

Date of request: 13-OCT-2020

Request ID: E-2020-FCS-113

College: E

Department: FCS

Initiator name: Robert Manley

Initiator email: adam.manley@wmich.edu

Proposed effective term: 202140

Does course need General Education approval?: Y

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

WES Change Course WFED 3050

Specific Course Change type selected: WMU Essential Studies - Level 2: Exploration and Discovery

1. Existing course prefix and number:

WFED 3050

2. Level 2: Exploration and Discovery

Indicate which course category the course should be placed in:

Societies and Cultures

3. Indicate which ONE additional required student learning outcome the course will assess: (may NOT select category required outcome listed above) Societies and Cultures was selected above Click Here and move to the next question

4. Indicate the first of TWO required student learning outcomes the course will assess:

Demonstrate effective and appropriate written communication abilities

5. Indicate the second of TWO required student learning outcomes the course will assess:

Demonstrate effective and appropriate oral and digital communication abilities

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

Yes

D. Explain briefly and clearly the proposed improvement.

This proposal is to change WFED 3050 to a Level 2:Exploration and Discovery WMU Essential Studies course in the Society and Cultures category.

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

WFED 3050 - Career and Employability Skills is a course that requires students to examine and practice the transferable work skills needed to be a successful employee in today's global workforce. Students in the course are asked to explore and discover essential 'soft skills' including written, oral, and digital communication skills. Included in that section of the course is a discussion on the impact effective vs. poor communication can have across various work and professional settings.

F. List the student 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.

1. Understand and value of Career & Employability Skills.
2. Understand and develop expertise in the steps of the job search process and workplace skills.
3. Synthesize and create oral and digital information using a variety of modalities appropriate to the professional situation/context.
4. Prepare a professional résumé and cover letter.
5. Assemble and evaluate a professional portfolio.
6. Prepare for a job interview.
7. Develop expertise in designing presentation plans for applying the skills to students' individual WFED areas.
8. Develop student writing ability to meet WMU's Essential Studies Level 2 requirement established by the university.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is in response to the University's addition of WMU's Essential Studies courses to WMU's course offerings. WFED 3050 has long been a course that is used in the Workforce Education's undergraduate teacher education courses. Additionally, it was recently added as required course for the College of Education's program completion major - Education and Human Development - EDHJ

H. 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.

WFED 3050 is already a course required within EDHD majors (Business Education, Industrial Technology, FCS Teacher Education, and Education and Human Development). This change would make it an additional essential studies course option which may have a minimal impact on the enrollment of other essential studies courses.

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

This course change would add another essential studies course to the FCS department course offerings. The course has already been on the books for over a decade. Therefore, the impact to the department would be minimal. Possibly slightly higher enrollment in the course but there is capacity for more students.

J. 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.

This proposal will allow students that are required to take the course within our majors to also meet the Level 2 Essential Studies requirement. Therefore, this change would make it easier for students to complete their program requirements.

K. 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?

Since being added to the College's Education and Human Development major, enrollments have been around 15 to 20 students. Estimated enrollments are expected to remain the same, but there is capacity for 28 students in each section. Also, the WFED program only runs the course in the Fall and Summer I semesters. Any major growth could allow for a Spring section to run.

L. 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 change would alleviate some pressure for the advisors of WFED and EDHJ students as it would allow the course to count as a Level 2 Essential Studies course.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (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. The course has maintained the same course outcomes for many years now. Therefore, the change to offering this course as an Essential Studies course would not affect transfer articulation.

O. Current catalog copy:

WFED 3050 - Career and Employability Skills Intensive investigation of career and employability skills in Workforce Education and Development. 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.

Credits: 3 hours

Restrictions: Restricted to students who have been admitted to the professional level of a Workforce Education and Development major or a Workforce Education and Development minor.

P. Proposed catalog copy:

WFED 3050 - Career and Employability Skills Intensive investigation of career and employability skills in Workforce Education and Development. 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 Level 2 Essential Studies Course in the Societies and Cultures Category.

Credits: 3 hours

Restrictions: Restricted to students who have been admitted to the professional level of a Workforce Education and Development major or a Workforce Education and Development minor.

