

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: CEHD PROPOSED EFFECTIVE SEMESTER: Fall 2018 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: Education and Human Development major (EHDJ)

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

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

Proposed course co-requisite(s)

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

3. ☐ Lecture/lab/discussion

5. ☐ Independent study

2. ☐ Lab or discussion

4. ☐ Seminar or ☐ studio

6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date

9/26/2017

Chair, College Curriculum Committee

Date

Dean

Date:

Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/PEB/FS President

Date

### FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

We propose to create a new major: Education and Human Development (EHDJ).

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

We want to provide a path to a degree for CEHD students who find, near the end of their college careers, that they cannot complete their current major. Most CEHD majors require very specialized coursework that is not easily moved into another major, especially if a student is within 3 semesters (45 credits) of graduation. Data, below, indicates that CEHD and WMU are losing these students.

From Spring 2016 to Spring 2017, 184 junior and senior CEHD students in good standing left the university altogether. Of those 184 former WMU students, only 39 had holds on their accounts. In other words, CEHD and WMU lost 145 juniors and seniors eligible to take classes during this 12-month period. This attrition is not new. From Fall 2014 to Fall 2015, WMU lost 164 CEHD juniors and seniors eligible to take classes during that 12-month period. And from Fall 2012 to Spring 2013, WMU lost 167 CEHD juniors and seniors eligible to take classes during that 12-month period (see **Appendix A**). Most of these students had completed significant coursework toward their specific CEHD major and CEHD faculty and staff had invested considerable time and resources on these students' success. A within-college degree completion major could interest those students that no longer want to, for example, become a teacher, but would still like to work in the field of education.

Additional data regarding Spring 2016 to Spring 2017 retention indicates that 234 CEHD students—of all classifications—transferred to majors outside the college. While most students transferred to Arts and Sciences and Business, forty-nine juniors and seniors transferred to the Extended University Program's University Studies major. The reasons given for transfer to University Studies were surprising. Fifty-two percent transferred to University Studies because their career goals had changed (31%) or they needed to graduate more quickly (21%). Only 3% transferred because they didn't get into a CEHD program. Furthermore, only 13% transferred due to academic concerns. CEHD advisors report that most of the students who transfer to University Studies or leave the university in their junior or senior years express interest in graduating from the college from which they identify (CEHD) and with a degree whose title better reflects their coursework. Potentially, a degree completion program within the college could be viewed as a viable option for students thinking of leaving WMU because of time constraints, financial hardships, or dissatisfaction with current major.

While many of the majors within the CEHD prepare students for a particular career, a broader CEHD degree completion program could serve students who would like to continue to take CEHD courses, but, for whatever reason, need to depart from their current major. Rather than switch colleges or leave WMU with no degree earned, they could graduate from WMU with a bachelor's degree more closely related to their field of interest.

Students can apply for the EHDJ major if they meet the following criteria:

- Currently have a declared major in the College of Education and Human Development
- Have completed at least 77 credits (or will complete 77 credits after the currently enrolled term)

Graduation requirements for the EHDJ major:

1. all WMU General Education/Essential Studies and WMU degree requirements
2. at least one course with a practicum, field experience, or off-campus experiential learning component,
3. a minimum of 45 major credits articulated with a CEHD advisor and approved by the EHDJ faculty program coordinator,
4. at least 30 of the 45 major credits must be from CEHD departments, and
5. *WFED 3050: Career and Employability Skills*, a Proficiency 2 course, in which students will complete a capstone portfolio that includes evidence of meeting all EHDJ major learning outcomes.

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.

A goal of this major is to retain CEHD juniors and seniors who leave WMU without a degree (like the 145 juniors and seniors in 2016-17) and, therefore, there is no anticipated effect on other colleges, departments, or programs. Students will still have all of the same degree options, including other degree programs or leaving WMU altogether. Students who can complete other CEHD majors will be encouraged to do so. But, this major will make it easier for students who cannot complete another CEHD major in a reasonable time to earn a WMU degree.

The EHDJ degree is not a duplication of any existing program. The eligibility and degree requirements for the EDHJ major are listed on the previous page of this proposal for comparison with the three similar WMU programs discussed below.

The 2017-18 Undergraduate Catalog lists 3 similar programs, but none is similar enough that the proposed program can be considered a duplicate. Full catalog descriptions of these three programs are available in **Appendix B** and the eligibility requirements are summarized below.

The College of Arts and Sciences offers the

- Student Planned Major is for undergraduate students in the College of Arts and Sciences.

University Studies (EUP) offers the

- Student Planned Curriculum which is “designed for students at the beginning of their college career.”
- University Studies which is “designed for students with 56 or more credit hours” and requires 1) “15 credit hours of core competencies” of BIOS 1980, PSCI 1050, HOL 2000, and COM 3350 or HSV 4780 and 2) 45-48 credits in three concentrations.

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

The EHDJ major will be housed in the College of Education and Human Development rather than in a specific department within the college. The proposed major is designed not to supplant any other CEHD major, but rather to allow flexibility for CEHD students who are within 3 semesters of graduation and cannot continue in their current program. The CEHD Chairs of departments with undergraduate programs support this new major (see letters in **Appendix C**).

