REQUEST TO C DEPARTMENT: FCS PROPOSED IMPROVEM	COLLEGE CURRICULUM COMMITTEE FOR C PROPOSED EFFECTIVE SEMESTER: Fall 2017 FNTS			
Academic Program ☐ New degree* ☐ New major* ☐ New curriculum* ☐ New concentration*	Substantive Course Changes □ New course □ Pre or Co-requisites □ Deletion (required by others) □ Course #, different level	Misc. Course Changes ☐ Title ☐ Description (attach current & proposed) ☐ Deletion (not required by others) ☐ Course #, same level		
□ New certificate □ New minor □ Revised major □ Revised minor □ Admission requirements □ Graduation requirement		□Variable credit □Credit/no credit □Cross-listing □COGE reapproval □Other (explain**)		
□ Deletion □ Transfer □ Other (explain**) ** Other:	□Other (explain**)	Development and the development (MIDL II)		
Title of degree, curriculum, major, minor, concentration, or certificate: Workforce Development and Leadership (WDLJ) Existing course prefix and #:\text{xxplax} Proposed course prefix and #:\text{plax} Credit hours: \text{yplax}				
Existing course title: n/a Proposed course title: n/a	WFED 3050, 5100, 5120, 5130, AND 5420	edit hours: XXXXX		
Existing course prerequisite & co-requisite(s):				
Specifications for Universita. Course title (maximum of b. Multi-topic course: Noc. Repeatable for credit: d. Mandatory credit/no credit/nocredit/n	y Schedule of Classes: i 30 spaces): Internship in Workforce Dvelop ☐Yes No ☐Yes it: ☐ ☐Yes t hours per week (check type and indicate hours as apple of the content o			
Chair/Director	gan H	Date 10/26/16		
Chair, College Curriculum Com	mittee al Wad	Date 10/27/16		
Dean Mak Edds	Date: 184-28/16 Graduate Dean:	/ Date		
Curriculum Manager: Return to	dean □Date Forward to:	Date		
Chair, COGE/ PEB / FS Presid	ent G GSC/USC REVIEW:	Date		
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Revised May 2007. All previous forms are obsolete and should not be used.

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

2016-2017 Catalog Copy

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.

OT	E 2050 Commend Frank Line Olive	
CTE 3050 - Career and Employability Skills		
Inte	ensive investigation of career and employability skills	
/	Development Technical Education Included on the	

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 fulfils 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.

2017-2018 Catalog Copy (Proposed)

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 fulfils 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 CTE 5100 – Special Populations in Career and Technical Education 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.

Credits: 3 hours

Restrictions: Restricted to students who have been admitted to the professional level of a Career and Technical Education major or graduate students.

2017-2018 Catalog Copy (Proposed)

WFED 5100 – Special Populations in Workforce Education and Development

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.

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, Workforce Education and Development minor, or are graduate students.

2016-2017 Catalog Copy

Current Catalog Copy: CTE 5120 – Principles of Career and Technical Education

CTE 5120 - Principles of Career and Technical Education

Explanation, identification, investigation of the history, philosophy, principles, programs, and services in career and technical education.

Credits: 3 hours

Restrictions: Restricted to students who have been admitted to the professional level of a Career and Technical Education major or graduate students.

2017-2018 Catalog Copy (Proposed)

Proposed Catalog Copy: WFED 5120 – Principles of Workforce Education and Development

WFED 5120 - Principles of Workforce Education and Development

Explanation, identification, investigation of the history, philosophy, principles, programs, and services in workforce education and development.

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, Workforce Education and Development minor, or are graduate students.

2016-2017 Catalog Copy

CTE 5130 – Teaching Methods in Career and Technical Education

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.

Prerequisites & Corequisites: Prerequisites: Minimum of 26 hours completed.

Credits: 3 hours

2017-2018 Catalog Copy (Proposed)

WFED 5130 – Teaching Methods in Workforce Education and Development

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.

Prerequisites & Corequisites: Prerequisites: Minimum of 26 hours completed.

Credits: 3 hours

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.

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