

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS **PROPOSED EFFECTIVE SEMESTER:** Fall 2018 **COLLEGE:** CEHD #808

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:** Accelerated Graduate Degree Program

Title of degree, curriculum, major, minor, concentration, or certificate: MA in Workforce Education and Development

Existing course prefix and #: **Proposed course prefix and #:** **Credit hours:** 30

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 Richard Zinder

REVISED

Date 9-27-17

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.

Establish an Accelerated Graduate Degree Program (AGDP) for the Master of Arts in Workforce Education and Development (WFED) for students in the undergraduate WFED program.

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

The accelerated graduate degree would allow WMU students majoring in WFED with an overall GPA of 3.0, a GPA of 3.5 in the major, and senior standing to take up to 12 credit hours of 5000- and 6000-level courses which would count for both the undergraduate major and the Master of Arts (MA) in WFED. Double-counting up to 12 credit hours may provide an incentive for students to enroll in the program and make completing a graduate degree more financially possible for WMU 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.

The effect on other programs, departments, or colleges should be minimal. Students from other departments will still have access to WFED undergraduate and graduate courses. Current MA in WFED graduate students may include transfer or graduate courses from another WMU academic department in their permanent program of study if the courses support students' long-term career goal; AGDP students will be able to do the same.

This proposed AGDP does not duplicate another program; it facilitates WMU students' progression into a graduate degree.

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

The AGDP may result in an increase in the number of students seeking an MA in WFED. Currently undergraduate WFED majors are required to take four 5000-level WFED courses as part of their Bachelor's degree. The four courses are:

WFED 5100 Special Populations in WFED;
WFED 5120 Principles of WFED;
WFED 5130 Teaching Methods in WFED;
WFED 5240 Curriculum Development in WFED.

They may also take:

WFED 5150 Grant Writing in WFED
WFED 5430 Work-site Based Education Programs

Or

WFED 6120 Studies in Technology
WFED 6160 Occupational Selection and Training
WFED 6430 Measurement and Evaluation in WFED
WFED 6450 Organization of Employment/Training Systems

The AGDP would allow qualifying students to apply up to 12 credit hours of these courses to the MA in WFED.

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.

The four 5000-level WFED courses are considered "core courses" for the WFED teacher preparation program and are offered every fall and spring semesters; they are also offered online once every other year and occasionally during the summer. The other 5000- and 6000-level courses are offered regularly—most of them once per year. This schedule will not change and will not be affected by the AGDP. Therefore, there will be no impact on current students, but the new program will make it easier for students to be admitted to, and complete, their MA.

- 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?**

Prospective AGDP students will be WMU students majoring in WFED. The AGDP may be an incentive for community college students looking to transfer to a university to complete their bachelor's degree. Conversations with undergraduate students who are interested in pursuing a graduate degree suggest that cost and the time for required for completion are factors in their decision. The AGDP would make a graduate degree more financially possible and require significantly less time. We expect 1 to 3 additional students per year initially.

- 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 AGDP should have minimal effect on resources (e.g., equipment, space, technology, and library). We have space available in the 5000- and 6000-level courses to accommodate a few additional students. The AGDP will require undergraduate and graduate advisors to spend a bit more time explaining and assisting students with the AGDP application and advising those who are accepted into the program; however, the overall increase in advising hours should not be onerous.

- 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.**

- Expand their expertise in workforce education leadership and program administration
- Acquire advanced curriculum and instructional competencies in career-related training programs, school-to-work initiatives, student leadership development, and special populations.
- Demonstrate an understanding and knowledge of students and adult learners including, but not limited to an appreciation of education for all students, using a systematic assessment process for understanding student needs, understanding the particular needs of individual students and the changing nature of the labor market and workplace.
- Reflect on contemporary legislation, national trends and critical issues that affect state and national workforce development.
- Enhance understanding of student career decision-making and employable skills (including, but not limited to helping student with career decision-making, developing employable skills and understanding workplace culture and expectations).
- Enhance skills necessary to work with families and community partnerships in an effort to advance education for all students and adult learners.

- 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.**

This proposal is in response to formal and informal assessment activities. The 2015 Academic Program Review and Planning process showed that the number of WFED applications and admissions have fluctuated between 2010 and 2015 but with a slight downward trend. To increase enrollment, one of the strategies we have implemented is working more closely with community colleges to attract new students, and we believe that offering 12 credits toward a masters will be an incentive to transfer to WMU. While certainly not the only reason, according to prospective students who talk with the graduate advisor, cost does enter into their decision whether to pursue a graduate degree. Our goal is to make a graduate degree more financially feasible for students.

