

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
- X 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 5130 Proposed course prefix and #: Credit hours: 3

Existing course title: ~~Student Assessment and Management~~

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: TNSJ, TVSJ, SUSJ, SGSJ, FCSJ, OEUJ

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 A. [Signature]

Date 10/6/15

Chair, College Curriculum Committee

Carl [Signature]

Date 10-27-15

Dean *Mark K. [Signature]* 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 5130 to students who have been admitted to the professional level of a Career and Technical Education major or graduate students.

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 5130 - Teaching Methods In CTE

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.

Credits: 3 hours

Proposed Catalog Copy (2016)

CTE 5130 - Teaching Methods In CTE

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.

Credits: 3 hours

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