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.

There are only positive effects on enrolled students because this major is intended to build on knowledge and skills developed through completion of WMU's Essential Studies (General Education) program, students' prior CEHD coursework, and students' experiential learning. There are no program conflicts because students who can complete other CEHD majors will be encouraged to do so. But, this major will make it easier for students who cannot complete another CEHD major in a reasonable time to earn a WMU degree. Students can complete the degree requirements, including the experiential learning requirements and WFED 3050, in any term and in multiple formats. The only required course, WFED 3050, had 21 open seats in Fall 2016 and 20 open seats in Fall 2017 and can be taught more frequently if demand increases. Dr. Adam Manley, who teaches WFED 3050, will also be the first EHDJ program coordinator so students will have easy access to him.

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?

From Spring 2016 to Spring 2017, 184 junior and senior CEHD students in good standing left the university altogether. Of those 184 former WMU students, only 39 had holds on their accounts. In other words, CEHD and WMU lost 145 juniors and seniors eligible to take classes during this 12-month period. This attrition is not new. From Fall 2014 to Fall 2015, WMU lost 164 CEHD juniors and seniors eligible to take classes during that 12-month period. And from Fall 2012 to Spring 2013, WMU lost 167 CEHD juniors and seniors eligible to take classes during that 12-month period (see **Appendix A**). Most of these students had completed significant coursework toward their specific CEHD major and CEHD faculty and staff had invested considerable time and resources on these students' success. A within-college degree completion major could interest those students that no longer want to, for example, become a teacher, but would still like to work in the field of education. We anticipate enrolling 5-15 students in this major in the first year.

While many of the majors within the CEHD prepare students for a particular career, a broader CEHD degree completion program could serve students who would like to continue to take CEHD courses, but, for whatever reason, need to depart from their current major. Rather than switch colleges or leave WMU with no degree earned, they could graduate from WMU with a bachelor's degree more closely related to their field of interest.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university library affirming that the library resource issues have been reviewed. 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.)

We don't expect any additional resources to be necessary for this degree. CEHD academic advisors—who will be talking with students about program and degree options, creating the initial EHDJ degree program, entering the approved program into Degree Works, and initiating the graduation audit process—already do this work with these students in their current CEHD majors. The only required course, WFED 3050, had 21 open seats in Fall 2016 and 20 open seats in Fall 2017 and can be taught more frequently with current resources if demand increases. Dr. Adam Manley, who teaches WFED 3050, will also be the first EHDJ program coordinator and will ensure that program graduates have met the learning outcomes. See Dr. Rick Zinser's letter of support in **Appendix C**.

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.)

N/A

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.

Graduates will meet the university-wide essential learning outcomes, which were adopted from the Association of American College and Universities (see MOA 16/06, **Appendix D**) and additional major specific outcomes:

1. Expand their understanding of human cultures and the physical/natural world
2. Enhance their intellectual and practical skills
3. Exercise personal and social responsibility
4. Exhibit integrative and applied learning
5. Identify career opportunities based on the uniqueness of their curriculum and experiences
6. Design and develop a career portfolio to pursue their initial career interests

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.

In addition to the retention assessment discussed in questions #2 and #6 and **Appendix A** in this proposal, the EHDJ degree is designed to address several of the CEHD strategic goals including:

- 1.3: Strengthen support for an increasingly diverse student population.
- 1.4: Increase program adaptation to changing external trends.
- 4.1: Strengthen recruiting, enrollment and retention.
- 5.5: Promote a more innovative and adaptive college culture.

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.

This proposal will have no effect on transfer articulations. All general education/essential studies articulations will apply to the EHDJ degree.

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given course and/or program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

## **Proposed Catalog Language**

### **Education and Human Development Major (EHDJ)**

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The Education and Human Development Major provides students who wish to graduate from the College of Education and Human Development (CEHD) the opportunity to pursue educational goals which cannot readily be accommodated in the majors offered in the CEHD academic departments. Students will work with the designated CEHD staff advisor to create a guided program of study that will then be approved by the faculty program coordinator.

Program requirements include:

- 1. all WMU General Education/Essential Studies and WMU degree requirements
- 2. at least one course with a practicum, field experience, or off-campus experiential learning component,
- 3. a minimum of 45 major credits articulated with a CEHD advisor and approved by the EHDJ faculty program coordinator,
- 4. at least 30 of the 45 major credits must be from CEHD departments, and
- 5. *WFED 3050: Career and Employability Skills*, a Proficiency 2 course, in which students will complete a capstone portfolio that includes evidence of meeting all EHDJ major learning outcomes.

The Education and Human Development Major does not require a minor. It cannot be declared as a second major and students who have completed an undergraduate degree will not be able to enroll in the Education and Human Development major as a second bachelor's degree. Education and Human Development major courses used in a first bachelor's degree can, however, be used to meet requirements for a second bachelor's degree that is started after the first bachelor's degree is awarded.