- 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.**

NA

Current (2016-17) Catalog Copy

Master of Arts in Career and Technical Education {changed to Workforce Education and Development 2017-18}

Advisor: R. Adam Manley

Room 3603, Kohrman Hall

This 30 hour degree program includes course work that will strengthen students' abilities to teach in career and technical education and to assist in developing and implementing new programs or curricula. The program is flexible to provide advanced techniques for teachers and career preparation for administrators, supervisors, counselors, coordinators, and for any other specialized positions in the career and technical education areas of marketing education, business education, family and consumer sciences, and technology education.

The Master of Arts in Career and Technical Education is designed for bachelor's graduates in marketing education, business education, family and consumer sciences, industrial arts, industrial education, or career and technical education, plus professional preparation in teacher education, including directed or supervised student teaching.

Program Requirements

Complete at least thirty graduate credit hours, selected in consultation with a program advisor. The program of study will consist of 3-6 hours of professional education courses, 15-18 hours of core courses, and 3-12 hours of electives.

Add the Following to the Catalog Copy

Master of Arts in Workforce Education and Development (Accelerated)

The Accelerated Graduate Degree Program (AGDP) in Workforce Education and Development (WFED) allows qualifying students to begin accumulating credits toward completion of a Master of Arts degree in WFED while still enrolled as undergraduates in the WFED major. Undergraduate students admitted to the AGDP, with senior standing, may take up to 12 credit hours of designated 5000-level courses for graduate credit. These designated courses may be used in completion of both the bachelor's degree and the master's degree.

The 30 hour program of study is identical to the MA described above. Students will pay undergraduate tuition for designated AGDP 5000-level courses as undergraduates, and the courses will be included in the flat tuition rate. On completion of the undergraduate degree, the student will be re-classified as a graduate student and then will pay graduate tuition rates for additional courses leading to the MA. Students who previously have received their baccalaureate degrees will be ineligible to apply for this program and retroactively claim credits toward the M.A. degree.

Admission criteria

1. Students must have a declared major in **Business Education, FCS Education, or Industrial-Technical Education (vocational and non-vocational)**, and have a minimum accumulated grade point average (GPA) of 3.0 (based on at least 45 earned credit hours, 15 of which shall be earned at Western Michigan University) and 3.5 GPA in the major (based on at least 12 earned credit hours).
2. The student completes the online graduate application (<http://www.wmich.edu/apply>) and within the application selects the application type "Accelerated degree seeking - only available to current WMU undergraduate student."
3. International students must clarify their visa status with the Office of International Student and Scholar Services before submitting an application for AGDP.

Admission procedure

1. As early as possible in the academic junior year, the student contacts the graduate program advisor to discuss this AGDP option and review the requirements, timelines, and application procedures.
2. The student completes the online graduate application.

3. Upon acceptance into the AGDP, the student meets together with the graduate program advisor and an undergraduate academic advisor to prepare an appropriate program of study that meets the requirements for the undergraduate and graduate degrees.
4. The AGDP Course Approval Form that lists the graduate courses to be counted in both degrees will be sent to the student and to the registrar. A copy of this form will also be included in the student's graduate file.

Requirements for continuing eligibility and graduation

1. Students must complete the requirements for the M.A. degree within 24 months from the completion of the bachelor's degree. Students unable to meet this requirement must apply for an extension with the director of graduate studies in the Department of Family and Consumer Sciences.
2. In order to progress automatically into the graduate program, students must achieve a grade of "B" or better in each of the graduate courses being counted for the undergraduate degree, as well as maintain a 3.0 GPA overall and a 3.5 GPA in their major. Students will be admitted as graduate students (with the relevant graduate credit) in the next semester or session after receiving the bachelor's degree. Students who do not meet these requirements will have the earned grade applied to their undergraduate degree only and must apply for readmission into the graduate program.
3. Students in the AGDP must follow the program of study developed with the graduate director and the undergraduate advisor. Failure to follow this program of study may result in ineligibility for the AGDP.
4. Both undergraduate and graduate transcripts will show that the student completed the Accelerated Graduate Degree Program.

Withdrawal

A student may withdraw from an approved AGDP at any time by informing the director of the undergraduate program and the graduate advisor in writing. A copy of this withdrawal statement will be forwarded to the Graduate College and the Registrar's Office.

Designated Accelerated Degree Program Eligible Workforce Education and Development Courses (3 credit hours):

WFED 5100 Special Populations in WFED
WFED 5120 Principles of WFED
WFED 5130 Teaching Methods in WFED
WFED 5240 Curriculum Development in WFED
WFED 5150 Grant Writing in WFED
WFED 5430 Work-site Based Education Programs
WFED 6120 Studies in Technology
WFED 6160 Occupational Selection and Training
WFED 6430 Measurement and Evaluation in WFED
WFED 6450 Organization of Employment/Training Systems