

1. Explain briefly and clearly the proposed improvement.

We propose to add Workforce Development and Leadership (WDLJ) to the restricted majors list for the following courses:

- **WFED 3050 – Career and Employability Skills**
- **WFED 5100 – Special Populations in Workforce Education and Development**
- **WFED 5120 – Principles of Workforce Education and Development**
- **WFED 5130 – Teaching Methods in Workforce Education and Development**
- **WFED 5420 – Curriculum Development in Workforce Education and Development**

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

WFED 3050, WFED 5100, WFED, WFED 5130, and WFED 5420 are currently restricted to students in certain majors. The WFED unit has proposed a new major in Workforce Development and Leadership (see CEHD proposal 771) that uses these courses.

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 change will have no effect on programs in other colleges or departments.

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

This change will have no effect on our programs, other than that Workforce Development and Leadership students will be able to register for courses in their 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.

Workforce Development and Leadership students will be able to register for courses in their major.

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?

Not applicable

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 change will have no effect on resources.

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.

Not applicable

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.

We were alerted to the need for this change by the CEHD Curriculum Committee when we proposed the Workforce Development and Leadership major.

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.

There will be no effect on community colleges

Catalog Copies

Note: Changes covered by this proposal are in bold. Other differences are due to name changes that have been proposed in separate proposals. See COEHD proposals 653, 657, 658, 659, and 662.

2016-2017 Catalog Copy	2017-2018 Catalog Copy (Proposed)
CTE 3050 – Career and Employability Skills CTE 3050 - Career and Employability Skills Intensive investigation of career and employability skills in Career and Technical Education. Included are the concepts required to develop skills and behaviors that will prepare students for the world of work. This course is approved as a writing-intensive course which fulfills the baccalaureate-level writing requirement of the student's curriculum. Credits: 3 hours Restrictions: Restricted to students who have been admitted to the professional level of a Career and Technical Education major.	WFED 3050 – Career and Employability Skills WFED 3050 - Career and Employability Skills Intensive investigation of career and employability skills in Workforce Education and Development. Included are the concepts required to develop skills and behaviors that will prepare students for the world of work. This course is approved as a writing-intensive course which fulfills the baccalaureate-level writing requirement of the student's curriculum. Credits: 3 hours Restrictions: Restricted to students who have been admitted to the professional level of a Workforce Education and Development Major, or are enrolled in the Workforce Development and Leadership Major, or Workforce Education and Development minor.

2016-2017 Catalog Copy	2017-2018 Catalog Copy (Proposed)
<p>CTE 5100 – Special Populations in Career and Technical Education</p> <p>CTE 5100 - Special Populations in Career and Technical Education Special populations enrolled in career and technical education programs and the identification of appropriate teaching strategies, materials, and support services for effective teaching and learning.</p> <p>Credits: 3 hours</p> <p>Restrictions: Restricted to students who have been admitted to the professional level of a Career and Technical Education major or graduate students.</p>	<p>WFED 5100 – Special Populations in Workforce Education and Development</p> <p>WFED 5100 - Special Populations in Career and Technical Education Special populations enrolled in workforce education programs and the identification of appropriate teaching strategies, materials, and support services for effective teaching and learning.</p> <p>Credits: 3 hours</p> <p>Restrictions: Restricted to students who have been admitted to the professional level of a Workforce Education and Development Major, or are enrolled in the Workforce Development and Leadership Major, Workforce Education and Development minor, or are graduate students.</p>

2016-2017 Catalog Copy	2017-2018 Catalog Copy (Proposed)
<p>Current Catalog Copy: CTE 5120 – Principles of Career and Technical Education</p> <p>CTE 5120 - Principles of Career and Technical Education Explanation, identification, investigation of the history, philosophy, principles, programs, and services in career and technical education.</p> <p>Credits: 3 hours</p> <p>Restrictions: Restricted to students who have been admitted to the professional level of a Career and Technical Education major or graduate students.</p>	<p>Proposed Catalog Copy: WFED 5120 – Principles of Workforce Education and Development</p> <p>WFED 5120 - Principles of Workforce Education and Development Explanation, identification, investigation of the history, philosophy, principles, programs, and services in workforce education and development.</p> <p>Credits: 3 hours</p> <p>Restrictions: Restricted to students who have been admitted to the professional level of a Workforce Education and Development Major, or are enrolled in the Workforce Development and Leadership Major, Workforce Education and Development minor, or are graduate students.</p>

2016-2017 Catalog Copy	2017-2018 Catalog Copy (Proposed)
<p>CTE 5130 – Teaching Methods in Career and Technical Education</p> <p>CTE 5130 - Teaching Methods in Career and Technical Education Analysis and methods of organizing instruction in career and technical education. Included is a review of instructional theory and practice in career and technical education, the development of lesson plans, the selection and use of instructional methods, and the presentation of content using various methods of delivery.</p> <p>Prerequisites & Corequisites: Prerequisites: Minimum of 26 hours completed.</p> <p>Credits: 3 hours</p>	<p>WFED 5130 – Teaching Methods in Workforce Education and Development</p> <p>WFED 5130 - Teaching Methods in Workforce Education and Development Analysis and methods of organizing instruction in workforce education. Included is a review of instructional theory and practice in workforce education, the development of lesson plans, the selection and use of instructional methods, and the presentation of content using various methods of delivery.</p> <p>Prerequisites & Corequisites: Prerequisites: Minimum of 26 hours completed.</p> <p>Credits: 3 hours</p>

Restrictions: Restricted to students who have been admitted to the professional level of a Career and Technical Education major or graduate students.	Restrictions: Restricted to students who have been admitted to the professional level of a Workforce Education and Development Major, or are enrolled in the Workforce Development and Leadership Major, Workforce Education and Development minor, or are graduate students.
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2016-2017 Catalog Copy	2017-2018 Catalog Copy (Proposed)
<p>CTE 5420 – Curriculum Development in Career and Technical Education</p> <p>CTE 5420 - Curriculum Development in CTE Principles of analyzing, selecting, and arranging curriculum for instructional purposes in career and technical education.</p> <p>Prerequisites & Corequisites: Prerequisites: Minimum of 26 hours completed.</p> <p>Credits: 3 hours</p> <p>Restrictions: Restricted to students who have been admitted to the professional level of a Career and Technical Education major or graduate students.</p>	<p>WFED 5420 – Curriculum Development in Workforce Education and Development</p> <p>WFED 5420 - Curriculum Development in Workforce Education and Development Principles of analyzing, selecting, and arranging curriculum for instructional purposes in workforce education.</p> <p>Prerequisites & Corequisites: Prerequisites: Minimum of 26 hours completed.</p> <p>Credits: 3 hours</p> <p>Restrictions: Restricted to students who have been admitted to the professional level of a Workforce Education and Development Major, or are enrolled in the Workforce Development and Leadership Major, Workforce Education and Development minor, or are graduate students.</p>