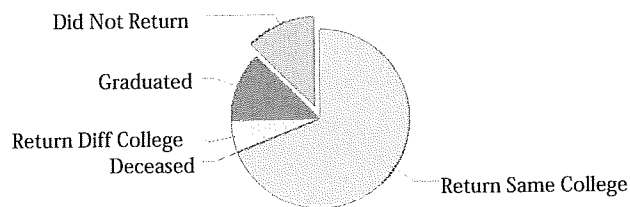
Any undergraduate student in the College of Education and Human Development who has completed at least 77 credits (or will complete 77 credits within the currently enrolled term) and has at least a 2.0 cumulative GPA is eligible to apply for the Education and Human Development Major. Students interested in this option should contact the CEHD Director of Advising to begin the planning process. Those applying to the major are expected to develop a written statement outlining how their educational goals align with the learning objectives for the major and how the proposed course of study accomplishes the goals.

# UNDERGRADUATE RETENTION SUMMARY

## Education & Human Development

### STUDENT STATUS SPRING 2016 TO FALL 2016 as of Mar 31, 2017

In comparing the number of undergraduate students registered as of census for Spring 2016 to those currently registered for Fall 2016, we see that 87% have either returned, graduated, or have applied for graduation, which means that 13% of our students have not returned.



### 13% of students did not return

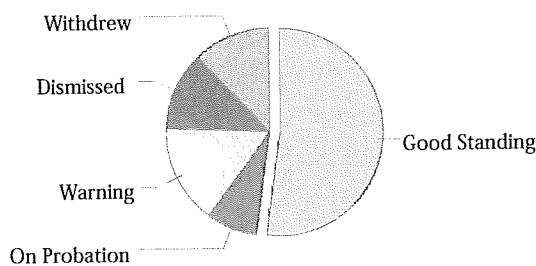
Student Status as of Spring 2017	Count	Percent of Total
Returned Same College	1,584	69%
Returned Different College	131	6%
Graduated	288	13%
Deceased	2	0%
Did Not Return	291	13%
<b>Total Registered as of Prior Census</b>	<b>2,296</b>	

### NUMBER OF STUDENTS WHO TRANSFERRED TO A DIFFERENT COLLEGE

College	Count	Percent of Total	College	Count	Percent of Total
Arts & Sciences	47	36%	Fine Arts	4	3%
Aviation	1	1%	Haworth College of Business	23	18%
Engineering & Applied Sciences	1	1%	Health & Human Services	23	18%
Extended University Programs	30	23%	Other	2	2%

### ACADEMIC STANDING OF NON-RETURNING STUDENTS

Looking at the 291 student who did not return, we see that 52% of the non-returning students were in good standing, 12% had withdrawn before the end of the original term, and the rest were either dismissed, in warning, or on probation.



Student Status as of Spring 2017	Count	Percent of Total	Reg Hold*
Good Standing	152	52%	30
On Probation	23	8%	15
Warning	45	15%	15
Dismissed	36	12%	13
Withdrawn	35	12%	21
<b>Total Did Not Return</b>	<b>291</b>		

### CLASS LEVEL OF NON-RETURNING DEGREE-SEEKING STUDENTS IN GOOD STANDING

Class	Count	Percent of Total	Reg Hold*	Class	Count	Percent of Total	Reg Hold*
Senior	78	51%	15	Sophomore	33	22%	7
Junior	32	21%	4	Freshman	8	5%	4

\* Reg Hold - student has a registration hold (excluding parking services) as of today

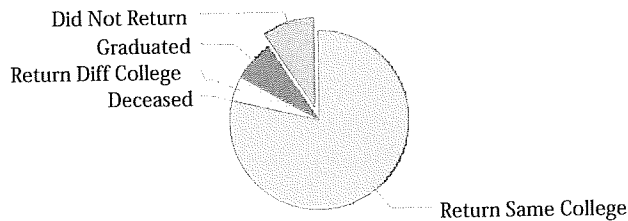


# UNDERGRADUATE RETENTION SUMMARY

## Education & Human Development

### STUDENT STATUS FALL 2016 TO SPRING 2017 as of Mar 31, 2017

In comparing the number of undergraduate students registered as of census for Fall 2016 to those currently registered for Spring 2017, we see that 90% have either returned, graduated, or have applied for graduation, which means that 10% of our students have not returned.



### 10% of students did not return

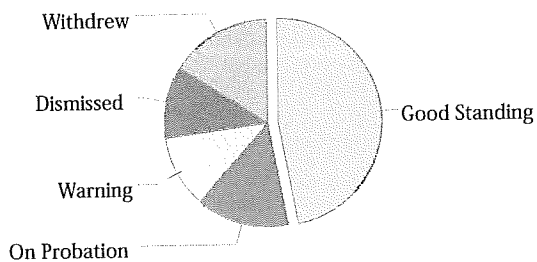
Student Status as of Spring 2017	Count	Percent of Total
Returned Same College	1,846	79%
Returned Different College	103	4%
Graduated	173	7%
Deceased	2	0%
Did Not Return	221	9%
<b>Total Registered as of Prior Census</b>	<b>2,345</b>	

### NUMBER OF STUDENTS WHO TRANSFERRED TO A DIFFERENT COLLEGE

College	Count	Percent of Total	College	Count	Percent of Total
Arts & Sciences	38	37%	Fine Arts	4	4%
Extended University Programs	19	18%	Haworth College of Business	24	23%
			Health & Human Services	11	11%
			Other	7	7%

### ACADEMIC STANDING OF NON-RETURNING STUDENTS

Looking at the 221 student who did not return, we see that 47% of the non-returning students were in good standing, 16% had withdrawn before the end of the original term, and the rest were either dismissed, in warning, or on probation.



