

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: FCS

COLLEGE: CEHD

PROPOSED EFFECTIVE FALL YEAR: Fall 2021

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- | | | |
|---|---|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input checked="" type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |
| <input type="checkbox"/> Other (explain**) ** Other: | | |

Title of degree, curriculum, major, minor, concentration, or certificate: Occupational Educational Studies Major (OEJ/PROE)

Chair, Department Curriculum Committee: Mary Beth Janssen

Date 10/15/2020

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☐ For new programs and other changes that have resource implications, the dean has been consulted.
- ☐ When appropriate, letters of support from department faculty are attached.
- ☐ When appropriate, letters of support from other departments in the same college are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☐ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: Susan F. Ayers

Date 10.15.20

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:	Date
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FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

1. Explain briefly and clearly the proposed improvement:

We propose to

- A. Remove the minor requirement.
- B. Replace the ED 2500: Human Development: Applications in Education or FCS 2140: Child Development options with an option for FCS 1030: Lifespan Development or FCS 2150: Adolescent Development
- C. Update the catalog language to be consistent with the other WFED teacher education programs.

2. Rationale. Give your reason(s) for the proposed improvement.

A. Rationale for removing the minor requirement:

- 1. The Michigan Department of Education (MDE) changed teacher certification rules so that candidates are no longer required to complete coursework in two certification areas. A minor area is no longer required by MDE.
- 2. Secondary Education has moved to a graduate initial certification program and the undergraduate teacher certification minors have been deleted. Consequently, there are no teachable minors available for candidates.
- 3. This major is large (66 credits plus WES) and all candidates will enter WMU with an associate's degree from a community college. A minor will unnecessarily increase time and cost of the degree.

B. Rationale for changing the human development classes.

FCS 1030: Lifespan Development and FCS 2150: Adolescent Development better cover the age range of the students in grades 6-12 that our graduates will be teaching.

C. The catalog language needs to be updated to be consistent with the other WFED teacher education programs.

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.

There should not be any effect on other colleges, departments, or programs because the College of Arts and Sciences, where the previously required minors were housed, has already deleted those minors.

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

Both FCS 1030 and 2150 are taught in the same department as this major. This change will only add a maximum of 1 student to either class during an academic year. In Fall 2020, OES does not have any enrolled students and it is traditionally a very small program. Per Dr. Suzan Ayers' support letter, the courses can easily absorb these students.

5. Alignment with college's and department's strategic plan, mission, and vision.

These changes align with the college's mission to be the premier choice for diverse learners and to allow teacher candidates to complete their programs within 122 credits by aligning the program with current MDE rules and WMU curricula.

6. 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.

There are currently no enrolled students, but CEHD Advising reports that there are several community college students preparing to enter OES at WMU within the next year. These changes will facilitate their degree completion because the removal of the minor requirement will decrease their cost for and time to degree. Completion of an ED 2500 or FCS 2140 equivalent will be honored for these students.

- 7. 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?**

This change will reduce the time and cost to program completion, thereby making the major more appealing to potential CTE teachers, especially those with associate's degrees in technical fields. Michigan and the nation are experiencing a teacher shortage which appears to be worsening as a result of the pandemic. Teachers are and will continue to be in demand in all fields. Streamlining this program benefits WMU candidates, K-12 students, and hiring districts by providing well prepared teachers to fill vacancies as quickly as possible.

- 8. 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 libraries 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? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)**

Removing the minor, changing the human development courses, and revising the catalog copy should have no effect on resources.

- 9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.**

The learning outcomes for the revised major have not changed.

- 10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.**

The change is necessitated by changes to MDE requirements and WMU secondary education program changes.

- 11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. 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 change to transfer articulations or transfer credit.

- 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 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.**

See attached.

Occupational Education Studies

Geraldine Schma, Advisor

This Bachelor of Science program is designed for those who wish to become a certified teacher in a technical/occupational subject area. The program leads to a state of Michigan Secondary Provisional Certificate with a vocational endorsement. The program appeals to individuals desiring to teach technical/occupational subjects in comprehensive high schools, trade academies, area career and technical centers. The Office of Teacher Certification within the College of Education and Human Development processes all recommendations for certification and advises students seeking additional teaching endorsements.

