

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 Nic Witschi at Nicholas.witschi@wmich.edu

DEPARTMENT: CEHD

COLLEGE: CEHD

PROPOSED EFFECTIVE FALL YEAR: ASAP

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 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* | | |
- X Other (explain**) ** Other: Adding online campus to E-PROF-CER

Title of degree, curriculum, major, minor, concentration, or certificate: Professional Certification Non-Degree Status (E-PROF-CER)

Chair, Department Curriculum Committee:



Date 02/02/2022

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:



Date 02/02/2022

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: *needs review by	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	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
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1. Explain briefly and clearly the proposed improvement:

We propose to add an online campus option for the graduate level Certification Non-Degree option (E-PROF-CER).

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

The Certification Non-Degree option (PROF-CER) was moved from the Graduate College to CEHD effective Fall 2017. The option is used by K-12 professionals who are not completing a WMU degree program but want to take classes toward re-certification or additional endorsements, including candidates in the Visual Impairment Consortium Program which is fully online.

The proposal being submitted now because we were notified in January 2022 that the CER program was not actually approved for an online campus even though CER students have had a choice of online or main campus as far back as Cognos reports (2007). In Fall 2021, 17 students were in the online campus option and 6 were in the main campus option. (see attached Cognos Report)

This improvement is necessary to allow CER students to again be admitted to the “online campus” option.

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.

Michigan teachers adding a Visual Impairment endorsement through the Michigan Department of Education online Consortium Program (facilitated by the department of Blindness and Low Vision Studies) use the Certification Non-Degree option to take their online WMU courses. The BLS department is in favor of the online campus option for the Certification Non-Degree code (see attached email).

There is no other measurable effect on other colleges, departments, or programs.

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

The Certification Non-Degree option is housed in the College of Education and Human Development. It allows current K-12 professionals to take classes across the university for professional development or to complete an additional endorsement.

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

The online option aligns with the CEHD mission to “Develop exceptional education and human development professionals who positively impact our global society.”

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 is no impact on currently enrolled 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?

The anticipated audience is K-12 professionals who are not completing a WMU degree program but want to take classes toward re-certification or additional endorsements, including candidates in the Visual Impairment Consortium Program which is fully online. We anticipate approximately 20 students per semester (see attached Cognos report).

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.)

There is no anticipated 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.

There are no learning outcomes because CER is a non-degree admissions/enrollment code.

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 needed to allow CER students to choose the campus (online or main) that aligns with their courses locations.

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.

N/A

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.

N/A there is no catalog language because CER is a non-degree admissions/enrollment code and is not listed in the catalog.

**Professional Certification (CER) Enrollment by Campus
Fall 2007 to Fall 2021**

			Fall 2007	Spring 2008	Summer I 2008	Summer II 2008	Fall 2008	Spring 2009	Summer I 2009	Summer II 2009	Fall 2009	Spring 2010	Summer I 2010	Summer II 2010
WMU - Online Education	GR	CER	15	21	12	9	15	20	16	18	23	30	29	23
Main	GR	CER	50	51	22	49	44	46	32	62	66	69	28	50

			Fall 2010	Spring 2011	Summer I 2011	Summer II 2011	Fall 2011	Spring 2012	Summer I 2012	Summer II 2012	Fall 2012	Spring 2013	Summer I 2013	Summer II 2013
WMU - Online Education	GR	CER	24	30	30	28	17	26	19	31	16	37	21	50
Main	GR	CER	60	60	22	69	49	49	22	45	50	31	24	18

			Fall 2013	Spring 2014	Summer I 2014	Summer II 2014	Fall 2014	Spring 2015	Summer I 2015	Summer II 2015	Fall 2015	Spring 2016	Summer I 2016	Summer II 2016
WMU - Online Education	GR	CER	22	44	46	68	18	18	47	50	27	27	35	35
Main	GR	CER	29	23	8	11	14	16	8	15	13	14	4	2

			Fall 2016	Spring 2017	Summer I 2017	Summer II 2017	Fall 2017	Spring 2018	Summer I 2018	Summer II 2018	Fall 2018	Spring 2019	Summer I 2019	Summer II 2019
WMU - Online Education	GR	CER	22	25	23	29	30	40	21	21	24	34	31	29
Main	GR	CER	6	4	1	5	10	5	2	5	6	11	1	2

			Fall 2019	Spring 2020	Summer I 2020	Summer II 2020	Fall 2020	Spring 2021	Summer I 2021	Summer II 2021	Fall 2021
WMU - Online Education	GR	CER	23	25	27	22	20	23	11	6	17
Main	GR	CER	2	4			3	1		5	6