Student Status as of Spring 2017	Count	Percent of Total	Reg Hold*
<u>Good Standing</u>	104	47%	31
<u>On Probation</u>	32	14%	14
<u>Warning</u>	25	11%	15
<u>Dismissed</u>	25	11%	13
<u>Withdrew</u>	35	16%	12
<b>Total Did Not Return</b>	<b>221</b>		

### CLASS LEVEL OF NON-RETURNING DEGREE-SEEKING STUDENTS IN GOOD STANDING

Class	Count	Percent of Total	Reg Hold*	Class	Count	Percent of Total	Reg Hold*
Senior	54	52%	18	Sophomore	15	14%	5
Junior	20	19%	2	Freshman	15	14%	6

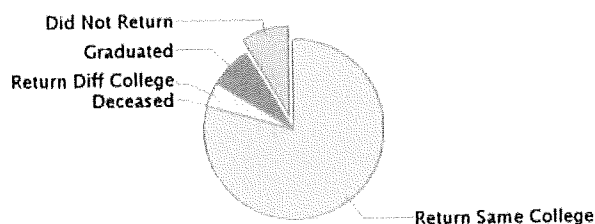
\* Reg Hold - student has a registration hold (excluding parking services) as of today

## UNDERGRADUATE RETENTION SUMMARY

### Education & Human Development

#### STUDENT STATUS FALL 2014 TO SPRING 2015 as of Aug 15, 2017

In comparing the number of undergraduate students registered as of census for Fall 2014 to those currently registered for Spring 2015, we see that 91% have either returned, graduated, or have applied for graduation, which means that 9% of our students have not returned.



#### 9% of students did not return

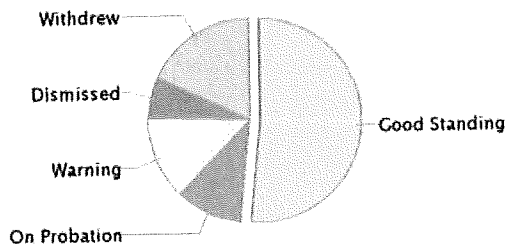
Student Status as of Spring 2017	Count	Percent of Total
Returned Same College	2,147	79%
Returned Different College	117	4%
Graduated	204	8%
Deceased	1	0%
Did Not Return	236	9%
<b>Total Registered as of Prior Census</b>	<b>2,705</b>	

#### NUMBER OF STUDENTS WHO TRANSFERRED TO A DIFFERENT COLLEGE

College	Count	Percent of Total	College	Count	Percent of Total
Arts & Sciences	43	37%	Fine Arts	4	3%
Extended University Programs	21	18%	Haworth College of Business	16	14%
			Health & Human Services	27	23%
			Other	6	5%

#### ACADEMIC STANDING OF NON-RETURNING STUDENTS

Looking at the 236 student who did not return, we see that 52% of the non-returning students were in good standing, 18% had withdrawn before the end of the original term, and the rest were either dismissed, in warning, or on probation.



Student Status as of Spring 2017	Count	Percent of Total	Reg Hold*
<u>Good Standing</u>	122	52%	28
<u>On Probation</u>	25	11%	13
<u>Warning</u>	31	13%	7
<u>Dismissed</u>	16	7%	4
<u>Withdrew</u>	42	18%	29
<b>Total Did Not Return</b>	<b>236</b>		

#### CLASS LEVEL OF NON-RETURNING DEGREE-SEEKING STUDENTS IN GOOD STANDING

Class	Count	Percent of Total	Reg Hold*	Class	Count	Percent of Total	Reg Hold*
Senior	56	46%	14	Sophomore	17	14%	3
Junior	29	24%	4	Freshman	20	16%	7

\* Reg Hold - student has a registration hold (excluding parking services) as of today

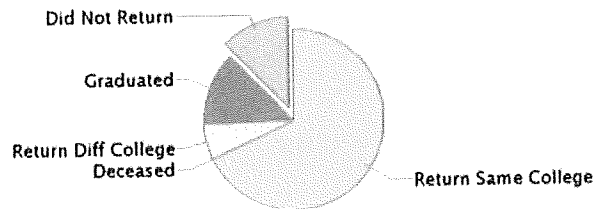


## UNDERGRADUATE RETENTION SUMMARY

### Education & Human Development

#### STUDENT STATUS SPRING 2015 TO FALL 2015 as of Aug 15, 2017

In comparing the number of undergraduate students registered as of census for Spring 2015 to those currently registered for Fall 2015, we see that 88% have either returned, graduated, or have applied for graduation, which means that 12% of our students have not returned.