Admission Requirements

In addition to the regular University admission requirements, applicants to this program must also meet the following prerequisites required for all degree candidates recommended for teaching certification by the College of Education and Human Development at the time of application:

1. Complete ED 2500 Human Development: Applications in Education or an approved course with a grade of “C” or better;
2. possess a cumulative grade point average of 2.5 or higher; and,
3. achieve passing scores of the Michigan Test for Teacher Certification (MTTC)-Basic Skills Test.

When admission has been granted, the Office of Admissions and Advising will prepare a credit evaluation which will enable the advisor to prepare a program outline prior to the first registration.

Program Requirements For Occupational Education Studies

1. Complete a teachable major:

A minimum of 30 hours in a teachable technical/occupational program of study, which is approved by the Michigan Department of Education for the OES program and completed at one of the collaborating Michigan community colleges. If an approved program of study was not followed at a Michigan community college, the passing scores of the Michigan Occupational Competency Assessment Center (MOCAC) must be submitted.

2. Complete a teachable minor:

A minimum of 20 hours in a teaching minor sequence for Secondary Education Curriculum approved in consultation with a university advisor.

3. Complete work experience:

A minimum of 4,000 hours of recent and relevant work experience required in the teachable major.

4. Complete the following 21 hours of Professional Education Courses:

- [WFED 3050 - Career and Employability Skills](#) **Credits:** 3 hours
- [WFED 3480 - Student Assessment and Management](#) **Credits:** 3 hours
- [WFED 5100 - Special Populations in Workforce Education and Development](#) **Credits:** 3 hours
- [WFED 5120 - Principles of Workforce Education and Development](#) **Credits:** 3 hours
- [WFED 5130 - Teaching Methods in Workforce Education and Development](#) **Credits:** 3 hours
- [WFED 5420 - Curriculum Development in Workforce Education and Development](#) **Credits:** 3 hours
- [LS 3050 - K-12 Content Area Literacy](#) **Credits:** 3 hours

5. Complete the following 12 hours internship and seminar courses:

- [WFED 4100 - Seminar in Education](#) **Credits:** 2 hours
- [WFED 4750 - Intern Teaching in Workforce Education and Development](#) **Credits:** 10 hours

Occupational Education Studies (66 credits)

This Bachelor of Science program is designed for those who wish to become a certified teacher in a technical/occupational subject area (CIP Code). Students who complete the program can be eligible for a state of Michigan Standard CTE Certificate. The program appeals to individuals desiring to teach technical/occupational subjects in comprehensive high schools, trade academies, or area career and technical centers. No minor is required.

Program Requirements For Occupational Education Studies

1. Complete a teachable major:

A minimum of 30 hours in a Michigan Department of Education approved teachable technical/occupational program of study (CIP Code) completed as part of an associate's degree at one of the collaborating Michigan community colleges will be the teachable major. If an approved program of study was not completed at a Michigan community college, the passing scores of the Michigan Occupational Competency Assessment Center (MOCAC) must be submitted.

2. Complete work experience:

A minimum of 4,000 hours of recent and relevant work experience as defined by the Michigan Department of Education in the teachable major CIP code are required.

3. Complete the following 24 hours of Professional Education Courses:

- [WFED 3050 - Career and Employability Skills](#) Credits: 3 hours
 - [WFED 3480 - Student Assessment and Management](#) Credits: 3 hours
 - [WFED 5100 - Special Populations in Workforce Education and Development](#) Credits: 3 hours
 - [WFED 5120 - Principles of Workforce Education and Development](#) Credits: 3 hours
 - [WFED 5130 - Teaching Methods in Workforce Education and Development](#) Credits: 3 hours
 - [WFED 5420 - Curriculum Development in Workforce Education and Development](#) Credits: 3 hours
 - [LS 3050 - K-12 Content Area Literacy](#) Credits: 3 hours
- Either
- FCS 1030 - Lifespan Development Credits: 3 hours
- or
- FCS 2150 - Adolescent Development Credits: 3 hours

4. Complete the following 12 hours internship and seminar courses:

- [WFED 4100 - Seminar in Education](#) Credits: 2 hours
- [WFED 4750 - Intern Teaching in Workforce Education and Development](#) Credits: 10 hours

5. Minor

No Minor required