Department Curriculum Chair approver: Mary Beth Kennedy Janssen

Department Curriculum Chair comment:

Date: 13-OCT-2020

Department approver: Suzan Ayers

Chair comment:

Date: 13-OCT-2020

COURSE: WFED 3050: Career & Employability Skills

SEMESTER: Fall 2020

CREDIT HOURS: 3 hours (Undergraduate)

INSTRUCTOR: Dr. Adam Manley
Associate Professor, Workforce Education & Development
3602 Kohrman Hall (will not be working in office this semester)
E-mail: adam.manley@wmich.edu

OFFICE HOURS: By appointment

COURSE DESCRIPTION: Intensive investigation of career and employability skills in Workforce Education and Development both locally and abroad. Included are the concepts required to develop skills and behaviors that will prepare students for the world of work.

STANDARDS OF ACADEMIC HONESTY:

Each student is expected to support academic honesty standards by neither giving nor accepting assistance on tests, by submitting only his or her own work for credit, and by proper use of computer resources, including respect for software copyrights. Violations of the standards of academic honesty will result in appropriate disciplinary action. Such disciplinary action may include: failing grade in the course, reassignment of work, dismissal from the curriculum, probation, or dismissal from the University.

MODES OF INSTRUCTION:

This course will be taught using a variety of teaching/learning methods including independent reading, lectures, discussions, application exercises, individual written assignments, student presentations and peer review, and a final examination.

PROGRAM GOALS

The goals of this course are to enable students to:

1. Understand and value of Career & Employability Skills.
2. Understand and develop expertise in the steps of the job search process and workplace skills.
3. Synthesize and create oral and digital information using a variety of modalities appropriate to the media.
4. Prepare a professional résumé and cover letter.
5. Assemble and evaluate a professional portfolio.
6. Prepare for a job interview.
7. Develop expertise in designing presentation plans for applying the skills to students' individual WFED areas.
8. Develop student writing ability to meet WMU's Essential Studies Level 2 requirement established by the university.

SPECIAL CIRCUMSTANCES

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the professor and the appropriate disability services officer at the beginning of the semester.

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and to apply their learning in meaningful ways.

COURSE REQUIREMENTS AND EVALUATION

The following evaluation procedure is being used for activities conducted during this 300 level course:

Assignment	Points	Weight
Session Assignments (100pts x 5 assignments)	500	54%
Session Discussion Postings (25pts x 5 Postings)	125	14%
CES Application Report	200	22%
Online Portfolio	100	11%
Total	925	100%

Assignments are subject to change as the semester progresses

Grade

A	4.0	(94%)
BA	3.5	(87%)
B	3.0	(80%)

NOTES:

1. All assignments must be word-processed and prepared according to format and instructions provided. Careful attention should be given to sentence structure, grammar, spelling and capitalization.
2. All assignments must be turned in when stated in the syllabus. LATE ASSIGNMENTS WILL BE ACCEPTED NO LATER THAN ONE WEEK AFTER THE DUE DATE. A 50% penalty will be assessed against the maximum possible points for each late assignment.

Course Schedule and Assignment Due Dates

Session	Date	Topic	Assignment Due
	9/6	Website Orientation	Watch Course Introduction Video
1	9/13	Developing Information & Applied Academics	Complete Session 1 Discussion & Assignment
2	9/27	Problem Solving & Personal Management	Complete Session 2 Discussion & Assignment
3	10/11	Organization Skills & Negotiation Skills	Complete Session 3 Discussion & Assignment
4	10/25	Career Planning & Understanding Systems	Complete Session 4 Discussion & Assignment
5	11/8	Teamwork & Getting a Job	Complete Session 5 Discussion & Assignment
	11/22	Professional Portfolio	Professional Portfolio Assignment
	12/6	CES Application Paper	CES Application Paper

Notes:

- Schedule is tentative and subject to change

Assessing WMU Essential Studies Student Learning Outcomes
WFED 3050 – Career and Employability Skills
Level II
Societies and Culture

	WMU Essential Studies Student Learning Outcome	Assignments and/or Learning Activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO assessment will take place
Choose Two Student Learning Outcomes From Below			
<input type="checkbox"/>	Demonstrate effective and appropriate written communication	CES Application Report – This report requires students to critically examine each of the 10 transferable work skills. This capstone project requires them to not only define each skill, but also explain how they will incorporate the skill into their career plan. The report is large in scale and their grade is largely determined by their ability to write clearly and effectively.	This report is due at the end of the semester.
<input type="checkbox"/>	Demonstrate effective and appropriate oral and digital communication	Online Portfolio – The online career portfolio requires them to put their resume, achievements, awards, career goals, and work samples on an online medium such as weebly. Additionally, students must record and post a video introduction. Leading up to the project, the students focus on the importance of understanding context and professionalism in regards to communication in the workplace.	This portfolio is submitted and presented to the class towards the end of the semester.