#### 12% of students did not return

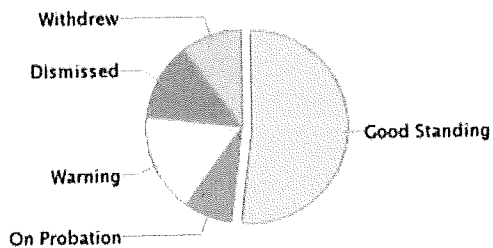
Student Status as of Spring 2017	Count	Percent of Total
Returned Same College	1,680	68%
Returned Different College	156	6%
Graduated	324	13%
Deceased	2	0%
Did Not Return	306	12%
<b>Total Registered as of Prior Census</b>	<b>2,468</b>	

#### NUMBER OF STUDENTS WHO TRANSFERRED TO A DIFFERENT COLLEGE

College	Count	Percent of Total	College	Count	Percent of Total
Arts & Sciences	57	37%	Fine Arts	5	3%
Aviation	1	1%	Haworth College of Business	25	16%
Engineering & Applied Sciences	2	1%	Health & Human Services	31	20%
Extended University Programs	29	19%	Other	6	4%

#### ACADEMIC STANDING OF NON-RETURNING STUDENTS

Looking at the 306 student who did not return, we see that 52% of the non-returning students were in good standing, 10% had withdrawn before the end of the original term, and the rest were either dismissed, in warning, or on probation.



Student Status as of Spring 2017	Count	Percent of Total	Reg Hold*
<u>Good Standing</u>	159	52%	32
<u>On Probation</u>	25	8%	8
<u>Warning</u>	51	17%	13
<u>Dismissed</u>	40	13%	17
<u>Withdrew</u>	31	10%	15
<b>Total Did Not Return</b>	<b>306</b>		

#### CLASS LEVEL OF NON-RETURNING DEGREE-SEEKING STUDENTS IN GOOD STANDING

Class	Count	Percent of Total	Reg Hold*	Class	Count	Percent of Total	Reg Hold*
Senior	84	53%	18	Sophomore	33	21%	9
Junior	36	23%	5	Freshman	6	4%	

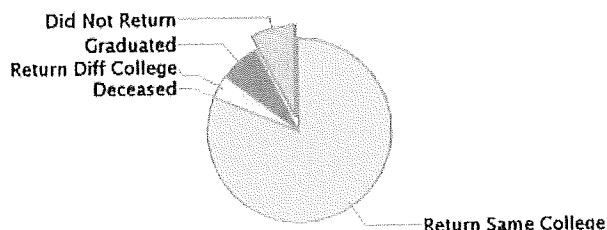
\* Reg Hold - student has a registration hold (excluding parking services) as of today

## UNDERGRADUATE RETENTION SUMMARY

### Education & Human Development

#### STUDENT STATUS FALL 2012 TO SPRING 2013 as of Aug 15, 2017

In comparing the number of undergraduate students registered as of census for Fall 2012 to those currently registered for Spring 2013, we see that 92% have either returned, graduated, or have applied for graduation, which means that 8% of our students have not returned.



#### 8% of students did not return

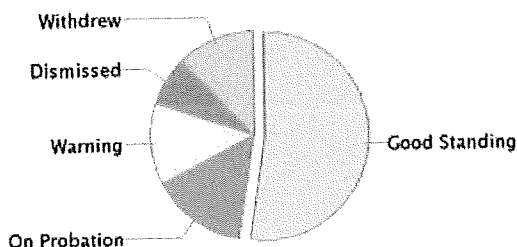
Student Status as of Spring 2017	Count	Percent of Total
Returned Same College	2,491	81%
Returned Different College	125	4%
Graduated	216	7%
Deceased	1	0%
Did Not Return	238	8%
<b>Total Registered as of Prior Census</b>	<b>3,071</b>	

#### NUMBER OF STUDENTS WHO TRANSFERRED TO A DIFFERENT COLLEGE

College	Count	Percent of Total	College	Count	Percent of Total
Arts & Sciences	52	42%	Fine Arts	8	6%
Engineering & Applied Sciences	3	2%	Haworth College of Business	27	22%
Extended University Programs	17	14%	Health & Human Services	14	11%
			Other	4	3%

#### ACADEMIC STANDING OF NON-RETURNING STUDENTS

Looking at the 238 student who did not return, we see that 53% of the non-returning students were in good standing, 12% had withdrawn before the end of the original term, and the rest were either dismissed, in warning, or on probation.



