

**REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS**

DEPARTMENT: FCS      PROPOSED EFFECTIVE SEMESTER: Fall 2016      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:

Existing course prefix and #: CTE 3050 Proposed course prefix and #:

Credit hours: 3

Existing course title: Career and Employability Skills

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:

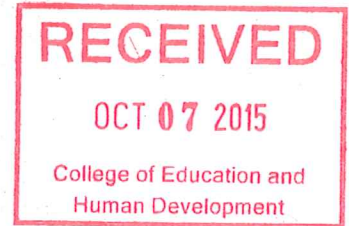
Is there a minimum grade for the prerequisites or corequisites?

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

**Major/minor or classification restrictions: Include: TNSJ, TVSJ, SUSJ, SGSJ, FCSJ, OEJ**

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 Gary H. [Signature] Date 10/6/15

Chair, College Curriculum Committee [Signature] Date 10-27-15

Dean Mark K. Vetter Date: 11-1-15 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 restrict enrollment in CTE 3050 to students who have been admitted to the professional level of a Career and Technical Education major.

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

Update the requirements for teacher preparation programs in Career and Technical Education to be consistent with other programs in the college. These changes are requested by CEHD Advising.

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.

None

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

The change is intended to control student access to upper level courses in these programs and comply with CEHD procedures.

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 change will insure that students are qualified to proceed to the upper level as required by CEHD (occasionally a student would enroll in an upper level course before completing all the requirements). It will affect students' schedule only in the sequence of courses taken.

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 change will not affect the market demand for the programs. Estimated enrollment in this course is 15-20 students per semester.

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.)

None

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.

Not applicable

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

## **Current Catalog Copy (2015)**

### **CTE 3050 - Career and Employability Skills**

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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

## **Proposed Catalog Copy (2016)**

### **CTE 3050 - Career and Employability Skills**

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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:** students who have been admitted to the professional level of a Career and Technical Education major