforce education, as well as advanced instructional and laboratory teaching strategies. The options for the third course provide the student with a curriculum that fits their workforce education needs.

Additionally, this certificate program meets the academic course requirement for Michigan's Interim Occupational Certificate (IOC). To earn the IOC, a student must complete the courses within this certificate, and document related work experience and pass the necessary teacher certification tests. Please see advisor for more information regarding this certificate or earning your IOC.

Admission Requirements

In addition to meeting the requirements of the Graduate College, all applicants must possess a baccalaureate degree. Admission decisions will be made by the department's faculty, following a review of the applicant's admission materials.

Program Requirements

Students will complete a planned program of study consisting of 9 hours of course work with an overall grade point average of 3.0 or better, with no course grade below a "C." The courses include:

The nine-credit Professional Workforce Educator Certificate requires the following courses:

- **WFED 5120 – Principles of Workforce Education and Development** 3 credits
- **WFED 5130 – Teaching Methods for Workforce Education and Development** 3 credits
- **One of the following WFED course options:**
 - **WFED 5100 – Special Populations for Workforce Education and Development** 3 credits
 - **WFED 5420 – Curriculum in Workforce Education and Development** 3 credits
 - **WFED 5430 – Work Based Education** 3 credits
 - **WFED 6430 – Measure and Evaluation in Workforce Education and Development** 3 credits