Student Status as of Spring 2017	Count	Percent of Total	Reg Hold*
<u>Good Standing</u>	125	53%	31
<u>On Probation</u>	36	15%	15
<u>Warning</u>	30	13%	13
<u>Dismissed</u>	18	8%	4
<u>Withdrawn</u>	29	12%	10
<b>Total Did Not Return</b>	<b>238</b>		

#### CLASS LEVEL OF NON-RETURNING DEGREE-SEEKING STUDENTS IN GOOD STANDING

Class	Count	Percent of Total	Reg Hold*	Class	Count	Percent of Total	Reg Hold*
Senior	63	50%	13	Sophomore	20	16%	6
Junior	25	20%	8	Freshman	17	14%	4

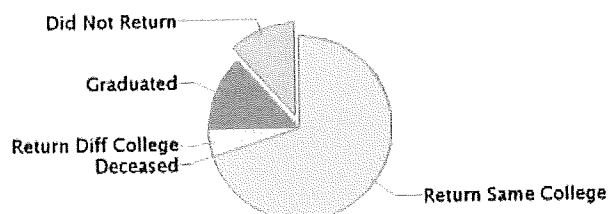
\* Reg Hold - student has a registration hold (excluding parking services) as of today

## UNDERGRADUATE RETENTION SUMMARY

### Education & Human Development

#### STUDENT STATUS SPRING 2013 TO FALL 2013 as of Aug 15, 2017

In comparing the number of undergraduate students registered as of census for Spring 2013 to those currently registered for Fall 2013, we see that 88% have either returned, graduated, or have applied for graduation, which means that 12% of our students have not returned.



#### 12% of students did not return

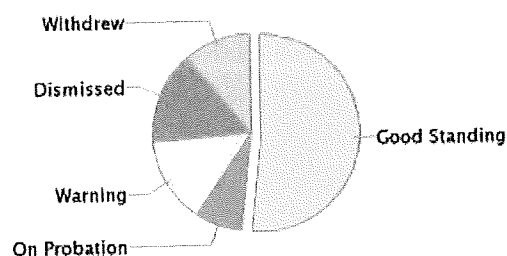
Student Status as of Spring 2017	Count	Percent of Total
Returned Same College	2,033	70%
Returned Different College	141	5%
Graduated	380	13%
Deceased	1	0%
Did Not Return	340	12%
<b>Total Registered as of Prior Census</b>	<b>2,895</b>	

#### NUMBER OF STUDENTS WHO TRANSFERRED TO A DIFFERENT COLLEGE

College	Count	Percent of Total	College	Count	Percent of Total
Arts & Sciences	58	41%	Fine Arts	8	6%
Extended University Programs	31	22%	Graduate College	1	1%
			Haworth College of Business	22	16%
			Health & Human Services	15	11%
			Other	6	4%

#### ACADEMIC STANDING OF NON-RETURNING STUDENTS

Looking at the 340 student who did not return, we see that 52% of the non-returning students were in good standing, 11% had withdrawn before the end of the original term, and the rest were either dismissed, in warning, or on probation.



Student Status as of Spring 2017	Count	Percent of Total	Reg Hold*
<u>Good Standing</u>	176	52%	35
<u>On Probation</u>	27	8%	11
<u>Warning</u>	48	14%	15
<u>Dismissed</u>	51	15%	24
<u>Withdrew</u>	38	11%	20
<b>Total Did Not Return</b>	<b>340</b>		

#### CLASS LEVEL OF NON-RETURNING DEGREE-SEEKING STUDENTS IN GOOD STANDING

Class	Count	Percent of Total	Reg Hold*	Class	Count	Percent of Total	Reg Hold*
Senior	81	46%	21	Sophomore	36	20%	7
Junior	44	25%	4	Freshman	15	9%	3

\* Reg Hold - student has a registration hold (excluding parking services) as of today

## Appendix B

# Western Michigan University

# Undergraduate Catalog 2017-18

## University Studies (EUP)

The University Studies program (formerly General University Studies) was established in 1973 to serve non-traditional students at Western Michigan University (WMU). The program is housed in Extended University Programs (EUP) and consists of two bachelor degree options. Both options result in either a B.A. or B.S. depending on the concentration of selected courses.

## Student Planned Curriculum

Student Planned Curriculum is designed for students at the beginning of their college career. This option lets students design a customized degree, based on specific needs and goals in two or more academic disciplines. Students identify courses and work closely with faculty advisors to create a plan that is endorsed by academic departments.

## University Studies

The University Studies degree completion program is designed primarily for students with 56 or more credit hours who want to finish their bachelor's degree. Students design their own curriculum and work closely with an academic advisor to integrate prior coursework and map out a specific plan to degree completion according to WMU requirements. The program can be completed both face-to-face and online, includes academic emphasis areas, and 15 credit hours of core competencies focused on leadership communication, global citizenship, health, science and a capstone course. Either a B.S. or a B.A. will be awarded depending upon the subject areas selected.

University Studies is considered a degree-completion program. As such, students will not be able to declare University Studies as a second major. Likewise, students who have completed an undergraduate degree will not be able to enroll in University Studies as a second bachelor's degree.

### ■ University Studies Major (URSJ)

Unmet conditions for this set of requirements: 58 credits are required.  
Your GPA is 0; a GPA of 2.0 is required  
Please contact Extended University Programs at (269) 387-4200 for details on this program.

- ☐ Human Form and Function
- ☐ Critical Thinking About Politics
- ☐ Choices in Global Living
- ☐ Baccalaureate Level Writing
- ☐ Please see University Studies advisor for requirements

Still Needed: 4 Credits in BIOS 1980

Still Needed: 1 Class in PSCI 1050

Still Needed: 1 Class in HOL 2000

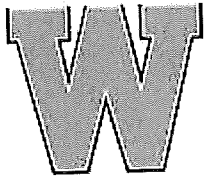
Still Needed: 1 Class in COM 3350\* or HSV 4780\*

Still Needed: 45 to 48 Credits in MAJORREQ @

## Appendix C

**From:** Richard W Zinser  
**Sent:** Thursday, August 17, 2017 7:56 AM  
**To:** Ming Li; Christopher C Cheatham  
**Cc:** Laura R Ciccantelli; Robert A Manley  
**Subject:** New EHD major

Dear Ming, Chris,  
I am writing to support the implementation of the major in Education and Human Development, which includes one of the courses in the FCS department, WFED 3050, as students' capstone course. I also support having Dr. Adam Manley in this department serve as the program coordinator to approve advising forms and other such tasks. Thank you.  
RZ



**Dr. Richard Zinser**  
Professor and Chair  
Department of Family and Consumer Sciences  
Western Michigan University  
PHONE: (269) 387-3713 OFFICE: 3324 N. Kohrman Hall  
EMAIL: richard.zinser@wmich.edu

# WESTERN MICHIGAN UNIVERSITY



Department of Human Performance and Health Education  
College of Human Development and Education

Sept. 14, 2017

To: Whom May Concern

I am writing to support the curriculum proposal to develop the new "Education and Human Development" undergraduate degree program.

The proposed major will provide a good path for CEHD students who find, near the end of their college careers, that they cannot complete their current major. It will retain CEHD juniors and seniors who leave WMU without a degree. It will not effect on other colleges, departments, or programs. HPHE support this new degree program. Please let me know if you have any questions.

Thank you,

A handwritten signature in black ink, appearing to read "Yuanlong Liu".

Yuanlong Liu, PhD  
Chair

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**Subject:**

Letter of Support - SPLS and TLES

**From:** Regena F Nelson

**Sent:** Thursday, September 14, 2017 5:08 PM

**To:** Christopher C Cheatham <[chris.cheatham@wmich.edu](mailto:chris.cheatham@wmich.edu)>

**Subject:** Letter of Support - SPLS and TLES

Dear CEHD Curriculum Committee:

I support the proposed EHD major for undergraduates in CEHD. This major provides a pathway for students to stay in their field of interest if they decide they do not want to be a classroom teacher. TLES and SPLS faculty believe it is important to provide a marketable degree option that will allow students to apply and build on what they have learned in ED and SPED courses. Please feel free to contact me if you have any questions or need more information.

Sincerely,

Regena F. Nelson, Ph.D.

Professor and Chair,

Department of Teaching, Learning and Educational Studies

Interim Chair, Department of Special Education and Literacy Studies

Western Michigan University

269-387-3437



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**From:** Chris Robinson  
**Sent:** Tuesday, September 19, 2017 1:40 PM  
**To:** Christopher C Cheatham  
**Subject:** New EHDJ Major

Hi Chris,

I am writing this email in support of the new major proposed to start fall 2018: Education and Human Development major (EHDJ).

Through my experience as an academic advisor and now as an advising administrator, I have seen the need for this major for students who are unable to complete their program – students who do not complete for a myriad of reasons. This major will provide those students with a positive solution that allows them to graduate with a degree from our College, rather than either dropping or stopping out, or switching to another College.

The curriculum proposal gives attrition data that backs up and confirms what I have experienced with students. There is no need for me to repeat that information here. Rather, I am emailing to state that CEHD Advising fully supports this new major. Our office has the resources in terms of advising personnel to support this new major.

I have been on the committee that created the curriculum proposal. The structure of the major makes sense from an advising perspective in terms of how it will be collaboratively constructed, supported and monitored for each student, through a partnership between the student, advising and departmental faculty.

In summary, I feel confident in the value the degree will add to CEHD and WMU. It will help us retain a significant number of students to WMU, and also within CEHD. As President Montgomery stated during his inauguration this past Tuesday, and as was reiterated by Dr. Li, "...a key element [of our job] is ensuring that more students graduate in a timely fashion with less debt so they may go onto successful careers and lives." This major will help accomplish that goal.

Best,

Chris Robinson, Director  
Undergraduate Admissions and Advising | College of Education and Human Development (CEHD)  
Western Michigan University | 1903 W. Michigan Ave. | 2421 Sangren Hall  
Kalamazoo, MI 49008-5229  
phone: 269-387-3474 | fax: 269-387-3404  
[wmich.edu/education/advising](http://wmich.edu/education/advising)

Achiever | Futuristic | Learner | Restorative | Connectedness

**Official Memorandum of Action – MOA-16/06**  
**General Education Revision**

**Name of Council/Committee:**  
Ad Hoc General Education Committee

**Meeting Date:**  
8 February 2016

**Implementation Date:**  
Upon Administrative Approval

**RECOMENDATION:**

The Ad Hoc General Education Committee recommends that the Faculty Senate officially recognize the need to revise and refocus WMU's current general education curriculum and initiate this revision with the following priorities. (see attached)

*Daniel Jacobson*

12 February 2016  
Date

*Daniel Jacobson or Bruce Ferrin, Co-Chair, Ad Hoc General Education Committee*

☒ Approve  
Comments:

☐ Disapprove

☐ Return to council/committee

*Approved, as amended, by the Faculty Senate  
on 7 April 2016*

*C. Dennis Simpson*

3 March 2016  
Date

*C. Dennis Simpson, Faculty Senate President*

☒ Approve  
Comments:

☐ Disapprove

☐ Other action

*Timothy J. Greene*

9/9/16  
Date

*Timothy J. Greene, Provost and Vice President for Academic Affairs*

☒ Approve  
Comments:

☐ Disapprove

☐ Other action

*John M. Dunn*

9/12/2016  
Date

*John M. Dunn, WMU President*

## Official Memorandum of Action – MOA-16/06

### General Education Revision

#### **RATIONALE:**

WMU's current general education curriculum does not have a purpose that is clear or meaningful to our students and even some faculty; therefore, it cannot fully serve our students' needs, maximize the strengths of the faculty and university, or function as the unifying fabric of a WMU undergraduate education. Western's general education curriculum should be revised to align as closely as possible with the university's documented mission, vision and Strategic Plan — in particular, by making it more "Learner-Centered." To accomplish this, and to embrace best practices for student learning (as current research and several innovative general education models show), the curriculum must balance essential student learning outcomes with content delivery.

WMU's current mission, vision and Strategic Plan, were adopted in March 2016, but WMU's existing model with its cafeteria-style structure of Distribution Areas and Proficiencies is nearly 30 years old, and is based on curriculum design concepts that are over 100 years old. A WMU education must prepare students for the present and the future.

The essential learning outcomes the Ad Hoc Committee recommends are fully aligned with AAC&U's L.E.A.P. initiative (*Liberal Education and America's Promise*). Universities in 12 states (Michigan, California, Texas, Massachusetts, Indiana, Wisconsin, North Dakota, Oregon, Washington, Virginia, Utah, Kentucky) have endorsed LEAP, and are leading the way in the reform and modernization of general education curricula. Institutions such as Grand Valley State University and University of North Dakota – Grand Forks (a WMU peer institution) have already implemented innovative and successful 21st-century general education revisions based on these LEAP principles; Michigan State has adopted LEAP outcomes and is in the midst of implementing them. The new general education curricula at these institutions focus on (1) developing meaningful curricular paths for students, (2) incorporating clear learning outcomes across the curriculum, and (3) employing valid assessment methods that allow students to demonstrate what they can do and what they know. These are the goals of general education reform at WMU.

#### **RECOMMENDATION:**

In order to give the general education curriculum a clear and meaningful purpose that aligns with WMU's vision, mission and Strategic Plan, the Faculty Senate should

1. Endorse a learner-centered approach to general education that balances learning of essential skills and content while prioritizing student learning outcomes that prepare our students to succeed in an ever-changing 21st-century world.
2. Adopt the following university-wide set of essential learning outcomes that can be traced across the curriculum:

#### **WMU Essential Student Learning Outcomes**

Through learner-centered approaches, the WMU General Education program will enable students to:

- a. Expand their understanding of human cultures and the physical/natural world
  - Increase their foundational knowledge of the sciences, social sciences, humanities and the arts
  - Apply different methods of intellectual inquiry, investigation and discovery
  - Develop awareness of how everyday actions affect quality of life for all
- b. Enhance intellectual and practical skills
  - Demonstrate effective and appropriate oral, written and digital communication abilities
  - Develop creative and critical thinking
  - Demonstrate and apply information literacy and scientific literacy
  - Analyze and interpret quantitative data
- c. Exercise personal and social responsibility

- Develop understanding and practices for personal wellness
  - Practice sensitivity to diversity and inclusion
  - Exercise civic responsibility and become engaged in their communities at the local level and beyond
  - Develop global awareness
  - Gain familiarity with a language other than English
  - Develop practices for planetary sustainability
- d. Exhibit integrative and applied learning
- Apply ethical, critical, and informed thought within and across disciplines
  - Work both independently and in collaboration with others to achieve goals
  - Become lifelong learners
3. Adopt a curriculum structure that supports essential learning outcomes, and that simplifies and refines the menu-driven structure of the existing general education curriculum. The new structure should merge proficiencies with content knowledge by scaffolding intellectual and practical skills across disciplines and curricula:
- Build foundations;
  - Integrate and apply them through additional content courses — some of which will address "big questions" and real-world problems;
  - Use these learning outcomes as a means to enhance and support students' successful work in their chosen major(s) and/or minor(s), culminating with a capstone;
  - Make appropriate connections with relevant programs such as the First-Year Experience, Broncos First, and the WMU Signature initiative.
4. Ensure the ongoing assessment of essential learning outcomes across the undergraduate curriculum for the benefit of our students, and to remedy the concerns raised by the Higher Learning Commission.
5. Appoint an ad hoc committee with a minimum of two charges: a) to create (an) alternative model(s) of a revised general education curriculum based on the recommendations outlined in this MOA; and b) to engage the university community in the naming of the new general education curriculum.